island school

Curriculum Guide 2011-2012

Grades 6-12

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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2011-2012
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** Some teachers appear more than once since they have multiple assignments*

ISLAND SCHOOL
CURRICULUM GUIDE FOR GRADES 6-12
2011-12
Table of Contents

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

INTRODUCTION

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

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

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

The school year is organized by **trimesters**. This means that there are three major divisions of the 181 instructional days. Trimesters are shorter than semesters and allow for a variety of courses. In addition, they fit a school year better than semesters. For example, the Winter Break (Monday, December 19^{h} through Friday, December 30th) falls in the middle of a trimester rather than just at the end of a semester.

Trimester	***Start Date***	***End Date***
1	August 15th, 2011	November 18th, 2011
2	November 28th, 2011	March 7th, 2012
3	March 12th, 2012	June 8th, 2012

During the year there are four extended breaks of a week or longer – ***Autumn Break*** (October 3rd to October 7th), ***Thanksgiving Break*** (November 21st to November 25th) ***Winter Break*** (December 19th to December 30th), and ***Spring Break*** (April 2nd to April 6th, 2012).

Summer School 2011 is scheduled from mid June through late July, depending on the course. Classes run on different schedules. Please check announcements for details – or call the office. Summer School is a time for strengthening academic skills (reading, writing, and mathematics) and for taking courses that enrich students' educational experiences.

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 (formerly Course Catalogue). Your comments and suggestions are welcome.

THE CURRICULUM AT ISLAND SCHOOL

Island School's curriculum (course of studies) is based on its mission, approved by the Board of Directors on May 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)***, as follows:

ESLR Students are to . . .	***Students will know . . .***	***Students will be able to . . .***	***Students will value . . .***
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.	• 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.	• 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.	• 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.

ESLR Students are to . . .	***Students will know . . .***	***Students will be able to . . .***	***Students will value . . .***
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.	• 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.	• 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.

ESLR Students are to . . .	***Students will know . . .***	***Students will be able to . . .***	***Students will value . . .***
9. Observe and describe phenomena, make inferences, and develop and test hypotheses designed to explain observations.	• Purposes and steps of the scientific method. • Physiology and morphology of biological taxonomies. • Physical laws governing our physical and chemical world.	• 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.	• 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.	• 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.	• 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.	• 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.	• Personal attributes that affect success in the workplace and the larger society. • Various approaches to time management, study skills, etc.	• Analyze their own behavior in relation to these attributes. • Manage their time effectively.	• 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.	• 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.	• 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.	• 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 (Spanish and Chinese)	2	Speaking	Reading	Writing	Listening	Culture

REQUIREMENTS FOR GRADUATION

There are 181 days of instruction in a school year. These days are divided into three sections of about twelve weeks each, called "trimesters."

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

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

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

NOTE: Any student who feels qualified may challenge a course and if he or she passes the assessment for the course will be granted credit for having satisfactorily completed it.

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

A SAMPLE FOUR-YEAR PROGRAM FOR A HIGH SCHOOL STUDENT

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

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

9TH GRADE			10TH GRADE		
1st Trimester	***2nd Trimester***	***3rd Trimester***	***1st Trimester***	***2nd Trimester***	***3rd Trimester***
Essentials of Reading & Writing	Classical Mythology	Research & Writing	Am. Lit I: Colonial to Civil War	Am. Lit II: Civil War thru WWI	Am. Lit III: The Modern Period
World History: Western Europe	World History: Eastern & Central Asia	World History: Latin America	US Hist I: Colonial to Secession	US Hist II: Civil War thru WWI	Us Hist III: Jazz Age to the Present
Spanish I or Chinese I	Spanish I or Chinese I	Spanish I or Chinese I	Spanish II or Chinese II	Spanish II or Chinese II	Spanish II or Chinese II
Algebra I	Algebra I	Algebra I	Geometry	Geometry	Geometry
General Science or Chemistry or Honors Biology	General Science or Chemistry or Honors Biology	General Science or Chemistry or Honors Biology	Chemistry or Physics or Honors Chemistry	Chemistry or Physics or Honors Chemistry	Chemistry or Physics or Honors Chemistry
Video Production	Intro to Painting	Elective	Web Design	Ceramics	Music Appreciation
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education

11TH GRADE			12TH GRADE		
1st Trimester	***2nd Trimester***	***3rd Trimester***	***1st Trimester***	***2nd Trimester***	***3rd Trimester***
Genre Studies: The Novel	Genre Studies: Short Story	Genre Studies: Poetry	Genre Studies: Biography & Essays	Genre Studies: Debate	Genre Studies: Dramatic Works
Fundamentals of Economics	American Government	International Relations & World Economics	History of Hawaii	Comparative Religions	Elective
Spanish III or Chinese III	Spanish III or Chinese III	Spanish III or Chinese III	Spanish III or Chinese III	Spanish III or Chinese III	Spanish III or Chinese III
Algebra II	Algebra II	Algebra II	Pre-Calculus	Pre-Calculus	Pre-Calculus
Physics or Biology or Honors Physics	Physics or Biology or Honors Physics	Physics or Biology or Honors Physics	Biology or Science Elective	Biology or Science Elective	Biology or Science Elective
Ceramics	Junior Counseling	Elective	Senior Counseling	Elective	Graduation Prep
Acting or HS Chorus	Acting or HS Chorus	Acting or HS Chorus	Student Government	Student Government	Student Government

THE DAILY SCHEDULE

Students in grades 6-12 have an 8-period schedule divided over two days – four on "A" days and another four on "B" days. "A" and "B" days alternate so that over a two-week period, each period meets five times – three on one week and two on the other. The length of each period is 80 minutes, as indicated below:

PERIOD	*TIME*	*A DAYS*	*B DAYS*	*COMMENT*
1	8:00 – 9:20	Course A	Course E	
Morning Meeting	9:25 – 9:45			Provides time for announcements and enrichment activities. Keeps students and staff informed and builds a sense of community.
Recess	9:45 – 9:55			Social time for students, who often purchase and consume snacks.
2	10:00 – 11:20	Course B	Course F	
Lunch	11:20 – 11:55			
3	11:55 – 1:15	Course C	Course G	
4	1:20 – 2:40	Course D	Course H	
After School Activities	This is a time when athletic teams practice and compete, drama groups rehearse, 1st Robotics builds its machine, students receive tutorial assistance, and so forth.			Generally teachers are available until 3:30 or later to work with individual students.

The high-school schedule is designed to allow most students to take advantage of a supervised study hall within the school day.

SENIOR PROJECT

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

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

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

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

CLUBS AND SPECIAL ACTIVITIES

High-school students have an opportunity to participate in many co- and extra-curricular activities. Listed below are some of these, offered in response to student and staff interests:

- **CLUBS**
  - Interact – sponsored by the Rotary International of Poipu. Concentrates on community-service projects.
  - Dive – qualifies students for SCUBA certification and schedules regular dives throughout the year.
  - Math – among its activities, provides tutors for those desiring special assistance in math.
  - Spanish – for those who want to further their proficiency in the language.
  - Model United Nations – simulates this organization with students taking and presenting positions on current world events in competition with other schools in Hawaii.

- **LITERARY MAGAZINE** – students compile, edit, and publish an anthology of student writing.

- **MOCK TRIAL** – a team is formed and competes with teams from other schools in defending and prosecuting cases.

- **NATIONAL HONOR SOCIETY –** Island School has a National Honor Society chapter. Admission is by application and approval by the faculty. Criterion for membership is a demonstrated excellence in scholarship, leadership, conduct, and service.

REGISTRATION FOR CLASSES

Ninth grade students prepare a four-year schedule of classes in accord with Island School's requirements and their preferences. Parents are encouraged to be part of this process. Then, before each trimester, these plans are reviewed and revised as appropriate. The assistant head of school and registrar assist students in this process and develop the schedule from these plans. When the parents and the student have agreed on the schedule, they sign a form indicating this. This registers the student for his or her classes. Students are to attend classes in accord with their schedules. ***Schedule changes must be done within the first week of the trimester***. To make a change, the student needs to consult the instructor of the course he or she wants to change to and obtain the approval of an administrator. After the first week, the schedule is fixed.

PLANNING FOR COLLEGE

Island School is a college-preparatory institution. **Students are required to take one-trimester of college counseling in each of their junior and senior years:**

- Junior counseling centers on preparation – i.e., attending college events; taking the Preliminary Scholastic Aptitude Test (PSAT), from which Merit Scholarship Awards are determined; making initial inquiries and sending away for catalogues; preparing for and taking the Scholastic Aptitude Test (SAT); and relating grades and interests to various career choices and schools;

- Senior counseling focuses on the application process – namely, 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.

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

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

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

COURSE DESCRIPTIONS (Covers Grades 6-12)

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

Courses are described by grade level as this is familiar to most families. Nevertheless, as indicated above, flexibility of placement is the rule at Island School.

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

Middle School Art Elective (a year-long course)
During this year-long class, students will explore drawing, painting, printmaking, and three-dimensional construction. Lessons will focus on skill development and creative problem solving and will be linked to the study of art history and aesthetics. A variety of materials will be used as students render such subjects as landscape, still-life, and the human form. Imaginative works based on memory and fantasy will also be done, as well as abstract compositions. Several types of printing techniques will be explored. Students will learn ceramic hand-building skills and will experiment with several types of ceramic glazing.

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

Beginning Drawing
Students use a variety of materials (pencil, pastel, ink, charcoal, and crayon) to experiment with drawing techniques. They do exercises designed to increase their skills and sharpen their powers of observation, including upside-down drawing, contour drawing, and analog drawing. Students draw landscapes and still-life set-ups, portraitures, and figures. They create imaginary designs and draw from memory. They observe and discuss drawings from art history. Students use PowerPoint to present their study of a significant historical or contemporary artist.

Introduction to Painting and Color
Students explore color: how to see it, mix it, and use it to create various effects. They become familiar with the twelve-color wheel and use it to make secondary, tertiary, and neutral colors from primary colors. They produce representational, imaginative, and abstract paintings based on still life, landscape, and the human form, as well as from memory and the imagination. Materials used include watercolor, acrylic, tempera, and block-printing inks. Drawing skills are emphasized and reviewed. All students use PowerPoint to inform their classmates about a significant historical or contemporary artist.

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

Art History
Students study the history of the art of the Western World, focusing on the nineteenth and twentieth centuries. They view and discuss slides of paintings, sculpture, and architecture, identifying the characteristics that distinguish artists' work: genre, subject, theme, composition, scale, technique, and materials. The class considers religious, political, and sociological influences on artists' works. All students present a PowerPoint presentation on a significant historical or contemporary artist.

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.

Mixed Media
Offers students an opportunity to explore a variety of craft mediums: fiber arts, such as weaving, batik, and fabric painting; paper making and paper casting; and three-dimensional construction from wood, metal, and recycled materials. It emphasizes conceptual development, art fundamentals, and craftsmanship. The study of the history and tradition of these crafts is interspersed throughout the curriculum.

Honors Oil Painting
For the serious art student who is a junior or senior. Students need to have completed courses in drawing and painting and must receive clearance from the art teacher. They will learn how to stretch and prime their canvases and how to document their work with digital photographs. They will focus on the fundamentals of design, develop the technical skills unique to oil painting, and explore their individual artistic vision. A lab fee of sixty dollars is used to defer the high cost of materials.

Beginning Photography
Covers the basics of operating a camera, including proper exposure, creative uses of shutter speed, depth of field, lighting, and composition. Students process black and white film, make prints, and learn to apply tone and hand tint.

Advanced Photography
Students fine-tune their printing skills and learn about filters and different kinds of paper for printing. Early image makers are studied along with different printing processes. Each student prepares a portfolio and participates in an exhibition of work of the class. Prerequisite: Beginning Photography.

Digital Photography
This course introduces students to the fundamentals of digital camera operation, lighting, and the principles of photographic design and composition. Students learn editing, color correction, special effect filters, and many other creative image enhancement techniques using Adobe Photoshop Elements.

ENGLISH (including DRAMA). Refers to ESLR #1 Students are to read, write, listen and present with understanding and effectiveness. Five areas are addressed 1) Reading; 2) Writing; 3) Presenting – including speech and drama, and reports; 4) Listening; 5) Viewing – i.e., films. The basic source for writing conventions and style is *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi and Walter S. Achtert.

Instruction in English at Island School is designed to have students become proficient in the following areas:

a. Express themselves clearly and effectively in writing and speaking.
b. Analyze, appreciate, and respond to what they read.
c. Develop their own viewpoints, and know how to articulate these to others.
d. Become familiar with important works in English, American, and World Literature.
e. Be knowledgeable about the stylistic range and power of the English language, as well as its history and grammar.
f. Value and develop their own creativity.

PLEASE NOTE: Unless otherwise indicated, all courses are for a single trimester.

DRAMA

Middle School Drama Elective (a year-long course)
Basic theatre and presentation skills are reinforced, including improvisation, characterization, voice projection and articulation, and stage blocking. Students may take on technical responsibilities, including light and sound, costuming, and set building. The course includes public performance.

Drama Internship **(Grades 9-12)**
Students who have had training in theatre reinforce their knowledge and skills by teaching others. Enrollment is with permission of the instructor.

Theater Arts and Improvisation **(High School)**
The course emphasizes basic performance skills of articulation and projection, movement, stage blocking, and character development through the use of improvisational theatre. Students participate in a variety of activities that develop their ability to concentrate, listen effectively, make observations and associations, and build ensemble. Characters are developed and scenes are performed alone and with other performers, using basic rules of improvisation. Students critique each other's work with an eye for skill development, as well as for theatrical opportunities.

Acting (High School)
In this trimester course students analyze, prepare, and perform one-act plays from scripts representing a variety of theatrical styles. Emphasis is on the craft of acting and the development of a cast as a team. Student work includes exercises to develop confidence and control in voice and movement. Some after-school time will be required during the final week prior to performances. The plays are performed before school and community audiences.

Play Production (High School)
Students in this after-school course will audition for and be cast in a full-length production to be performed for a public audience. As time permits, stagecraft skills (including light and sound design and operation, set design and construction, and stage management) will be offered to those interested. Parent involvement is appreciated.

ENGLISH

A SAMPLE ENGLISH PATH

Grade	*1st Trimester*	*2nd Trimester*	*3rd Trimester*
6	Fundamental of Reading	Fundamentals of Grammar	Paragraphing
7	Expository Writing	Etymology	Literary & Rhetorical Devices
8	Fundamentals Of Public Speaking	Non-Fiction Writing	Fiction
9	Essentials of Reading & Writing	Classical Mythology	Research & Writing
10	Am Literature I: Colonial To Civil War	Am Literature II: Civil War Through WW I	Am Literature III: The Modern Period
11	Genre Studies: The Novel	Genre Studies: Debate	Genre Studies: Poetry
12	Genre Studies: Biography & Essays	Genre Studies: Short Stories	Genre Studies: Dramatic Works
ELEC.	Journalistic Writing, Honors English, Honors Great works, Independent Study		

This curriculum is comprehensive and progressive, with three major strands: 1) Writing, 2) Reading, 3) Oral/dramatic expression, including film as an extension of drama.

Middle School (Grades 6 through 8)

GRADE 6

Fundamentals of Reading

Reading with a purpose begins with two basic assumptions: first, that reading is an active task with varying approaches and strategies; second, that the purposes of the reader and the writer guide the selection of approaches and strategies. Purposeful reading of fiction and non-fiction always has a goal. We read to enjoy, to acquire an overview, to find specific information, to identify central themes or ideas, to develop detailed and critical understandings, to decipher complex instructions, to solve problems, to compare or clarify ideas and feelings, and to find support for argument or persuasion. To reach these goals, the course presents a basic strategy that requires the reader to identify a purpose and then survey the material, construct reading questions, process the text, recall main points, and lastly, to review the products of the reading.

Fundamentals of Grammar

Grammar is more than a set of rules for usage and punctuation. The functional approach to grammar considers the roles played by words, terms, phrases, and clauses within the syntax of sentences. Students recognize that the traditional categories of noun, adverb, and adjective are functions that can be accomplished by a variety of expressions. Students use grammar to describe, compare, and evaluate passages from literature and from their own writing. Studies indicate that writers who are aware of their own grammatical elements are more careful readers and more exact writers.

Paragraphing

The paragraph is the basic unit of writing, linking several related sentences which stress a central idea. By learning about the function/purpose of the paragraph, how to develop this unit of composition, and the need for variety and vigor, students will be able to write more effectively. To demonstrate skills acquired in this course, students write paragraphs that amplify or explain a single topic.

GRADE 7

Middle School English Skills (Grade 7 & 8)

English Skills offers an integration of reading, writing, speaking and listening skills through oral and written presentation. This course is designed to improve reading comprehension, writing in Standard American English, and general language skills through a series of structured practice opportunities. Students perfect their writing skills to high school level competence and accuracy and develop vocabulary and grammatical structures appropriate to the academic assignments they are likely to encounter.

Expository Writing

Formal written expression demands familiarity and practice with basic compositional elements. This course introduces the fundamental writing patterns of description, narration, comparison, classification, analysis, and persuasion. Students learn and practice strategies for designing, arranging, drafting, revising, editing, and publishing their written work. All coursework beyond grade six assumes proficiency in these patterns and with these strategies.

Etymology

An essential key to successful reading is familiarity with the origin and construction of words. English words are formed from building blocks of phonemes (basic sound units) and morphemes (basic meaning units). The English language contains approximately 800,000 words, the majority of which are constructed from morphemes from other languages. More than 50% of English words have entered the language from Latin, and another 11% has come from classical Greek. This class studies Latin and Greek roots, prefixes, and suffixes that form the majority of English words.

Literary and Rhetorical Devices

Writers regularly use deliberate constructions of language to increase the clarity, effectiveness, and enjoyment of their text. These devices include literary techniques, like alliteration, that typically occur 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. This course examines literary and rhetorical devices in fiction and non-fiction and provides opportunities for students to incorporate these in their own work.

GRADE 8

Fundamentals of Public Speaking
Speaking alone in front of a group remains a difficult task for many people. This course in basic speaking techniques is designed to give students the knowledge and experience that will make public speaking easy and effective. Students consider purpose, audience, arrangement, and delivery as they draft and create their own speeches. Students practice proper enunciation, projection, and tone in a variety of speaking tasks from simple introductions to complex persuasions. Students read selections from *Lend Me Your Ears: Great Speeches in History,* create and present a PowerPoint presentation, and listen to recordings of great orators from modern history.

Nonfiction Writing
Almost all personal, educational, and business writing is non-fiction. Our usual writing tasks include essays, letters, opinions, summaries, outlines, instructions, directions, paraphrases, and various forms of reporting. Students will read, study, and practice these and other forms of non-fiction writing. The course emphasizes responsibility to source material and the role of purpose and audience in the non-fiction writing process. Students read *Anne Frank: The Diary of a Young Girl.*

Fiction
Fictional literature has developed mainly around four genres – poetry, drama, short story, and the novel. Each genre has basic attributes of structure and technique that have formed in response to the purposes of the author and the audience, and that distinguish it from the others. This course will identify the essential elements of each genre, explore the relationship of purpose and audience, and examine the use of literary and rhetorical devices in fiction. Readings include various poems and short stories as well as the novel, *To Kill a Mockingbird* by Harper Lee and a selection of one-act plays.

GRADE 9

Essentials of Reading & Writing
Essentials of Reading and Writing develops essay writing, basic grammar, and literary analyses skills.
This course emphasizes effective communication with a balanced program of reading, written and oral response, language study, and vocabulary. Students learn to be thoughtful and analytical readers, writers, and speakers. A selection of non-fiction books, short stories, essays, dramas, and poems is central to the course.

English Skills
English Skills offers an integration of reading, writing, speaking and listening skills through oral and written presentation. This course is designed to improve reading comprehension, writing in Standard American English, and general language skills through a series of structured practice opportunities. Students perfect their writing skills to high school level competence and accuracy and develop vocabulary and grammatical structures appropriate to the academic assignments they are likely to encounter.

Classical Mythology
Classical mythology has supplied paradigms of human behavior for Western literature and culture that are fundamental for practical and scholarly work. The recognition that all cultures have formed such narratives to establish theory and value permits students to locate comparisons across civilizations and across time and to find similarities that underlie humanity. An understanding of mythological narratives provides students with references, comparisons, and examples that appear in all areas of their personal and public lives. This course surveys the stories of Greek mythology and pursues comparisons to those of other world cultures.

Research & Writing
Scholarship in high school and college requires a working understanding of the process of writing a research paper. This course includes all aspects of developing a formal academic research paper: selecting a topic, developing a thesis, forming and arranging an argument, gathering and evaluating information, drafting and editing text, and properly using and documenting references and citations. The course uses the *MLA Handbook for Writers of Research Papers*, 6th ed., which Island School has adopted for all academic work.

GRADE 10

AMERICAN LITERATURE: The American Literature series surveys major writers and works, both fiction and non-fiction, in three historical units that correspond with the three-trimester U.S. History course. Typically, students enroll in both courses the same year; this provides opportunities for shared projects and papers. Student writing for these courses includes analytical essays and critical responses to the writers, their times, and their works.

American Literature I: the Colonial Period to the Civil War
The first trimester course considers authors and works from Pre-Colonial Exploration, Colonial Puritanism, and Revolutionary Rationalism through the Romanticism of the establishment and expansion of the nation; it concludes with Emerson, Whitman, Thoreau (Transcendentalists) prior to the Civil War.

American Literature II: The Civil War through World War I
The second course in American Literature continues the survey of notable authors and works from the realism of the post civil war period, through Sinclair Lewis and the muckrakers and naturalism of industrialization, to the beginnings of modernism in the early works of Hemingway.

American Literature III: The Modern Period
The third trimester in American Literature concludes the survey of major writers and texts such as the between-the-war works of Hemingway, Fitzgerald, Stein, and Steinbeck; post-war and southern renaissance works by Faulkner, Williams, and O'Connor; and texts by modern writers such as Kerouac, Vonnegut, Plath, Snyder, Burroughs, Walker, and Tan.

GRADE 11 and 12

GENRE STUDIES: For their eleventh and twelfth grade years, students are engaged in *genre studies*. This looks in depth at the different ways writers have used the English language to construct literary works that speak to the human condition, either factually or imaginatively, but always with the intention of rousing ideas and emotions to life, stimulating the intellect and reaching to the depths of our being.

Genre Studies: Novel
Humans tell stories, and often these stories are sustained prose narratives that tell tales of the human condition -- novels. From the earliest oral literature of the adventures of heroes to the latest political intrigue, novels have revealed how man lives, what he thinks and believes, and why he acts. This course explores the structures, styles and forms of the novel and considers what this genre reveals about man and his relationship to himself and his world. Students will read selected novels, study critical works, and write essays of literary analysis.

Genre Studies: Short Stories
In short narrative fiction, authors tend to focus on style or technique in a limited narrative that covers a short period of time. Often these short stories seek a particular effect on the reader and provide brief, but often significant, insights into human character and action. *Short Stories* examines the writer's use of plot, character, setting, tone, and point of view to present themes and ideas about the human experience. Students will read several short stories, identify authorial devices, read criticism and theory, and write critically about this genre.

Genre Studies: Poetry
Poetry is an imaginative reconstruction of experience that is expressed through distilled language, economy of form, and sound, evoking in the listener a specific emotional response. To appreciate this genre, students analyze narrative, lyric, and dramatic poetry, paying particular attention to structure, rhyme, imagery, theme, tone, and figures of speech.

Genre Studies: Biography and Essay
Biography is historically situated construction of the self in retrospective narrative. To understand life writing, students evaluate different forms of discourse such as autobiography, memoir, life narrative, diary/journal, travel writing, and manifesto, paying particular attention to purpose, organization, style, conventions, and the fiction of biographical works. For the essay, students analyze exposition and/or argumentation vis-à-vis the rhetorical situation (that is, purpose, occasion, and point of view), tone, and organization.

Genre Studies: Debate
Formal debate has a history that extends back to the Greek assembly and the Roman senate. Contemporary versions of forensic debate rely greatly on classical scholarship and require proper and thoughtful argument based on careful study and preparation. Students examine the nature of disputes, the forms of argument and persuasion, and the tactics of influence. Exercises include scored debates and competition in which all students participate

Genre Studies: Dramatic Works
For all of history, man has staged the live presentation of human actions to captivate, move, and influence an audience. The forms and traditions of dramatic works have evolved from the highly formal poetry of the ancient Greeks to the colloquial and common language of modern theatre. *Dramatic Works* studies examples of classical, traditional, modern, and contemporary theatre in both script and film. Students will investigate theatrical forms and styles and write critically on their impact on the audience.

ENGLISH ELECTIVES

Journalistic Writing (a year-long course)
Students produce a newsmagazine, *Switch*, which is written for an island-wide teen audience. The circulation is 2000, and *Switch* is distributed at schools, stores, and businesses around Kauai. Students learn and practice all aspects of journalism, from interviewing and writing to photo shoots and page layouts.

Honors English (***a year-long course***)
Honors English is a three trimester exploration of literature through the close analysis of literary technique. The course investigates the origins and development of forms, styles, and genre of literature, and students gain expertise in the close reading of texts. Students study literary theory and criticism and apply these concepts in analytical essays. The rigorous reading schedule begins with the *Iliad* of Homer, which is assigned as summer reading.

Trimester One: *CLASSICAL ORIGINS:* The first trimester explores the classical origins of Western literature in texts of the Greeks and Romans. Students study works by Homer, Sophocles, Aristotle, Thucydides, Cicero, and Virgil. This trimester's major topics are epic poetry, tragedy, and rhetoric. Students are required to read Homer's *Iliad* prior to the beginning of the course.

Trimester Two: *MIDDLE AGES AND THE RENAISSANCE:* The second trimester first considers medieval literature represented by *Beowulf* and Chaucer's *Canterbury Tales,* poetry of Petrarch, and Dante's *Divine Comedy*. Renaissance readings include Erasmus, Montaigne, Milton, Bacon, Donne, and Shakespeare.

Trimester Three: *REASON, ROMANTICISM, AND THE MODERN:* The third trimester concludes the survey of literature with a look at the rationalism of Pope and the response of Voltaire, the origins of the novel, poetic theory and the Romantics, and a glimpse of modern literature with Faulkner, Beckett, Stoppard, and Bellow.

Honors Great Works (three one-trimester courses)
This set of three trimester courses explores notable themes from fiction and non-fiction including novels, essays, articles, poems, plays, stories, and criticism focusing on six themes, two each trimester. This honors course exacts a demanding but rewarding reading schedule.

Trimester One: *FREEDOM AND RESPONSIBILITY*: This theme presents the inherent conflict between personal freedoms and their associated responsibilities. Readings include classical dialogues, modern essays, and contemporary fiction.

BEAUTY AND ART: The second theme for this trimester explores the nature of art and examines the shifting definitions of beauty in both social and personal contexts. Readings are taken from philosophical examinations of the topic, literary criticism, and fiction.

Trimester Two*: *INDIVIDUAL AND SOCIETY: The first theme of the second trimester examines the individual as a participant in or exile from the social and political sphere. Readings are from political tracts, sociological studies, and fiction.

APPEARANCE AND REALITY: The second theme in the second trimester considers man's search for truth in his understanding of the world in which he lives and the way in which it appears to him. Readings are from classical and modern philosophy, science, and fiction.

***Trimester Three:** FATE AND FREE WILL:* The first theme of the third trimester looks at the problem of choice and the degree to which individuals have control over it. Readings are taken from philosophy, mythology, religion, and fiction.

NATURE OF GOOD AND EVIL: The second theme of the third trimester explores the age-old conundrum of the forces that motivate man to good or bad behavior. Readings are taken from religious works, philosophical arguments, and fiction.

Independent Study
With the cooperation of a faculty advisor, a student may propose a course of independent study in the English Department. A syllabus for each trimester of independent study must be approved by both the chair of the English Department and the head of school prior to the beginning of the course.

FOREIGN LANGUAGE. Refers to ESLR #2 – Students are to be familiar with a second language and culture. The languages taught at Island School are Spanish and Chinese; goals are to help students develop linguistic proficiency and cultural sensitivity. Four skills are addressed: listening, speaking, reading, and writing. The study of culture is presented and integrated into the course. At the High School Spanish I through Spanish IV, and Chinese I through Chinese IV are offered. For the 7th Grade (Spanish IA) and 8th Grade (Spanish IB) the study of Spanish is divided into two years. All courses are for the entire year.

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

Grade 7 – Spanish 1A
Spanish 1A is a 7th-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.

Grade 8 – 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.

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.

Spanish II
Designed for students who have completed Spanish 1or both Spanish 1A and 1B. It covers the preterit and imperfect past tenses, future tense, reflexive verbs, indirect and direct object pronouns and utilizes many new words in addition to those already known. Students are able to carry on basic conversations with Native Spanish speakers by the end of the year.

Spanish III
Students express and support a point of view, express qualified agreement and disagreement, talk about hopes and wishes, express an opinion and make suggestions and recommendations. Informal commands, reflexive verbs, double-object pronouns, the imperfect and present perfect, and subjunctive tenses are studied.

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

Spanish V
For advanced language students. The class is conducted in Spanish except for brief moments needed for explanation and clarification. The emphasis is on gaining increased insights into the structure of the language. Many idiomatic expressions are learned and practiced. Readings focus on topics with which students can readily identify, such as Spanish humor, heroes, and passions. The text is *Avencemos*, Cuarto 5, by Ana C. Jarvis and Raquel Lebredo; also, *Galeria de arte y vida* by Margaret Adey and Louis Albini.

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

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

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

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

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

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

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

SAMPLE MATH PATHS

GRADES	*ALTERNATIVE*	*GENERAL*	*ACCELERATED*	*ADVANCED*
6	General Mathematics	General Mathematics	Pre Algebra	Algebra I
7	Fundamentals of Mathematics	Pre Algebra	Algebra I	Geometry
8	Pre Algebra	Algebra I	Geometry	Algebra II
9	Algebra I	Geometry	Algebra II	Pre-Calculus
10	Geometry	Algebra II	Pre-Calculus	Calculus
11	Algebra II or SAT Math Prep (1 trimester)	Pre-Calculus	Calculus	Calculus II
12	Pre-Calculus or College Algebra	Calculus	Calculus II	Independent Study

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

General Mathematics
Prepares students for Pre Algebra using Glencoe Math Connects Course 1. Students simplify expressions, solve multi-step equations, and work with ratios, percentages, fractions, mixed numbers and decimals. New content includes functions, inequalities, geometric formulas, and procedures and vocabulary that students need for upper level courses.

Fundamentals of Mathematics
Uses Glencoe Math Connects Course 2. Concentrates on proficiency in working with numbers to solve problems involving fractions, decimals, percents, integers, solving equations and inequalities, using proportions, linear functions, probabilities, and geometric concepts. Prerequisite: knowledge and skill of basic math facts. No calculators allowed.

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

Algebra I
Using the Glencoe Algebra I text, develops the art and craft of using variables to solve numerical problems. The first trimester begins with the study of algebraic properties and the translation of word problems into algebraic expressions and solving linear equations. The second trimester explores using algebraic techniques in factoring. In the last trimester students master techniques of solving quadratic equations. Students learn throughout how to interpret, represent and visualize solutions to linear and quadratic equations through graphing in the coordinate plane. Applications of techniques to solve math and science problems are emphasized. Prerequisite: Pre-Algebra. Any exceptions need department head approval.

Geometry
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. 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.

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

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

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

Calculus 1 - Honors
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. Prerequisite: A grade of B- or higher in Pre-Calculus. Graphing calculator required.

Calculus 2 - Honors
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. Prerequisite: Calculus I. Graphing calculator required.

Advanced Math Study
This course provides an opportunity for students who have completed Calculus II to continue their math education. Students may chose to either enroll in the Stanford EPGY online program (for a fee) and earn college credit, or may chose to take an independent study course for an Island School math credit. During each period the students will work on their respective material under the supervision of an Island School math teacher.

Consumer Math (two trimesters)—Independent Study
This course connects the math skills of the student with the world outside of school. Students learn about checking, savings, and brokerage accounts. They learn the theory of and then calculate income taxes, sales taxes, value added taxes, and property taxes. Students then prepare a budget for themselves with cost estimates for their expenses.

Math Counts (one trimester)
Prepares 6th, 7th and 8th grade students to compete in the MathCounts competition in February. Students practice solving word problems involving fractions, percents, averages, numbers, algebra, geometry, counting and probability that don't usually arise in the math textbooks. Students compete with each other both individually and on teams. The highest performing students are chosen to attend the competition. Basic calculators are allowed.

Problem Solving I – SAT/ACT prep (one trimester)
A course designed to help students prepare for the standardized tests used by colleges for admissions, as well as how to approach "real life" problems logically. Students apply mathematical and reasoning skills to SAT and ACT math questions on practice exams, using proven test-taking strategies for success. There will be discussions of problem solving techniques, concepts involved in test questions or situations presented, and the various approaches students might use. Credit/no credit. Prerequisite: Algebra II.

Problem Solving II – Math Strategies (one trimester)
Teaches the mathematical strategies that are useful in solving mathematical, scientific and everyday problems. Students learn different problem solving strategies that help them know how to tackle math problems. Students learn to choose the strategy most likely to lead to a solution for a particular problem. Prerequisite: Algebra II.

Independent Study
With the cooperation of a faculty advisor, a student may propose a course of independent study in the mathematics department. A syllabus for each trimester of independent study must be approved by both the chair of the mathematics department and the head of school prior to the beginning of the course.

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

Middle School Music

Middle School Music Elective
A year-long elective exploring a variety of musical skills and topics. Activities and experiences include expressive singing in unison and in parts; instrumental instruction and performance; and reading, notating, listening and responding to music. Students examine styles, genre and elements of music, and investigate music from various cultures, time periods, and composers. Students play ukulele and/or other instruments to create counter melodies or accompany singing. All students are required to sing and play ukulele as the Island School 'Opio Chorus in two public concerts and other school functions. The course exposes students to a range of musical experiences, increases musicianship, and deepens appreciation and enjoyment of music in general.
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High School Music

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

Island School Alaka`i Chorus
A year-long class focusing on performance of choral music. The course emphasizes awareness of the balance between the roles of the ensemble as a whole with the responsibilities of individual members, who must perform as a single entity in order to achieve success. Rudimentary music theory, sight singing, breath control, vocal technique, and general musicianship are integrated into rehearsals. Performance at a number of public concerts is a requirement of this course.

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

Island School Singers (an after school class)
A year-long advanced singing and performing ensemble designed for students desiring vocal and musical challenges beyond those offered in Island School Alakaʻi Chorus. Students prepare and perform a variety of musical literature from different time periods and styles, representing traditional, multicultural, and contemporary choral repertoire. Simple stage movement and choreography is integrated into performances. Membership is determined by audition and is open to a limited number of students.

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

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

Beginning Ukulele Ensemble
Ukulele ensemble is a one trimester course which provides the opportunity for beginning students to acquire and develop skills in singing and playing the ukulele. Students explore traditional techniques of strumming, finger positions, and simple chord progressions. Genres of music to be covered include rock, reggae, jazz, classical, and Hawaiian. Prior knowledge of basic ukulele chords is recommended.

Ukulele Band
A performance class for ukulele ensemble, which may also include guitar, bass, and piano. The course is designed to increase the students' knowledge of basic music theory, structure, and style of Hawaiian musical compositions in singing, playing, arranging, and performing. This course culminates with public performances such as May Day and Graduation. Prerequisite: successful completion of Beginning Ukulele Ensemble and/or approval from teacher.

PHYSICAL EDUCATION

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

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

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

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

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

6th Grade

Skills learned in elementary school are reinforced through students' participation in individual and team sports. Students are exposed to several lifetime/recreational activities. The President's Challenge Physical Fitness Testing is used to give students a way to evaluate their fitness level and to then 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.

7th/8th Physical Education

The impact of exercise, nutrition, relaxation/stress management, and substance abuse on growth is studied. Students design personal plans for a healthy lifestyle through participation in the President's Challenge Physical Fitness Program. In addition to physical education, students are involved in a "Team Sports Program" that focuses on volleyball, basketball, soccer, and track. Team Sports emphasize conditioning, preparation for competition, knowledge of rules and regulations, and sportsmanship. Students are encouraged to participate in the Private School League (PSL).

Physical Education (Grades 9-12) – Students participate in a variety of sports and activities that are considered lifelong (e.g., tennis, golf, yoga, dance). The high school requirement is six trimesters of PE. After-school sports may be substituted for PE on condition that a contract is completed by the student and approved by the teacher, athletic director, and coach. A single competitive sport counts for one trimester of PE until all requirements have been met.

Freshman Physical Education

This year long course (3 Trimesters) is designed to help each student learn about various areas of Physical Education and Fitness. Educating students about the many elements of physical fitness will assist them to make appropriate choices about healthy lifestyles and lifelong pursuits. The goal for physical fitness is to also broaden their involvement in a variety of sports, while also learning more about sportsmanship and competition. As they become lifelong athletes each student will understand that a healthy mind is a healthy body. Students will be preparing, organizing and coordinating an event to help promote health. This will be used to help the students understand the importance of physical education not only by participating, but also how it affects everyday life.

High School Physical Education Electives

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

Hula

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

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

SAMPLE SCIENCE PATHS

GRADE	*GENERAL*	*COMMON*	*HONORS*
6	Physical Science	Physical Science	Physical Science
7	Matter and Energy in the Biosphere	Matter and Energy in the Biosphere	Matter and Energy in the Biosphere
8	The Nature of Science	The Nature of Science	The Nature of Science
9	General Science	Chemistry	Honors Biology
10	Chemistry	Biology	Honors Chemistry
11	Biology	Physics	Honors Physics
12	Physics	Science Elective	Science Elective

Physical Science: (Grade 6)
The sixth grade science course stresses the importance of using a dynamic model of the scientific method. To do this students will learn to take careful observations, ask relevant thoughtful questions, design unique experiments, and draw conclusions from real life data. The three areas of focus are the Properties of Matter, Motion and Forces, and Energy. This provides students with a broad understanding of various disciplines in science with a focus on Physical Science.

Matter and Energy in the Biosphere: (Grade 7)
The seventh grade science course reinforces the importance of scientific method and introduces students to observable phenomena in order to create a foundation of understanding for the need to become thoughtful caring stewards of earth's resources. The three areas of focus are Energy, Chemical Interactions, and Ecology.
This familiarizes students with concepts that will be discussed in Biology, Chemistry, and Physics when they are in High School.

The Nature of Science: (Grade 8)
The 8th grade science course uses McDougal-Littel's Earth Science to learn about scientific methods and tools of inquiry. Students read maps, finding locations using Latitudes and Longitudes. They learn about geologic time, and the evolution of life through time. They study the earth's structure, the structure of atoms and compounds, types of rocks, rocks, resources, and the environment. Students also learn about volcanoes, earthquakes, mountains, and weather.

High School General Science
This course prepares students for the Physics, Chemistry, Biology sequence and other science electives. This course provides a general survey of science with an emphasis on hands-on and interactive lessons, labs and projects. Students will learn how to make observations, take measurements, use a variety of lab equipment, tabulate and graph data, interpret and scrutinize results, apply simple mathematical models, and draw conclusions based on evidence. Using these skills, the students will learn how to write formal lab reports. The Scientific Method will be introduced at the beginning of the year and will be applied throughout the course.

Marine Science
This course provides a broad introduction to the study of the oceans and the life therein. It covers orientation (mapping, sounding), waves (including their interaction with the shore), tides, currents, the physical and chemical properties of water, marine organisms and the communities they form, and the importance of each of these for people. The course is discovery-based and hands-on. It includes several local field trips, and offers the opportunity for SCUBA certification and dive-based labs work (though these are not required.)

Physics
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. Prerequisite: Geometry.

Chemistry
A broad introduction to the study of the composition and interactions of matter. The prime 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. Successful completion of Algebra I is a prerequisite for this course.

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

Honors Chemistry
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. Successful completion of Algebra I is a prerequisite for this course.

Honors Physics
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 mechanics, wave phenomena and electromagnetism. Students must obtain approval from the instructor before registering for this class. Successful completion of Algebra II and concurrent enrollment in Pre Calculus are prerequisites for this course.

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

Advanced Biology
This course builds on the basic concepts of Honors Biology, adding considerable depth, especially in the areas of anatomy, biochemistry, molecular biology, behavior, population biology and genetics. The course is highly practical and quantitative. It is built around labs that teach more advanced techniques and much more advanced interpretation of data than in Honors Biology. Prerequisites: Honors Biology with a grade of B or better, Algebra 1.

Advanced Physics
This course is intended for students who have completed Honors Physics and intend to study science or engineering in college. The course provides rigorous coverage of Newtonian Mechanics, Waves and Oscillations, Fluid Mechanics, Temperature and Heat, Kinetic Theory of Gases, Thermodynamics, Electricity, Magnetism, Physical Optics, Geometric Optics, and Atomic and Nuclear Physics. The pre-requisites are Honors Physics and Pre-Calculus (or co-requisite).

Astronomy
Introduces students to basic concepts and components of our universe. The survey begins with our solar system and continues through our galaxy and beyond. Comets, quasars, pulsars and stellar evolution are investigated, as well as current theory and debates in areas such as the origin and fate of the universe, dark matter, dark energy and black holes. Pre-requisite: Algebra I.

Geology
The Geology course at Island School takes advantage of the unique geological features available in Hawaii. Topics such as volcanoes, earthquakes, and tsunamis, are explored extensively. Several field trips to various parts of Kauai and a major field trip to the Big Island are part of the curriculum. Standard geological topics such as plate tectonics, erosion, sedimentation, minerals, etc. are covered using a college level text, labs and support materials.

Green Technology
Students in this course research and explore the important technical and social issues in sustainable agriculture, renewable energy, and the technologies of housing and transportation. For each, they determine the scope of the issue, the areas of concern, current practice, and the pros and cons of various alternatives. The students do a

great deal of research and present their findings to the class. They also complete several design projects and they learn about and maintain the school's aquaponic garden, growing a variety of plants.

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.

A SAMPLE SOCIAL STUDIES PATH

GRADE	1ST TRI	2ND TRI	3RD TRI
6TH	TOOLS OF SOCIAL STUDIES World Geography	TOOLS OF SOCIAL STUDIES Elements of Culture	TOOLS OF SOCIAL STUDIES World Civilizations
7TH	WESTERN CIVILIZATION Classical Period: Greece & Rome	WESTERN CIVILIZATION The Middle Ages & Renaissance	WESTERN CIVILIZATION The Scientific Revolution through post 9/11
8TH	WORLD HISTORY Southwest Asia/Africa	WORLD HISTORY South/Southeast Asia	WORLD HISTORY East Asia
9TH	WORLD HISTORY Western Europe	WORLD HISTORY Eastern Europe/ Central Asia	WORLD HISTORY Latin America
10TH	US HISTORY Colonialism through Secession	US HISTORY Civil War through WW I	US HISTORY Jazz Age to the Present
11TH	Fundamentals of Economics	American Government	International Relations and Economies
12TH	HISTORY OF HAWAII	ELECTIVE	ELECTIVE
ELEC.	Comparative Religions, Eastern Philosophy: Origins of Asian Thought, Honors Government & Politics, Philosophy, Contemporary World Crises, The Making of Modern China, Introduction to Psychology, Career Awareness, Student Government		

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

For graduation, all high school students are required to complete one year of both World History and United States History. In addition, they must also complete each of the following: History of Hawaii, Fundamentals of Economics, American Government and either International Relations & Economies or Contemporary World Crises. Students completing the year-long Honors Government and Politics course will be exempted from taking the American Government class.

Middle School (Grades 6 through 8)
GRADE 6

TOOLS OF SOCIAL STUDIES: World Geography
Examines both physical and political geography. What geographers seek to understand and the methods they use are explored. In particular, maps are examined for a variety of purposes, migrations and trading patterns are traced, geographical influences on political and social arrangements are noted, including the location of political boundaries, and human impact upon the ecology of an area is examined. The decision processes of geographers, urban-planners and environmental scientist are explored. Resource: *World Cultures and Geography,* McDougal Littell.

TOOLS OF SOCIAL STUDIES: Elements of Culture
Identifies beliefs and practices of a people as reflected in the institutions of social class, government, education, religion and state of technology. The values, norms and traditions of culture are explored. The processes of socialization, the role of individual identity and gender are examined. Students examine the question of what it means to be human while developing a greater understanding of the richness that different cultures of the world provide. Resource: *World Cultures and Geography*, McDougal Littell.

TOOLS OF SOCIAL STUDIES: World Civilizations
Develops a definition of civilization, building upon the concept of culture and geography. We consider how civilizations come about and their major contributions to human knowledge. Students explore the question of how different life-styles affect both ourselves and our surroundings, as has happened with the rise and fall of civilizations. Resources: *World Studies: The Ancient World*; *Guns, Germs and Steel* by Jared Diamond.

GRADE 7

WESTERN CIVILIZATION: Classical Period-- Greece & Rome
Examines the classical civilizations of Greece and Rome in terms of their religious traditions and political practices, art and architecture, literature and philosophy, and scientific discoveries and inventions, from the time of Homer during the archaic Greek period to the end of the Roman Empire in the West. Analyzes how the classical era influenced the traditions and values of Western civilization. Text: *World History: Ancient Civilizations,* Prentice Hall.

WESTERN CIVILIZATION: The Middle Ages & Renaissance
Chronicles the history of Europe from the fall of Rome in 476 to the fall of Constantinople in 1453. Explores Europe's quest for stability from 500 to 1000, the rise of trade, universities, and cities, the development of national monarchies during the High Middle Ages and the Late Middle Ages, the religious, political, and cultural influence of the Church during this period, and includes the Renaissance and the Protestant Reformation. Text: *World History: Medieval and Early Modern Times.*

WESTERN CIVILIZATION: The Scientific Revolution through the Twentieth Century
Charts the development of thought influenced by European exploration and exploitation. Analyzes the effects of the Scientific Revolution, the Industrial Revolution, the rising tide of European imperialism, and the crises of the twentieth century from World Wars I and II to the Cold War and the fall of the Soviet Bloc. Notes, finally, the demand in the twentieth century for a "New World Order." and the post 9-11 world. Text: *World History: Medieval and Early Modern Times.*

GRADE 8

WORLD HISTORY: Southwest Asia (Middle East) and Africa
This class is a one-trimester introduction to the history and regional geography of Southwest Asia and Africa. Almost every day, headlines relating to both areas dominate the world news section of most national newspapers, yet few people outside these regions know much about the land, people and historical events behind the headlines. Students will learn how the physical environment and socio-cultural patterns – including demographics, religion, economics and politics – have shaped each region over time. Using this data we will examine questions such as why Southwest Asia, home to the earliest recorded civilizations, continues to experience violence and war as part of its daily life; and why Africa, years after having overcome colonization by Europeans, is still home to many of the poorest countries in the world.

WORLD HISTORY: South and Southeast Asia
This class is a one-trimester introduction to the history and regional geography of South Asia and Southeast Asia. The former region is dominated by India, a country which is projected to become the most populous in the world by mid century. The latter region is home to Indonesia, the largest predominantly Muslim country and the most important source of petroleum for Hawaii. Despite such impressive statistics, few Americans know much about the land, people and events that define these regions. Students in this course will learn how the physical environment and socio-cultural patterns – including demographics, religion, economics and politics – have shaped each region over time.

WORLD HISTORY: East Asia
This class is a one-trimester introduction to the history and regional geography of East Asia. This region is also sometimes called "the Far East," a name that suggests a place away from the center of world events. Yet a quick glance at current headlines shows this to be anything but true: China, the world's most populous country, is among the world's fastest growing economies; Japan remains as one of the planet's most developed and dominant economies; and North Korea, one of the most repressive and unpredictable countries in the world today, may be the latest to possess nuclear weapons. Students in this course will learn how the physical environment and socio-cultural patterns – including demographics, religion, economics and politics – have shaped this region over time.

High School (Grades 9 through 12)
GRADE 9

WORLD HISTORY: Western Europe
In 1946, after having lost over 100 million lives to three wars in less than 100 years, leaders from European countries began talking about creating an economically unified Europe as a preventative to future conflict. Today those talks have evolved into the European Union, a transnational economic body that exceeds the United States of America in terms of population, currency exchange, educational ranking and overall wealth. By examining the geography and the history of Western Europe, this course seeks to better understand how the European Union came to be and what obstacles it faces as it attempts to both further integrate its member countries and to bring in new candidate countries. Special attention will also be given to Europe's role in World History in terms of art, religion, politics and the sciences.

WORLD HISTORY: Eastern Europe and Central Asia
When the Berlin Wall fell in 1989, it marked the beginning of new, "post-Communist" chapter in the histories of Soviet Republics such as Kazakhstan, Warsaw Pact countries such as Romania, and Balkan States such as Croatia. Yet, as evidenced by ongoing conflicts and lack of democratic reforms in many of the countries, this change has been neither smooth nor complete. By examining the geography and the history of Russia and its former allies, this course seeks to better understand how these countries are dealing with issues relating to privatization, environment, infrastructure, ethnic unrest and national identity as they work to make a place for themselves in this century's new world order.

WORLD HISTORY: Latin America
Just like the United States, Latin America was once occupied by native peoples before being discovered, dominated and colonized by Europeans. Yet from very early on, Latin America countries and the region as a whole have occupied a very different position in world history. This class, a one-trimester introduction to the history and geography of Latin America, will begin by examining these similarities and differences, but then eventually move its focus on to the current trade and immigration issues that continue to both link and divide the northern and southern regions of the Western hemisphere in a dramatic way.

GRADE 10

UNITED STATES HISTORY: From Colonialism to Secession
This is the first trimester of a three trimester course that explores the events, people, and activities that have created the United States of America. It begins with a geographical, demographic, economic, and political "snap-shot" of the nation today. The question is, "By what manner did the United States arrive at this point in its history?" This takes us back 400 years, to the coming of Europeans to the "New World." They found Native Americans (Indians) on the land. A long struggle for survival and dominance ensued, with the Native Americans losing. European colonies under Great Britain took hold and grew, even as European powers (chiefly Great Britain, France, and Spain) vied for territory and control of the New World. Great Britain won, but their colonists grew restive. They successfully revolted, and a republic was formed, founded on a new concept: government of, by, and for the people. The nation grew, adding territory to its boundaries and new wealth to its economy. Issues of slavery and social reform led to a conflict of power: namely, between states' rights and national unity. The secession of southern states, shortly after Abraham Lincoln was elected president (in 1860), led to the war that answered this question.

UNITED STATES HISTORY: From the Civil War to World War I
This is the second trimester of a three-trimester course that explores the events, people, and activities that created the United States of America as it exists today. It begins with the most horrific and defining event in America's history, the Civil War. It was, in Lincoln's words, "[a test] to see whether . . . that nation or any nation . . . conceived in liberty and dedicated to the proposition that all men are created equal . . . can long endure." The United States did endure, but at enormous cost in lives as well as in bitterness and hostility. Reconstruction was followed by the Black codes and Jim Crow laws, white Americans over black Americans. 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 being no more wildernesses to conquer. Inventions led to new industries and also to unionism in response to sweatshops of the "Robber Barons" and their drive for profits. The Progressive Movement sought to improve American business practices and culture. Amendments to the Constitution gave the nation a progressive income tax, direct election of senators, prohibition, and the right to vote for women. At the turn of the century, the United States went to war with Spain and became a world power. Finally, in 1917, the United States joined with the allies to defeat Germany and the Central Powers under the

theme, "Making the World Safe for Democracy." Unfortunately, terms of the peace treaty did not support this ideal, and a second world war came just twenty years after the end of the first.

UNITED STATES HISTORY: From the Jazz Age to the Present

This is the third and last trimester of a three-trimester course that explores the events, people, and activities that have created the United States of America as it exists today. The second trimester ended on a happy note, the end of World War I. There was euphoria in the air as Americans returned home and celebrated. "The Roaring Twenties" was the title of the decade. It ended abruptly with the crash of the stock market, in 1929, and the beginning of a great and long depression, eventually seeing 25% of the workforce unemployed. Franklin Delano Roosevelt became president, and the federal government grew in size and importance as the administration actively sought to strengthen a weak economy. The recovery finally occurred with America's entrance into World War II, initiated by the Japanese surprise attack on Pearl Harbor, December 7th, 1941. Four years later victory over the Axis powers came, hastened by a new and devastating weapon, the atomic bomb. Then a new threat arose, the spread of Communism led by the Union of Soviet Socialist Republics (USSR). From the end of World War II until the end of the 1980s, there were two major world powers, the USSR and the United States, each held in check by a mutual fear of nuclear weapons. During this same period American society underwent major changes as African Americans struggled to end segregation and gain equal status with whites. In 1989 the Soviet Empire collapsed, leaving just one super-power, the USA, now troubled by conflicts in the Middle East and the country's increasing need for foreign sources of oil. Militant Muslims, angered by America's hegemony, attacked the World Trade Center in New York City and the Pentagon on September 11, 2001, with ruinous effects: the two towers collapsed and 3,000 individuals died. Retaliation by the US and other Western powers soon followed: an invasion of Afghanistan and then an invasion of Iraq and the overthrow of its leader, Saddam Hussein. While supported by other Western powers, the United States has born the major portion of military and economic costs of these wars. Domestically, the 90s saw low inflation and a strong economy based mostly on the development of innovative computer software. The new century saw an economic downturn compounded by real estate speculation that collapsed, leaving the country in a serious recession to be dealt with by a new president, the first African American to hold the office, Barack Obama.

GRADE 11

Fundamentals of Economics

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

American Government

Investigates the structure and function of federal, state, and local governments. Students review responsibilities and procedures of the U.S. Congress, the Executive Branch, the Supreme Court, and the federal judiciary. In addition, students study the Hawaii State Legislature, the Office of the Governor and its executive agencies, and the courts and judicial system of Hawaii. Also noted are the Office of the Mayor and County Council of Kauai. Materials provided by the instructor.

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

GRADE 12

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

ELECTIVES

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

Honors American Government and Politics (One year course.)
Concentrates on the central role of the Constitution in American democracy. Following a close study of the Constitution itself, the course explores federalism, public opinion and the media, political parties and interest groups, campaigns and elections, congress, the presidency, the judiciary, civil rights and liberties, and the creation of public policy. Students will have demanding reading assignments, often primary sources including legal and academic documents at the college reading level. Resource: *American Government: Brief Version, 6th Edition;* Wilson.

Introduction to Psychology
A one trimester overview of the basic elements of the field of psychology. Psychology is an empirical examination of human behavior based in scientific observation, research, and experimentation. Its goals are to describe behavior, understand its causes, predict its occurrences, and control the conditions that affect it. Students will examine key areas: physiology of sensation and perception, brain function, conditioning and

learning, memory, and motivation and emotion. The course requires considerable reading, critical thinking, and active participation. Text: Dennis Coon, *Psychology: A Journey*, 2nd Edition.

Honors Philosophy (One year course)
Philosophy is the study of man's attempts to understand himself, the world beyond himself, and the relationships between them. The class traces the major philosophical schools and predominant thinkers from early Greek matter theories to modern existentialism. The course follows five basic topics: metaphysics, philosophical psychology, ethics, politics, and esthetics. Students will have demanding reading responsibilities, often from primary philosophical works, and challenging writing assignments. Choices for assessment will include traditional short answer tests, essay questions, projects, and oral exams. Resource: *The Story of Philosophy*, by Will Durant.

Eastern Philosophy: Origins of Asian Thought
A one-trimester course on the different schools of Asian philosophy – their genesis, historical development, and current forms as well as their impact and role in present-day society. Primarily focusing on religions and philosophies of India, China, and Japan, students will read translated excerpts of texts that reflect traditional Asian thinking. The purpose is to have students understand basic tenets of Hinduism, Buddhism, Jainism from India, Taoism and Confucianism from China, and Shintoism and Zen Buddhism as developed in Japan.

The Making of Modern China
Focusing on Chinese history, political leaders and their thinking, this course aims to explain and teach how historical events during the last 150 years have shaped Chinese society into their present-day form. Beginning with the Opium War in China (1839), the course will analyze the historical and social underpinnings of unequal treaties between China and the foreign powers as well as other key events which ultimately led to the success of the communist revolution in 1949. The course will also examine the important developments of the new nation: The Great Leap Forward, The Cultural Revolution, Deng Xiao Ping's second revolution and his rise to power in the aftermath of Mao's death, and China in the 21st century.

Comparative Religions
A survey of major world religions concentrating on questions of why they exist, how they came into being, and what their basic tenets and practices are. Students build a paradigm to compare and contrast religions under study, develop criteria for evaluating belief systems, distinguish religious thought from that of science and philosophy, see the relationship of natural to supernatural phenomena, and apply the foregoing information to the study of a cult of their choosing. In the process they should better understand the role of religion in society and the effects of particular beliefs upon personal and collective outlooks and behaviors. Resource: *The World's Religions: Our Great Wisdom Tradition*, by Huston Smith.

Courtroom Communication & Legal Reasoning
Taught by a practicing lawyer, this course has six major topics: 1) distinguishing between criminal and civil law, 2) learning about trial procedures, 3) doing legal research, 4) seeing the division of labor among the judge and jury, clerks, bailiffs, witnesses, and lawyers, 5) understanding what litigation is about, and 6) taking on a practice case. All of this prepares students for participation in Mock Trial

Student Government
Designed for student-elected leaders, this class focuses on the theory and practice of leadership. Students promote school spirit, coordinate social activities, and comment on and make recommendations to improve school programs. Members of the Student Government are required to take this class.

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:**

- ***Keyboarding*** **(minimum standard of twenty-five words per minute with no more than two errors);**
- ***Identification of hardware components;***
- ***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 may take Tech Tools or 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.

6th Grade Computers: Computer Basics
Students master the basic computer skills needed throughout their educational career: proficiency in keyboarding, knowledge of computer hardware, as well as computer ethics. Software programs include, but are not limited to, word processing, spreadsheets, multimedia presentation applications and desktop publishing. Students also learn skills to critically analyze digital information and filter that which is valid and relevant from the rest of the information they are exposed to on a daily basis.

Middle School Computer Science Elective
This course is divided into three trimester units. In the first trimester the focus is on robotics with an emphasis on First Lego League competition. The second trimester focuses on media production (video editing, web page design, and podcasting). The third trimester introduces computer programming, starting with the Scratch interface and then moving to Microsoft's Small Basic language.

Robotics: Grades 9 to 12 (Year Long Course)
Students participate in the nationally sponsored VEX program in "First Robotics" (FIRST) program during the second and third trimesters. They learn the basic mechanical skills required to build robots. They also learn the computer software programming skills using the "C" programming language so that they can program and operate the robots. In addition, students learn to solve problems, work together, and manage their time. The students working in "First Robotics" establish relationships with engineers from corporate sponsors.

Yearbook (Year Long Course)
Students on the yearbook staff choose a theme and design the layout for the school yearbook. Students learn to use publishing software to produce this book, including Adobe InDesign and Adobe Photoshop. Both digital and scanned images are used and modified using specified standards. Staff members are responsible for taking photographs, designing and laying out pages, writing copy, selling advertising and editing pages.

Video Production
Students learn the fundamentals of digital video production and have an opportunity to share their work with various audiences. Products are sent to channel 56 to be shown on the program which airs three times a week. Projects can include public service announcements, music videos, mini dramas or documentaries, animation or news segments. Other options include school promotions or documentaries of school activities. Students learn fundamentals of video production, from developing an initial concept to storyboarding, writing scripts, filming, and editing using Adobe Premiere.

Computer Science in the Modern World
Students acquire a fundamental understanding of the operation of computers and computer networks. Also, they create programs using simple algorithms and develop web pages that include images, sound, and text. Through this, they acquire a working knowledge of the Internet and of common formats for data transmission, and gain insights into the design of the human-computer interface. In addition, students consider career possibilities in computers and discuss ethical issues relating to computers and their usage.

ATHLETICS

High-School Athletics – Grades 9-12
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 as well as those described in the *Island School Athletic Handbook*. Teams to be fielded for 2011-12 are projected as follows:

FALL SPORTS (1st Trimester)
* Air Riflery (Boys & Girls)
* Cross Country (Boys & Girls)
* Volleyball (Girls)

WINTER SPORTS (2nd Trimester)
* Swimming (Boys & Girls)
* Basketball (Boys)
* Soccer (Boys)
* Basketball (Girls)
* JV Soccer (Girls)

SPRING SPORTS (3rd Trimester)
* Golf (Boys & Girls)
* Tennis (Boys & Girls)
* Track (Boys & Girls)
* Volleyball (Boys)

- **Letters and Jackets**

Varsity letters are awarded to athletes under the following conditions: (1) participating in at least 85% of the practices; and (2) competing in all events during the season. Students who complete a minimum of four 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.

- **Eligibility**

In accordance with KIF rules, to be eligible for competition students must maintain a **minimum grade-point average of 2.0** during the trimesters of their sport and maintain a **satisfactory conduct record**. In addition, ***each year*** student athletes are required to obtain a **physical examination** certifying their good health and ability to withstand the rigors of sports in which they participate.

- **Substitution for PE Credit**

Participation in competitive athletics may be substituted for required PE credits at .3 credits per sport until all PE requirements have been met. To receive such credit, the athlete needs to obtain ***prior approval***, completing a contract outlining physical benefits of participation. This form may be obtained from the physical education teacher and the athletic director. At the end of the season this contract will be reviewed by the coach, athletic director, and physical education teacher to see that its provisions have been met.

ACADEMIC POLICIES AND PRACTICES

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

GRADING – There are two kinds of grades 1) achievement; 2) conduct. They are not the same. Achievement reflects the degree to which the student has mastered the content of a course. Conduct means behavior, i.e., the attentiveness, industry, and courtesy of the student, to fellow students as well as to the teacher. In short, students should show respect for self, for others, and for the facilities. Grades for achievement are as follows:

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

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

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

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

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

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

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

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

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

Parent Conferences are scheduled twice a year. These are brief (usually fifteen minutes per teacher) and are intended to keep parents informed of the student's progress. Students are invited to attend these conferences with their parents.

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

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

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

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

- Board of Directors Award – Presented 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.

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Robert Springer, *Head of School*

PARENT

2011-2012 School Calendar

	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
August	1	2	3	4	5	6
	8	9	10 HS/MS Reg	11 PK/K Mtg	12	13
	15 A Tri 1 ELEM ASSESS	16 B	17 A	18 B	19 A	20
	22 B	23 A	24 B School Pictures	25 A	26 B	27
September	29 A	30 B	31 A	1 B HS Retreat	2 A MS Retreat	3
	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 Mid-Term	29 A	30 B	1 SAT
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 Tri 2	29 B	30 A	1 B	2 A	3 SAT
	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					
	26	27	28	29	30	31
	Winter Break					

	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
March	27 B	28 A	29 B	1 A	2 B	3
	5 A	6 B	7 A	8 Teach Work Day	9 Teach Work Day	10 SAT AUCTION
	Trimester 2 Finals Week					
	12 B Tri 3	13 A	14 B	15 A	16 B	17
	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 Friday	7
	Spring Break					
	9 B	10 A	11 B	12 A	13 B	14 ACT
	16 A	17 B SPRING CON	18 A	19 B	20 A JUMP/HOOPS	21
	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
	28 Mem Day	29 B	30 A	31 B	1 A	2 SAT Sr. Brunch
June	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 SUMMER SCHOOL	19	20	21	22	23
	25	26	27	28	29	30
July	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

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

Calendar is subject to change

6/27/2011