



island school
Curriculum Guide
2011-2012
Grades PreK-5
35th Edition

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

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

May 2011

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* Some teachers appear more than once since they have multiple assignments

INTRODUCTION

This “Curriculum Guide” contains information about Island School’s curriculum (i.e., course of studies) for elementary students – students in grades pre-kindergarten through five.

Its purposes are as follows:

- To provide an explanation about the structure of Island School’s curriculum.
- To list subjects studied, with brief descriptions of each.
- To give information about academic policies and practices, including multi-age grouping and evaluation of student work.

Every effort has been made to ensure that the contents are current. Nevertheless, all items within are subject to change as the program is adjusted to better meet needs of students.

The school year is organized by **trimesters** instead of semesters. This means that there are three major divisions of the 181 instructional days. Trimesters are shorter, more compact, than semesters. In addition, they fit a school year better than semesters. For example, the Winter Break falls in the middle of a trimester rather than just before the end of a semester.

Two days at the beginning of the school year are used to assess the achievement level of each student in language arts and mathematics. This information is used to determine class assignments for these subjects.

As indicated in the pages that follow, Island School’s educational program addresses all aspects of a student’s potential – academics, the arts, and sports and games. In addition, the importance of civic responsibility is given attention, as the future of our democratic society is dependent upon an informed and involved citizenry. Practicing community responsibility is an essential aspect of an Island School education.

We encourage you to become familiar with this “Curriculum Guide.” If you have questions or comments, including suggestions for improvements, please be sure to let us know.

ELEMENTARY SCHOOL CURRICULUM GUIDE – 2011-2012

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Island School does not discriminate on the basis of race, color, religion, national or ethnic origin in any policies or programs.

THE CURRICULUM AT ISLAND SCHOOL

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

To address these purposes, there are twelve ***Expected Schoolwide Learning Results (ESLRs)*** covering all grades, prekindergarten to twelve, as follows:

ESLR Students are to . . .	<i>Students will know . . .</i>	<i>Students will be able to . . .</i>	<i>Students will value . . .</i>
1. Read, write, listen, and present with understanding and effectiveness.	<ul style="list-style-type: none"> • Rules of grammar and composition. • Different genre and styles of literature. • How to listen. • Varieties of presentations used to inform, persuade, and entertain. 	<ul style="list-style-type: none"> • Write clearly and effectively for different audiences. • Read with understanding and enjoyment. • Demonstrate listening skills. • Make an effective presentation using a variety of media. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Basic vocabulary and structure of a second language as well as major elements of the culture reflected in the language. 	<ul style="list-style-type: none"> • Carry on an informal conversation with a native or near-native speaker. • Read and write in the language. 	<ul style="list-style-type: none"> • Contributions and unique aspects of other languages and cultures.
3. Solve problems and make decisions systematically, using logic and mathematics.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Elements of art; • Various uses of art (function); • Relationship of art to culture; • Relationship of form to feelings in visual representations/creations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<i>ESLR Students are to . . .</i>	<i>Students will know . . .</i>	<i>Students will be able to . . .</i>	<i>Students will value . . .</i>
5. Know factors important to physical, mental, and social health and how these relate to quality of life.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Play a musical instrument; • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Worth of self and others as individuals; • Opportunities for making choices; • Work as a central activity of humans; • Reflection.

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

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:

DISCIPLINE	REFER TO ESLR	ORGANIZATION OF THE DISCIPLINE				
English/ Drama	1	Reading	Writing	Presenting (e.g., Speech and Drama; Reports)	Listening	Viewing (e.g., Films)
Social Studies	7, 8, 11	History	Social Organization/ Geography	Civics/Politics	Economics	Personal Values/ Ethics
Math	3	Facts and Algorithms	Measurements	Problem Solving and Real-World Connections	Geometric Applications	Logical Reasoning
Science	9, 12	Physical Science	Life Science (including nutrition)	Earth Science	Unifying Science Concepts	Science as Inquiry
Technology	10	Operating – starting up, file management, use of the Internet, etc.	Keyboarding – proficiency at least at 20 words per minute.	Applications – such as video editing, publishing, web- design, etc.	Programming, including robotics, java, coldfusion, and other languages.	Troubleshooting – i.e. maintenance and repair of equipment on campus.
Art	4	Production	History	Criticism	Aesthetics	
Music	6	Human Voice and Vocal Expression	Music Theory, Appreciation, and History	Instrumentation (Percussion, Recorder; Ukulele, Keyboard)	Performance	
PE	5	Health (Physical and Mental; Personal and Communal)	Leisure/Life-Long Sports	Teamwork/ Sportsmanship		
Hawaiian Studies	2, 6	Ethnicity and Culture	Hawaiians as an Indigenous People	Culture and the Arts, including language, music, and dance	Religion and Governance	
Foreign Language (Limited to Middle and High school at present))	2	Speaking	Reading	Writing	Listening	Culture

CLASS SIZE/INSTRUCTIONAL EFFECTIVENESS

The effectiveness of classroom instruction is influenced by several factors. The range of student abilities within the class and the social adjustment of students are two of these. A class of fifteen students can be more difficult to handle than one of 23 if the students within it are particularly active and diverse. At the same time, the number of students in a class does matter, and more students rather than fewer can have positive effects. In some cases, a determination to admit a student is based on that student's potential to contribute to the overall success of the class. All of these factors are given serious consideration when decisions are made about the number of students to be admitted to a class.

Younger children are more active and need more careful supervision than older children. Island School's policy is to limit the size of primary classrooms generally to twenty students per class, though some exceptions to this policy are permitted. Exceptions include accommodating families who have older or younger siblings at Island School and children of staff members of Island School.

As students get older, i.e., at third grade and above, the general rule still is to seek a ceiling of 20 students per class; here again, however, this ceiling may be exceeded for particular reasons, including those described above.

Overall in Island School's elementary school (including enrichment teachers) the ratio of students to teachers is 12.3 to 1.

ASSESSMENTS & STANDARDIZED TESTING

From admissions and throughout the elementary grades, Island School uses standardized assessments to assist in knowing achievement levels of students as well as strengths of the academic program:

- Peabody Picture Vocabulary Test (PPVT) – this is an individually administered assessment which indicates the child's knowledge of vocabulary through identification of pictures.
- Developmental Skills Checklist – This is an individually administered assessment for younger children that measures pre-reading and mathematical understanding, social strategies, fine and gross motor development, and print and writing concepts.
- Gates-MacGinitie Reading Tests – for students in kindergarten. This is administered in the spring and provides information about each student's achievement in comprehension and decoding.
- Iowa Test of Basic Skills – Students in grades 1-5 take this in the spring of each year to give us information about individual student achievement and class averages in the following areas:
 - Total Reading
 - Total Math
 - Language
 - Spelling
 - Listening
 - Science
 - Social Science
 - Using Information
 - Complete Battery.

Comparisons are made against a representative group of students nationally. Also, grade level equivalents (i.e., standards expected for each grade) are provided. As a group, Island School students rank in the above average range in student ability and achievement. Generally students who have been at Island School longer score better on standardized tests than those new to our curriculum.

From the end of kindergarten through 5th grade, every student is assessed and given a guided reading level. Reading levels for grades 2-5 are determined by Lexile Scores received while taking the Iowa Test of Basic

Skills. These scores match the reading level of the student to books in the classroom, ensuring that students can choose and be assigned books they can understand and enjoy. Reading levels for students completing kindergarten are determined by the Gates-MacGinitie Reading Test and the Alpha Kids Reading Assessment.

MULTI-AGE GROUPING

Island School is committed to supporting all students in their efforts to reach their highest potential. Students learn and grow at different rates, some faster and some more deliberately. Studies indicate that working from the students' strengths is the best way to promote their learning. Advancing particular students too fast will lead to their being frustrated, as they will be unable to keep up with their classmates. Not advancing other students fast enough – i.e., in keeping with their readiness for new and more challenging assignments – leads to their being bored.

As indicated above, at Island School students are assessed at the beginning of the school year and periodically thereafter to check on their progress. Then each student is placed in a class setting consistent with his or her level of achievement in math and reading; also, the student's social adjustment is considered. Both factors are important to moving students from their home classroom to another classroom for particular areas of study. Some students are advanced; others stay in their home classroom; still others work individually or in small groups with a teacher trained to give them special assistance in accord with their needs.

MULTI-AGE ASSESSMENT POLICY

Students being considered for placement in a math class above their regular grade level are given a placement test. This helps us know of their readiness for advancement. The student must accurately answer 85% of the problems to be considered for advancement. Also, several elementary teachers familiar with the student and his or her abilities and work habits review the student's test score and maturity as part of this process.

GRADES AND GRADING

REPORTS – Formal Reports are made at the end of each trimester. Teacher comments accompany these reports.

Grading for prekindergarten through 5th grade students is based on a child's development in relation to generally accepted achievement levels. Rubrics (criteria) specify what each number means as indicated on the student's report card.

- * = not addressed this trimester
- 1 = not apparent
- 2 = working toward expectations
- 3 = meets expectations
- 4 = exceeds expectation

Enrichment teachers provide descriptors and comments for each trimester.

Student-Led Parent Conferences are scheduled twice a year. These are brief (usually 30 minutes) and are intended to keep parents informed of the student's progress. At each conference, students present samples of their work (called *portfolios*) and explain what they have been learning. Then the teacher offers comments relative to the student's progress.

As needed, longer conferences may be scheduled at the request of teachers and/or administrators and/or parents and students.

MORNING CIRCLE

Every morning, at 8:00 a.m., elementary students gather in the Main Hall for Morning Circle. The purpose is to build a sense of community and to ensure that students and staff are aware of current happenings at Island School. Fifth graders lead the assembly. The Pledge of Allegiance is said, poetry is read, and songs are sung – including folk, Hawaiian, and patriotic. There is a hearty “Welcome Back!” for students and teachers who have been absent, and birthdays are acknowledged. Announcements are made by students and teachers alike, and awards are given as appropriate. Morning Circle is an important tradition of Island School.

STUDENT COUNCIL

Island School’s elementary school has a student council. Students in fifth grade run for the offices of president, vice-president, secretary, and coordinator of public relation. Then students in grades 2 through 5 select their representatives. Meetings are held every other week. Discussions focus on issues and activities of concern to elementary students.

FLAG DETAIL

The fifth grade is responsible for raising and lowering the flags on the flagpole in the central courtyard. Two are on display every school day – the flag of the United States of America and the flag of the state of Hawaii. Each morning they are raised and each afternoon lowered and stored in accord with official protocol. This responsibility is shared among the students of the fifth grade.

CLUBS

The last period of the day each Wednesday afternoon for six weeks of every trimester, students are in “Clubs.” This means they choose an activity not normally part of the regular instruction – such as taking nature walks, playing chess, building models with lego, planting and caring for a garden, competing in soccer matches or kickball, learning about proper handling and care for pets, cooking, and so forth. There is great variety. Each trimester clubs are changed, and students choose a new activity. No grades are given.

COURSE DESCRIPTIONS

PLEASE NOTE: For purposes of continuity, these descriptions are organized by disciplines and grade levels. As mentioned earlier, these may or may not correspond to a particular student's study, as his or her strengths and needs are considered in assigning placement.

ART. Relates to ESLR #4: Students are to recognize, and experience techniques related to the visual arts. They will understand how the visual arts communicate a variety of ideas, feelings, and experiences. Four areas are addressed: 1) Art Production; 2) Art History; 3) Art Criticism; 4) Aesthetics.

Students in kindergarten through grade 5 have art instruction with a specialist at least one trimester per year. Additional art projects may be part of classroom instruction at the discretion of the teacher.

Pre-Kindergarten – Students will...

- Create and build various models using a variety of materials.
- Use markers, crayons, pencils, chalk, and paint to express thoughts and feelings.
- Discuss and share art work.

Kindergarten – Students will...

- use developmentally appropriate art vocabulary.
- use art media, tools, and processes to create original work, without using pre-made templates.
- create artwork that expresses emotion and be aware that art can be used to express feelings.
- discuss their preferences for particular works of art.
- Know differences between functional artwork, such as pottery, and artwork that is appreciated for other reasons (decoration, advertising, expressiveness, etc.)

First Grade – Students will...

- use various art media, such as watercolor, tempera, clay, paper mache, pencil, printing ink, pastel.
- create original art that incorporates elements and principles of design.
- differentiate between two-dimensional and three-dimensional artwork.
- mix secondary and tertiary colors from primary colors.
- use personal, familiar subjects and experiences to create original works of art.
- compare artwork from various cultures that have similar themes and subject matter.

Second Grade – Students will...

- use the element of space and the principles of repetition and variety, using various media.
- use color to convey mood in works of art.
- describe personal responses to a work of art and alternative responses from others.
- investigate how art is used in celebrations, festivals, and customs of other cultures.

Third Grade – Students will...

- use elements and principles of design: value, line, rhythm, movement, proportion, and balance.
- use a variety of art media to create original art, without the use of pre-made templates.
- use observational skills to create original artwork based on scenes and subjects from daily life.
- use their visual arts vocabulary to discuss and compare works of art.
- compare themes and subject matter in works of art from different time periods.

Fourth Grade – Students will...

- use the elements and principles of design (emphasis, proportion, complementary colors, positive and negative space, and depth) to communicate an idea or mood.
- combine visual and performing arts, such as imagery, movement, sound, and words, to create an art piece.
- analyze how personal preference is used to judge a work of art, using art vocabulary.
- learn ways that art can be used to discover ideas, attitudes, and beliefs of a culture.

Fifth Grade – Students will...

- use the principles of design, including unity and harmony, in works of art.
- analyze the element of space (perspective, overlapping, the concepts of foreground and background) and how it is developed in works of art, learning the principles of linear perspective.
- analyze the characteristics of representational and non-representational art.
- create an original work of art that demonstrates a concept or idea.
- analyze works of art from selected historical periods.
- compare works of art from various regions of the United States.

DRAMA Relates to ESLR #1: Students are to present with understanding and effectiveness. These experiences are introduced at 3rd grade and continue through 5th grade, one trimester per year.

Third Grade – By playing theatre games, students are introduced to skills and behaviors for effective public presentations, including the use of voice and movement to convey meaning and emotion. Students collaborate on assignments, learning about and applying skills of teamwork. The importance of focus, concentration, and appropriate audience behavior is stressed.

Fourth Grade – Students further their presentation skills, practicing voice projection, articulation, and inflection and stage movement. Group projects continue, including problem-solving exercises.

Fifth Grade – Students are cast in a full-length play. This includes acting, building the set, arranging for technical effects (such as lighting and sound), and acquiring or making costumes. Stage movement (blocking), voice projection and articulation, timing, and character development are among the skills which are developed. Being conscious of others on stage and working together is stressed. The play is performed for students at Island School as well as for the general public.

HAWAIIAN STUDIES. Refers to ESLR #2: Students are to be familiar with another culture. Hawaiians are the indigenous people of the Islands, with an unique, non-western culture. Hawaiian Studies has four basic units: 1) Ethnicity and Culture, including family, society, health, nutrition, games, and sports; 2) Hawaiians as an Indigenous People, including governance, history, and religion; 3) culture and the arts, including language, music, and dance; 4) nature, environment, and geography of Hawaii.

Pre-Kindergarten – Focus is on the child’s *ohana* (family) and the nature and value of *Aloha*.

Kindergarten – Focus is on the child’s *ohana* (family) and the nature and value of *Aloha*. Hawaiian foods are introduced as well as Hawaiian sports and dance (*hula*). Stories about Hawaii of old are told. Students learn to count in Hawaiian from 1 to 10. Also, they learn parts of the body and greetings in Hawaiian. They sing simple Hawaiian songs and chants, and they study Kaua`i as an island.

First Grade – Students build upon what they learned in kindergarten and study the roles of different people in a community. They consider factors involved in food gathering, planting, and harvesting. They respond to various oral instructions in Hawaiian and study the history of areas where they live and attend school. Hawaiian historical figures of note are introduced. Hawaiian rhythmic instruments are played and gestures are used to express and interpret Hawaiian phrases. Islands of Hawaii beyond Kaua`i are studied as parts of an island chain.

Second Grade – Life on Kaua`i is compared with life in other places. The value of *Aloha* is extended to include *akahai* (kindness), *lokahi* (unity), *olu`olu* (pleasantness), *ha`aha`a* (humility), and *ahonui* (patience). Participation in Hawaiian sports and games is emphasized during *Makahiki* (Thanksgiving). Hawaiian words for directions, natural phenomena, and rain are introduced. Students hear legends relating to landmarks and locations. The island of Lana`i is studied in some detail.

Third Grade – Students become aware of the early diet of Hawaiians and ways this has changed because of the influence of immigrant groups coming to Hawaii. Many Hawaiian songs, chants, and dances are learned, with emphases on pronunciation and feelings conveyed. Flora and fauna of the various islands are noted along with environmental factors that affect communities. Students make *kapa* (cloth from bark) and use materials from nature to create arts and crafts. The island of Ni`ihau is given special attention.

Fourth Grade – Study of pre-contact Hawaiian communities is part of the classroom social studies unit. With the Hawaiian Studies specialist, students compare life in early Hawaii with contemporary culture. They study the *ahupua`a* (a land and political unit), the *kapu* (religion and rules of society), and the *kauhale* (village), noting the interdependence of members of the society and symbols of authority. Nutritional value of early Hawaiian foods, the practice of *kokua* (sharing), different ways of cooking, the importance of *wai* (fresh water), and the nutritional and symbolic features of taro are covered. Students learn Hawaiian words for the colors and extend their vocabulary of numbers, body parts, natural phenomena, and values, including the use of diacritical marks in writing to assist with pronunciation. Legends of early Hawaii are shared – e.g., *Pele*, *Maui*, *Hi`iaka*, *Hina*, and *Lohi`au*.

Fifth Grade – A trip lasting anywhere from three to five days, depending on specific plans, is taken to the island of Hawaii to study pre-contact Hawaiian culture and experience some of that island’s geological features. With the Hawaiian Studies specialist, the emphasis shifts from pre-contact to the last 200 years of Hawaiian history. The arrival of various immigrant groups and the effects of diseases brought by the immigrants are considered. More Hawaiian songs and dances are learned; through these the students’ knowledge of Hawaiian words and phrases is increased. The importance of caring for the environment (*malama aina*) receives attention.

LANGUAGE ARTS. Relates to ESLR #1: Students are to read, write, listen and present with understanding and effectiveness.

NOTE: All teachers read stories to the students.

Pre-Kindergarten – The emphasis is the student’s acquisition of language for the purposes of communicating with each other and being able to express thoughts, ideas, and feelings. Each day the children have learning opportunities in listening and speaking as well as emergent reading and writing skills and concepts. They are introduced to using letters, names and sounds, rhyming, segmenting sounds, and retelling stories in a sequence. They are introduced to writing their first names.

Kindergarten – Concentrates on reading readiness. Students learn consonants and short vowel sounds, and they read three-letter words. They identify rhymes, segment sounds, retell stories in sequence and demonstrate left-to-right progression. They become printers, each able to print his or her full name, and they compose simple sentences.

First Grade – Reading is emphasized, both fluency (decoding) and comprehension. Poems, riddles, fiction, and accounts of actual events are read. Phonics, word recognition (including compound words), contractions, and punctuation (such as capital letters, periods, question marks, and exclamation points) are learned. Vocabulary is increased. Writing as a process is taught – planning, drafting, revising, editing, and publishing. Students are introduced to the 6 + 1 traits of writing: ideas, organization, voice, word choice, fluency, conventions, and presentation. Grammar is checked – e.g. the use of complete sentences and agreement of subject and verb. Finished pieces of student writing are shared with the class.

The 6+1 Writing Traits Model™ continues through 5th grade.

Second Grade – Expands on skills learned in 1st grade. Students read non-fiction materials, mysteries, folk and tall tales, poems, plays, and extended books with chapters. In addition, they begin to learn about authors. Phonics and spelling are emphasized in daily lessons, and a spelling test is given each Friday. In grammar, students learn to write every day, either in their journals or in their response-to-reading books. They extend their writing to include rough drafts, peer conferences, and layouts to what they learned about the writing process in grade 1. The 6+1 writing traits are also emphasized within the writing curriculum. Students write summaries and book responses; they create their own stories, prepare a simple research paper, and compose poems and friendly letters.

Third Grade – Chapter books are used in literature groups to develop students’ appreciation of various genre and the elements of literature. Fluency centers and daily reading are used to increase skills in fluency and comprehension. Each trimester the class reads a chapter book. Grammar, spelling, phonics and vocabulary are taught with the Sitton Spelling and Word Skills curriculum. In writing, cursive is learned, and students are expected to be fluent by the end of the third trimester. Students continue to develop the 6+1 Writing Traits (ideas, organization, etc.) through daily assignments in writing and projects.

Fourth Grade – Students read several Newbery Award books throughout the school year and complete book projects focusing on character, plot, setting, and theme. They keep reading-response logs on books they read. Homework assignments focus on reading and spelling. Students continue their study of paragraphs and by the end of the school year are writing 5-paragraph essays. These are published. Also, students write business and personal letters, poems, book reviews, and summaries. They create and explain analogies, identify parts of speech, and build their vocabulary.

Fifth Grade – Reading is with longer books having chapters. As a whole, the class reads six books during the year. In addition, students produce monthly book reports based on their individual reading of six different genres. The focus is on fluency, comprehension, vocabulary, and identification of literary elements. In writing, students use the 6+1 writing traits learned in earlier grades. They write drafts and then revise, edit, and publish them. Building on what they learned in 4th grade, students compose 7-, 9-, and 11-paragraph essays and keep a weekly journal. Types of writing include creative, reflective, narrative, and expository; poetry and songs; cause and effect; and friendly letters.

MATH. Relates to ESLR #3: Students are to solve problems and make decisions systematically, using mathematics and logic. For elementary students, there are five major divisions of the discipline: 1) Problem Solving; 2) Math Facts; 3) Relationships; 4) Geometry; 5) Number Sense.

**In Kindergarten students are introduced to Saxon Math.
Saxon Math is used from kindergarten through 5th grade.**

Pre-Kindergarten – Mathematics will be used to structure experiences to form ideas about quantitative, logical, and spatial relationships between things, people, and events. Students will notice and explore mathematical dimensions of their world. Each day the students will have opportunities to explore concepts such as classification, seriation, patterning, measurement, one-to-one correspondence, quantity or cardinal number, order or ordinal number, numerals, time, space, and shapes.

Kindergarten – In Kindergarten, students are introduced to the Saxon Math program. Basic mathematical concepts, such as positions, classifications, sorting (seriation), graphs, pattern recognition, numbers, simple measurement, different shapes and colors, and time (up to ½ hour segments), count money, addition and subtraction from 1 to 10 is learned. The approach is also based on Math Their Way, with many manipulatives to make learning concrete and understandable.

First Grade – Students learn to write numbers, graph, subtract and add up to 20 (including adding double digits), measure using centimeters and inches, count by tens, fives and two, estimate, recognize patterns, tell time in five-minute increments, count money, and recognize fractions up to 1/16th.

Second Grade – Units covered include adding and subtracting up to 18, graphing, story problems, skip-counting, writing numbers from 0 to 1,000, understanding place value up to 100,000, comparisons of “greater than” and “less than,” 2 and 3 digit addition and subtraction, measurement, knowing the names of geometric figures, and beginning multiplication and division.

Third Grade – Students learn to skip count by whole numbers, arrange numbers in order, solve routine and non-routine problems, master basic math facts (adding, subtracting, multiplying, and dividing), work with positive and negative numbers and with fractions, measure to the nearest quarter inch, millimeter, foot, and yard, identify the volume of standard containers, determine elapsed time, identify angles, symmetry, and function rules, graph ordered pairs on a coordinated chart, write story problems, create, read, and interpret pictographs, bar graphs, Venn diagrams, and line graphs.

Fourth Grade – Students identify perfect squares and cubes and calculate square roots and cube roots. They learn about function rules, and they label number lines using fractions, decimals, and positive and negative numbers. They add, subtract, and multiply multi-digit numbers using algorithms, divide multi-digit numbers by a single digit number, and represent mixed numbers as improper fractions. As the year progresses, students write fractions as percents, name and draw polygons and geometric solids, estimate and compare the mass of objects, and estimate and measure perimeters, circumferences, and areas.

Fifth Grade – Each day begins with a problem to solve. Timed tests in addition, subtraction, multiplication, and division help cement these facts in students’ memories. Students count up and down using different sequences, and they place value through a hundred million. Money, fractions, percentages, and decimals are used and interchanged. Students work with lines, points, angles, and other geometric concepts. They measure and estimate and convert units of length, weight, and mass. Multi-step story problems are created and solved.

MUSIC. Refers to ESLR #6: Students are to appreciate and participate in musical experiences, aware of varieties and uses of different musical techniques and expressions. Four basic units comprise the discipline: 1) Human Voice and Vocal Expressions; 2) Musical Form and Content; 3) Instrumentation – Percussion, Ukulele, and Contemporary Band Instruments; 4) Performance.

Students in kindergarten through 5th grade have at least one trimester of music per year. In addition, each day all students participate in Morning Circle, where they sing patriotic and cultural songs. Other musical activities during the year include a talent show, musical plays, public performances, and May Day.

Pre-Kindergarten – In the Pre-kindergarten classroom, the students explore music, creative movement, and drama. The students create and express themselves through a variety of different music and through creative movement and drama. This builds a foundation for students’ creative expressions and their ability to create, respond, and appreciate the performing arts.

Kindergarten – In class students learn “The World is a Rainbow.” With the music specialist, they listen and move to sounds, identify rhythmic patterns, and learn simple songs. They create their own music with bells, chimes, sticks, and triangles. Also, they learn beginning folk dances and move to a steady beat.

First Grade – Students develop an awareness of scale patterns. They listen to intervals and see musical notation, learn simple musical phrases, participate in call and response singing, and experience theatrical pieces, such as Camille San Saens’ *Carnival of the Animals*. They gain an appreciation for classical music written for children. Students learn a dinosaur song and compose a verse to be used in their yearly prehistoric exhibit.

Second Grade – In class, children sing every day. With the music specialist they play music in groups using percussion, bell, and piano parts, including descants. Students read rhythmic musical notation. The relationship of musical notes to common fractions is shown. The flutophone is introduced.

Third Grade – In class students sing songs including *I Like Your Eyes*, *Bibbity Bobbity Boo*, *It’s Science*, *We’re Going to be Alright*, and *I’m Gonna Be*. Rhythm is learned through poetry. Baroque music is used to help students concentrate. Other classical compositions are played for the students. With the music specialist, students learn more about scales and intervals. They create their own lyrics and rhythmic patterns. Simple song structure (A-B-A) is learned, and concepts of melody are introduced. Recorders may be played as students practice reading simple musical notation.

Fourth Grade –With the music specialist, students are introduced to ukulele, learning major chord patterns in three keys. Voice quality is given attention, and 2-part singing is begun with canons. Singing with accompaniment is practiced.

Fifth Grade – Students play recorders, drums, bells, and ukulele. They read simple melodic lines and learn more chords and descants along with various rhythms. Folk music is sung, complementing concepts students are learning in social studies.

Island School Keiki Chorus – Students in grades 4 and 5 with an interest in singing may, with teacher permission, join Island School Keiki Chorus. ISKC students rehearse during school hours 2-3 times weekly for 30-minute periods. Students are responsible for keeping up with any class work they miss because of rehearsals, and must maintain good academic records in order to participate regularly. Island School Keiki Chorus performs at public concerts and at various school functions throughout the year.

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

Pre-Kindergarten – The focus is on physical development as an integral part of a student’s well-being and ability to function at school. The components are health, safety, self-help skills, and small and large muscle development. Safety and health include such things as hand washing after toileting and before eating, eating healthy foods, and learning to follow safety rules. Small muscle development includes activities that build control, agility, strength, and coordination of the hands, fingers, and wrist and coordination of eye and hand muscles. Large muscle development includes activities that help students gain and maintain physical skills and abilities that involve the muscles of the arms and legs, their coordination, and overall body movement.

Kindergarten – Students are introduced to the concept of “physical education”, a class in which they explore developmentally appropriate motor skills, fitness concepts, and cooperative behaviors. Students run, skip, hop, jump, leap, gallop and balance and combine these movements in physical activities. They throw and kick to a target, dribble with hands and feet, bounce and catch balls, and strike with a paddle. They dance, perform tumbling stunts and play cooperative games. The focus is to help students begin to develop positive attitudes toward healthy lifestyles and physical activity, through participation in enjoyable activities. Students practice self-control and learn the importance of following directions and working cooperatively with others.

First Grade – Motor skills, fitness concepts and cooperative behaviors introduced in Kindergarten are now reinforced in Grade One. Students run, skip, hop, jump, leap, gallop and balance and combine these movements in physical activities. They throw and kick to a target, dribble with hands and feet, bounce and catch balls, and strike with a paddle. They jump rope, perform tumbling stunts, dance and play cooperative games. The focus is to help students begin to develop positive attitudes toward healthy lifestyles and physical activity, through participation in enjoyable activities. Students observe changes in their bodies that occur when they participate in moderate to vigorous exercise. Self-control, following directions and working cooperatively continues to be emphasized.

Second Grade – Students are beginning to master the motor skills reinforced in Grade One. They are able to adapt and adjust their skills to environmental conditions and expectations, such as timing the throw of an object at a large moving target. Students are introduced to physical fitness concepts such as strength, flexibility, endurance and speed and agility as they are introduced to the President’s Challenge Physical

Fitness Program. They identify changes in their bodies that occur when they participate in moderate to vigorous exercise. Expectations in self-control and cooperation are increased as students demonstrate safe, respectful and appropriate behaviors.

Third Grade – Students observe and identify correct form of sport specific learned skills (e.g. throwing, catching, kicking, striking, dribbling) and use feedback to improve. They play cooperative and competitive games that improve hand-eye coordination and promote enjoyment in lifelong leisure time activities. They perform tumbling stunts and dances. Small sided games are introduced in team sports such as soccer, basketball, and touch football. Sports such as volleyball and hockey are modified for successful participation and enjoyment. They participate in the President’s Challenge Physical Fitness Program which measures flexibility, strength, endurance, speed and agility. They use the data to track improvements and set appropriate fitness goals. They demonstrate good sportsmanship and are able to work independently, staying on task. They understand the purpose of rules, procedures, etiquette and respectful behaviors and apply these.

Fourth Grade – Students demonstrate increased control and mastery in sport specific skills (i.e. throwing, catching, dribbling, kicking, striking, and volleying). They dance and play cooperative and competitive games. They participate in small sided and modified games that stress the skills used in sports such as soccer, flag football, basketball, volleyball, tennis, hockey and softball. They participate in the President’s Challenge Physical Fitness Program and assess their own fitness. They use the data to track improvements, set goals, and improve their fitness. They follow instructions, rules and regulations; demonstrate good sportsmanship; and work independently, staying on task. There is an emphasis on teamwork; they experience the coordinated effort and unity and efficiency of working with a group towards a common goal.

Fifth Grade – Students continue to demonstrate increased control and mastery in sport specific skills (e.g. passing, trapping, dribbling, shooting, batting, ground strokes, serving). Students participate in individual and team sports such as soccer, basketball, flag football, volleyball, hockey, tennis, and track. They dance and play cooperative and competitive games. They appreciate the opportunity to participate in non-threatening competitions that stress accuracy and/or distance (e.g. kicking or throwing at a target, shooting baskets, kicking or throwing for distance, sprinting races). Through participation in the President’s Challenge Physical Fitness Program, they assess their fitness level and use the data to improve. They display appropriate cooperative and competitive behaviors and consistently exhibit self-control and good sportsmanship.

SCIENCE. Relates 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.

Pre-Kindergarten – The intent of Pre-Kindergarten science education is to build on young students’ natural sense of wonder and curiosity. It involves an exploration of a wide variety of materials, getting the children actively involved in finding out about the world, encouraging the students’ curiosity and interest, and helping the students acquire beginning scientific knowledge. They identify sequence, change, and causality and explore and identify materials and properties. They talk about living things in our world.

Kindergarten – Students use their senses to describe their observations. They learn the difference between discovery and invention, and they conduct simple experiments. These include collecting data and recording their observations along with offering reasoned possibilities about why and how the experiment worked. Topics studied include the following: Matter, Energy; the Earth and Weather; Plants and Animals; Habitats; Whales; and the Five Senses.

First Grade – Students are introduced to the scientific method: identification, estimation, observation, classification, and making a hypothesis. Results of experiments are recorded and discussed by the class. Subjects include: Living Together; About Our Earth; Dinosaurs; and Investigating Matter. Projects include a dinosaur dig and erosion studies.

Second Grade – Students continue to be exposed to the scientific method introduced in first grade. The areas covered throughout the year are: Life Science - focusing on animals, plants and habitats; Weather; Physical Science with an emphasis on the study of matter; and Energy in Motion – focusing on light, heat and sound. Students perform experiments and read about units they are studying.

Third Grade – The scientific method is still an important focus in third grade. The three units of study are: Earth Science (minerals, rocks, the land, and space); Physical Science (energy, forces and motion); and Living Things (plant and animal characteristics).

Fourth Grade – The year covers Earth Science, including the water cycle and the solar system; and Physical Science – i.e., matter, energy, forces and motion. The third trimester each student completes a science project, with display board and written report. Included in the project is a statement of purpose, hypothesis, research, recording materials, procedures used, observations, and conclusion.

Fifth Grade – Students observe, raise questions, and create and test hypotheses. Three areas are studied: 1) processes of living things; 2) interactions among living things; 3) processes that change the earth.

SOCIAL STUDIES. Relates to ESLR #7, 8, 11: Students are to understand that humans are social in nature whose current status arises from their physical environment, history, customs and values, technology, governance, economics, education, and the arts.

Pre-Kindergarten – Begins with supporting children’s understanding of themselves, their families and their neighbors, and extends to understanding of other places, cultures, and societies.

Kindergarten – Focus of the year is “Myself and Others.” Friendships, manners, and etiquette are studied and practiced. Safety is discussed, individual as well as communal – i.e., watching out for each other. Similarities among different groups are noticed. Maps are looked at and talked about. Different aspects of family living are identified. A “Grandparents’ Day” is a highlight of the year.

First Grade – Roles of various family members and the place of the family in the community is explored in detail. Students design graphs comparing family traditions and chores. Also, they build a model of a city, suburb, and country as a means of clarifying what each of these units is and how they relate to each other.

Second Grade – Building on concepts learned in 1st grade, students study families around the world. The purpose is to increase their awareness of issues and situations common to all families. In addition there is a “comedy week,” in which students share jokes, a biography day, when they dress in the style of their favorite famous person, and an “Around the World Festival,” including exotic foods, games, dances, and songs from other countries. The year ends with a study of rain forests, culminating in a Rain Forest Festival, and a hike up Sleeping Giant.

Third Grade – The focus is on community, its composition, organization, operation, and benefits. Students are expected to learn about and experience their importance to and connection with others. Skills of observing and recording, of listening and asking questions are practiced. Maps are studied as useful sources of information about a community. Purposes of governments are discussed. The values of

diversity are considered. Finally, the necessity of students' personal involvement is underscored as essential to the vitality and longevity of a community and to the quality of life of those who are part of it.

Fourth Grade – The history of Hawaii is the focus. Students learn about the birth of the islands, the first people and plants and animals to arrive, the coming of Europeans and Americans, and the Hawaiian monarchy (19th century). The economics of sugarcane and pineapple is studied, and, after World War II, the importance of tourism to the economy. Each student writes a report about Hawaii as a state, noting the state bird, state motto, and natural resources. Students make maps, timelines, and drawings as part of their reports.

Fifth Grade – The history of North America is studied, from Native American settlements (1400's) to explorations and colonization of the "New World" through the establishment of the United States and its expansion of land and settlements. Specific topics include the following: 1) the land and its people (i.e., Native Americans); 2) exploration; 3) early European settlements; 4) the English colonies – New England, Middle, and Southern; 5) the struggle for independence.

Also, each fifth grader presents a current event once each month.

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

Students in kindergarten through grade five have computer instruction one trimester per year in the computer laboratory. In addition, there is a computer cart that contains 23 processing units and can be moved among the classrooms. Also there are computers in the classrooms that are used by students at the discretion of the teacher.

Pre- Kindergarten – Students experience developmentally appropriate software which is open-ended, exploratory in nature, and allows for student choices and control. This type of software encourages students' independence and involvement with the computer and leads to increased cognitive development.

Kindergarten – Students are introduced to the computer and its parts. Students explore the internet with the teacher, play instructional games on the web, and use selected software to practice hand/eye coordination to solve simple logical problems. Internet safety is introduced and practiced.

First Grade – Proper keyboarding skills are introduced and practiced using an engaging and progressive internet website. Students identify basic computer hardware and become aware of how the different parts work together. Creative play, problem solving, and logic are reinforced through a series of challenging activities with educational software. Internet safety is studied and practiced.

Second Grade – Proper keyboarding skills are practiced. Internet safety is studied and practiced. Navigation and interactive computer skills are practiced using educational software and website games. Students review and are quizzed on identifying functions of computer hardware.

Third Grade – Using simple commands, students program a 'turtle' to move and turn, creating shapes and repeating patterns using MicroWorlds EX software. Word processing functions are introduced and practiced. Proper keyboarding skills and accuracy are stressed. Internet safety is practiced.

Fourth Grade – Presentation and word processing software are used to create and present projects to the class. Students program, create, and present complicated animated scenes to the class using MicroWorlds

EX software. Information on Hawaii as a state is researched using the Internet. Internal computer parts and their functions are identified. Proper keyboarding skills and internet safety are stressed.

Fifth Grade – Spreadsheets are created, their purposes explored, and functions practiced. Comparisons are made between word processing, spreadsheet, and presentation software. Information on Native American Indians is researched using the Internet. Projects presented to the class are created using text and presentation software. Internet safety is practiced. Proper keyboarding skills are stressed, and speed and accuracy are tested.

ASSEMBLIES AND SPECIAL EVENTS

From time to time there are assemblies and special events. These are an integral part of Island School's program. These include Art Day, Winter assembly, Island School's birthday, and the May Day celebration. Students are expected to participate in these as part of their educational experience.

Brief descriptions of some of these follow:

- **Art Day** – The entire morning all students at Island School participate in creating art, from painting and collages to sculpture and silk screening. Some two dozen professional artists from the community work with the students. The day is a wonderful celebration of the artistic side of humans.
- **Halloween** – Students celebrate by participating in a costume parade followed by class parties.
- **Winter Assembly** – Students come together to acknowledge two important celebrations of the season. Songs are sung and brief explanations are provided about the significance of these events.
- **Island School's Birthday** – January 25th, or as close to that date as practicable, all students and staff gather for an assembly. This acknowledges the institution's history, from its origins in Kealia to its current status. Following the assembly, a *ho`okupu* (gift) is presented by the students to the school.
- **May Day** – In Hawaii, May Day is celebrated as the beginning of summer as well as a day to respect the indigenous people of the islands, the Hawaiians, as well as other ethnic groups that arrived at various times in Hawaii's history.

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	Mon	Tues	Wed	Thurs	Fri	Sat	
July	SUMMER SCHOOL					1	2
	4 4th of July	5	6	7	8	9	
	11	12	13	14	15	16	
	18	19	20	21	22	23	
	25	26	27	28	29	30	
	1	2	3	4	5	6	
August	8	9	10 HS/MS Reg	11 PK/K Mtg	12	13	
	15 A	16 B	17 A	18 B	19 A	20	
	Tri 1	HLPM ASSESS					
	22 B	23 A	24 B School Pictures	25 A	26 B	27	
	29 A	30 B	31 A	1 B HS Retreat	2 A MS Retreat	3	
September	5 Labor Day	6 B	7 A	8 B	9 A	10 ACT	
	12 B	13 A	14 B	15 A	16 B	17	
	Stanford Achievement Tests grades 6 and 9						
	19 A	20 B	21 A	22 B	23 A Fall Roundup	24	
	26 B	27 A	28 B	29 A	30 B	1 SAT	
			Mid-Term				
October	3	4	5	6	7	8	
	Autumn Break						
	10 A	11 B	12 A PSAT	13 B	14 A	15	
	17 B	18 A	19 B	20 A	21 Art Day	22 ACT	
	24 B	25 A	26 B	27 A	28 B	29	
November	31 A	1 B	2 A	3 B	4 A	5 SAT	
	7 B	8 A	9 B	10 A	11 VETS Day	12	
	14 B	15 A	16 B	17 A	18 B	19	
	Trimester 1 Finals Week						
	21	22	23	24	25	26	
Thanksgiving Break							
December	28 A	29 B	30 A	1 B	2 A	3 SAT	
	Tri 2						
	5 B	6 A	7 B	8 A S/P/T	9 S/P/T	10 ACT	
	12 B	13 A WINTER CON	14 B	15 A	16 B	17	
	19	20	21	22	23	24	
	Winter Break						
Winter Break							

INSTRUCTIONAL DAYS 181 Total		
Tri 1 62 + 1 Special	Tri 2 59 + 1 Special	Tri 3 56 + 2 Special
A=31	A=30	A=28
B=31	B=29	B=28

	Mon	Tues	Wed	Thurs	Fri	Sat
January	2 A	3 B	4 A	5 B	6 A	7
	9 B	10 A	11 B	12 A	13 B	14
	16 ML King Day	17 A	18 B	19 A	20 B	21 Hawaii HS Choral Festival
	23 A	24 B	25 A Mid-Term	26 B	27 A	28 SAT
February	30 B	31 A	1 B	2 A	3 IS B-Day	4
	6 B	7 A	8 B	9 A	10 B	11 ACT
	13 A	14 B	15 A	16 B	17 A	18 K-5 Jog-A-Thon
	20 Pres Day	21 B	22 A	23 B	24 A	25
	27 B	28 A	29 B	1 A	2 B	3
March	5 A	6 B	7 A	8 Teach Work Day	9 Teach Work Day	10 SAT AUCTION
	Trimester 2 Finals Week					
	12 B	13 A	14 B	15 A	16 B	17
	Tri 3					
	19 A	20 B	21 A	22 B S/P/T	23 S/P/T	24
	26 A	27 B	28 A	29 B	30 A	31
April	2	3	4	5	6 Good	7
	Spring Break					
	9 B	10 A	11 B	12 A	13 B	14 ACT
	16 A	17 B	18 A	19 B	20 A	21 JUMP/HOOPS
	23 B	24 A	25 B Mid-Term	26 A	27 B	28 Senior Projects
May	30 A	1 B	2 A	3 B	4 May Day	5 SAT
	7 A	8 B	9 A	10 B	11 A	12
	14 B	15 A	16 B	17 A	18 B	19
	ITBS Testing Grades K-5					
	21 A	22 B	23 A	24 B	25 A	26
June	28 Mem Day	29 B	30 A	31 B	1 A	2 SAT Sr. Brunch
	4 B	5 A	6 B	7 A	8 Beach Day	9 ACT Graduation
	Trimester 3 Finals Week					
	11 KAM Day	12	13	14	15	16
	18	19	20	21	22	23
	SUMMER SCHOOL					
July	25	26	27	28	29	30
	1	2	3	4 4th of July	5	6
	8	9	10	11	12	13
	14	15	16	17	18	19
	21	22	23	24	25	26