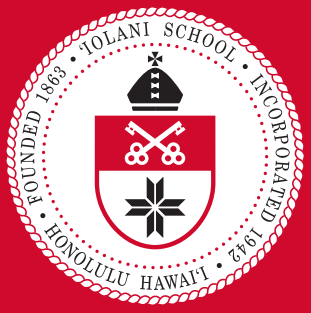
ʻIOLANI SCHOOL

2017-18 COURSE CATALOGUE



» 2017–18 CALENDAR

First Day of School	August 21, 2017
Labor Day	September 4, 2017
Discoverers' Day	October 9, 2017
Fall Break	October 20, 2017
Veterans' Day	November 10, 2017
Thanksgiving Break	November 23 & 24, 2017
Christmas Break	December 18, 2017 – January 2, 2018
Semester Exams	January 11 & 12, 2018
Martin Luther King, Jr. Day	January 15, 2018
Presidents' Day	February 19, 2018
Spring Break	March 16 – 25, 2018
*Kuhio Day	March 23, 2018 (holiday observed)
Good Friday	March 30, 2018
'Iolani Fair	April 20 & 21, 2018
Head of School's Day	April 23, 2018
Memorial Day	May 28, 2018
Final Exams	May 29 – 31, 2018
Graduation	June 2, 2018

Visit www.iolani.org for additional calendar listings.

‘IOLANI SCHOOL

COURSE CATALOGUE

‘Iolani School is a co-educational, college preparatory school for grades K–12 founded in 1863 after a request by King Kamehameha IV and Queen Emma to the Church of England. The school’s mission is to develop liberally educated, well-rounded individuals who are well prepared for higher education and for responsible moral citizenship.

This catalogue lists courses available to students in grades 7–12 during the 2017–18 academic year.

‘Iolani School
563 Kamoku Street
Honolulu, Hawai‘i 96826

(808) 949-5355 | www.iolani.org | info@iolani.org

» 2017–18 CONTENTS

» COURSE OF STUDY

At ʻIolani, academic excellence and students' personal growth are fostered through dynamic and innovative teaching in a multitude of disciplines to develop intellectual, personal and physical potential.

The Upper School curriculum of ʻIolani is designed to meet the entrance requirements of leading colleges, while also encouraging students to become competent learners, skilled in reading, writing, mathematics and effective at communicating well in speech, writing, world language and the arts. At the same time, course offerings are sufficiently flexible and broad in scope to meet individual needs and interests.

Minimal requirements for a diploma (see below) are supplemented by electives which are chosen according to individual aptitudes and interests. Annually, each student chooses a course of study in consultation with his or her counselors, the appropriate department heads, and the Dean of Upper School.

DIPLOMA REQUIREMENTS

All students are required to take a minimum of four courses each semester, not including art, music, and physical education.

Seventeen units are required for a diploma. They must include the following:

1. Four years of English.
2. Three levels of the same world language and through the sophomore year.**
3. Three years of math through Algebra II and math through the junior year.*
4. Three years of history including History of the Modern World in Grade 9 and U.S. History in Grade 10.
5. Three years of science, including Biology and Chemistry. Starting with the Class of 2020.
6. Required courses in art, religion, guidance, and physical education.

The rest of a student's courses may be selected from a wide range of electives to bring the total to seventeen.

**A grade of C- or higher is required for placement in the next sequential level.*
*** (Only up to level 3) B- and teacher's recommendations are needed for higher levels.*

A TYPICAL SIX-YEAR PROGRAM

The following six-year program will serve as a general guide for entering students:

GRADE 7:

English
World Language
Pre-Algebra
Science
World Geography
Guidance/Physical Education/The Arts*
Elective (optional)
iDepartment, Performing Arts

GRADE 8:

English
World Language
Algebra
Science
Social Studies
Religion/Physical Education**
Elective (optional)
Art, iDepartment, Performing Arts

GRADE 9:

English
World Language
Algebra I/Geometry
Biology/Biology Honors
History of the Modern World
Life Skills/Art/Physical Education
Elective
Art, Graphics, iDepartment,
Performing Arts, Science

GRADE 10:

English
World Language
Geometry/Algebra II
Chemistry/Chem H
U.S. History
Religion†
Physical Education**

GRADE 11:

English Electives
World Language
Algebra II/Math Elective
Chemistry
Religion†
Physical Education**
History Elective***

GRADE 12:

English Electives
History Elective***
Religion†
Other Electives as needed
(four solid courses minimum)

† *One semester of religion must be taken in Grade 10, 11, or 12.*

* *One quarter each subject*

** *Two quarters each subject*

*** *Two semesters or year of History must be taken in Grade 11 or 12.*

EXAMINATIONS AND REPORTS

Final examinations are held at the end of each semester and test the work of terminating courses. The grade received on the final examination is averaged as 20% of the final grade for the semester or year.

Reports are sent to the parents of all students at the end of each quarter (see School Calendar). In addition, mid-quarter reports are mailed to parents if a student is having academic difficulty.

PROVISION FOR GIFTED AND ACCELERATED STUDENTS

ʻIolani accommodates students of all ability levels. Just as extra help from teachers and peer tutors is available as needed, a variety of provisions is also available for gifted and accelerated students.

HONORS AND ADVANCED PLACEMENT EXPECTATIONS

ʻIolani offers 23 Advanced Placement courses in many academic areas, including English, History, Computer, Math, Art, six different sciences, and World Languages. These courses, part of an international program recognized by thousands of schools and colleges, present outstanding secondary school students with college-level curriculum. Although colleges differ in how they recognize AP scores, students who succeed on AP examinations may earn college credit based on their test performance, or be allowed to skip introductory courses and move directly into upper-level classes. Selective colleges strongly encourage students to challenge themselves. Taking AP courses is one way to do so.

Advanced Placement work, however, is not for everyone; for many students, the normal pace of ʻIolani School is sufficiently challenging. Under no circumstances should a student's grounding in the fundamentals be compromised in order to take an AP course. Students enrolled in AP courses must take the AP examination and are responsible for the AP exam fee. Failure to do so without prior administrative approval will result in a failure for the course.

Below are some specific guidelines to help you plan ahead and to provide direction in making decisions that are in the best interests of your child.

ACCELERATION GUIDELINES

ENGLISH:
AP English is open to all seniors. It is recommended for students who:

1. Earn As or Bs in their junior English electives.
2. Have the recommendation of a teacher from their junior year English electives.

HISTORY:
To take an AP course in the History Department, a student should:

1. Earn As or Bs in their most recent history course.
2. Have the recommendation of their most recent history teacher.

To take AP Government, AP European History, or AP Micro- and Macroeconomics, a student should:

1. Have the recommendation of the U.S. History teacher.

PSAT scores will also be considered in the placement process.

WORLD LANGUAGE:
The AP Chinese Language and Culture course and the AP Japanese Language and Culture course require that a student has completed IV-H of the appropriate language and also have the consent of the IV-H instructor. To take AP French Language and Culture, AP Spanish Language and Culture or AP Latin, a student should have completed the III-H or fourth level of instruction and also have the consent of the current instructor and/or the AP instructor.

MATHEMATICS:
A student is placed in the honors track of mathematics on the basis of entering SSAT scores, teacher recommendations, and grades in ʻIolani math courses. To remain in the honors track, a student must maintain a B- average or better.

To take AP Statistics, a student should:

1. Have earned at least a B- in Trigonometry.

To take AB Calculus, a student should:

1. Have earned at least a B- in Precalculus regular or have at least a C- in Precalculus Honors, and teacher's recommendation.
2. Completion or concurrent enrollment in Physics

To take BC Calculus, a student should:
1. Have earned at least a B- in Precalculus Honors and teacher's recommendation.
2. Completion or concurrent enrollment in Physics.

SCIENCE:
ʻIolani School's Science Program for Grades 9–12 has a three-year requirement which includes biology, chemistry, and a year of science electives. Please note that some of our courses and many colleges do require completion of Physics. As such, for many of our students, Physics may be the best option for a student's third year in science. Specific course requirements are outlined below.

To take AP Biology, a student should:
1. Complete Biology, earning a B or better.
2. Complete Chemistry or be concurrently enrolled in Chemistry Honors.

To take AP Chemistry, a student should:
1. Complete Biology, earning a B or better.
2. Complete Precalculus Honors or be concurrently enrolled in Precalculus Honors with the approval of the Dean of Studies.

To take AP Physics 1, a student should:
1. Complete Chemistry Honors with a B+ or better or Chemistry with an A- or better.
2. Complete Algebra 2B / 2H or be concurrently enrolled in the first semester.
3. Have their Chemistry teacher's recommendation.

To take AP Physics 2, a student should:
1. Have completed AP Physics 1, earning a B or better. AP Physics 1 may also be taken concurrently.
2. Have concurrent enrollment in Precalculus, Precalculus Honors, or Calculus.
3. Have the recommendation of their previous science teacher.

To take AP Physics C, a student should:
1. Concurrent enrollment in Calculus.
2. Completion of Biology, Chemistry and AP Physics 1.

ART:
AP Studio Art is recommended for senior students who:
1. Have the recommendation of the course instructor.
2. Have completed prerequisite course(s)* in excellent standing.
3. Exhibits artwork that establishes the applicant as a committed artist who is capable of meeting the rigor of the AP Studio Art curriculum.

To take AP Studio Drawing, a student should:
1. Complete two semesters of Drawing, (additional three semesters of Painting preferred) before approval.

To take AP Studio Art 3-D, a student should:
1. Complete two semesters of Design 3D or two semesters of Mixed Media, or one semester each of Design 3-D/Mixed Media before approval.

To take AP Studio Art Ceramics, a student should:
1. Complete two semesters of Ceramics before approval.

INDEPENDENT STUDY PROGRAM

Seniors and second semester juniors are eligible to present a proposal for independent study in a subject not offered as a regular course at ʻIolani. A student may request honors or regular weighting or a pass-fail grade. The proposal must be approved by the Dean of the Upper School and Dean of Studies in consultation with the relevant department head; interested students should see a dean for information.

COURSE ADDITIONS AND WITHDRAWALS

Students have until the end of the third week of the first semester to add a new year-long or first semester course to their schedule. In the case of the second semester courses, the course-addition deadline is the end of the third week of the second semester.

Courses may be dropped without penalty ONLY prior to the first mid-quarter evaluation for the course. Drops or changes after the first mid-quarter require approval of the Dean of Upper School. Courses dropped without such approval are recorded as failures.

Semester courses dropped with administrative approval between the first mid-quarter and the first quarter grading period of a course are recorded as W (withdrawn). Semester courses dropped with administrative approval after the first quarter (or third quarter for second semester electives) are recorded as WP (withdraw passing) or WF (withdraw failing).

Year-long courses dropped with administrative approval after the first mid-quarter but before the first quarter are recorded W (withdrawn). Some courses may only be dropped prior to the first mid-quarter, at the end of the quarter and at the end of the semester. Year-long courses dropped during the second quarter with administrative approval are recorded WP or WF. Students may drop levels from any Honors or AP course by the first mid-quarter. The grade they are earning at the time of the drop will transfer with them into the replacement course.

Any course dropped without the approval of the instructor and the Dean of Upper School is recorded as a failure and will be so calculated in the GPA.

ACADEMIC PROBATION

A student is placed on academic probation when, in the judgment of the teachers, counselors, and deans, he or she is not realizing sufficient academic success to warrant continued matriculation. In such cases a period of time is set within which the student must demonstrate significant improvement or face dismissal.

A student on either academic or disciplinary probation may not hold elective office (including Senior Prefects), serve as a member of Homecoming, Prom, or May Day Courts, or receive school-sponsored academic or athletic awards.

FAILED COURSES

GRADES 7 AND 8: All students must pass English, History and Science with a D- or better. In order to continue at ʻIolani, a student must repeat courses in math or world language if the student earns less than 70% on his/her final grade. If repeating is not in the student's best interest, an alternate provision will be made, or withdrawal from ʻIolani will be advised.

GRADES 9-11: Failed courses receive no credit, and the failure counts in the computation of the GPA. A student may (and in some cases, must) repeat a failed course. Only the grade earned in repeating the course counts in the GPA, and the student receives credit for the course. The failing grade remains on the permanent record card and transcript.

SENIORS: A senior who fails a 1st semester course must repeat it in the 2nd semester if it is offered. If it is not offered, a comparable course in the same department will be selected with the approval of the College Counselor and Dean of Upper School. A senior who fails a required year or second semester course must repeat it (or a comparable one approved by the Dean) satisfactorily before receiving a diploma and may not participate in the graduation ceremony. A senior who fails a year or second semester elective course may participate in the commencement exercises only with the permission of the Head of School. The Head of School will use his discretion and consult with appropriate teachers, counselors and administrators to reach a decision.

ELIGIBILITY

A student who fails any course, or any quarter of any course, is excluded from school-sponsored extra-curricular activities for at least the first four weeks (until the mid-quarter evaluation) of the following quarter.

Eligibility is determined on a quarterly basis. A student failing any course or any quarter of any course is ineligible for the first half of the immediately subsequent quarter.

Fourth quarter failures carry over to the first quarter of the following year unless the failed course is passed in summer school, or unless the teacher of the failed course presents mitigating circumstances at the year-end grade level meeting in June.

Extra-curricular activities from which a failing student shall be excluded include but are not limited to: drama, cheerleading, politics, speech and debate, and athletics. A student who is declared ineligible may not practice, rehearse or participate in any way in any extra-curricular activity for the entire term of the ineligibility. The only exception to this is that a student may attend tryouts for a team. If successful in making the team, the student may not participate in subsequent practices or workouts until after regaining eligibility.

At the mid-quarter evaluation period, an ineligible student must be earning passing grades in all courses in order to regain eligibility for the remainder of the quarter.

Courses failed in the fourth quarter may be made up in summer school. The student usually must retake the failed course at ʻIolani if the ʻIolani Summer School offers it. Courses taken at other schools must have advance approval from the Dean of Upper School or Dean of Studies before grade or credit will be granted by ʻIolani. English courses cannot be repeated for credit in the summer.

ACADEMIC DISMISSAL

The Head of School, acting upon the recommendation of the teachers, counselors, and deans, may dismiss a student from ʻIolani for academic reasons at any time when in the opinion of the teachers, counselors and administrators continued study at ʻIolani is not in the school's or student's best interest.

SPECIAL PROGRAMS

ʻIolani Special Programs offer a variety of enrichment courses in the afternoon. These programs range from after-school care to the arts (visual arts, private music lessons, drama, dance) to classes in the use of technology (game design, robotics, animation) and World Language. Recreation programs in judo, wrestling, tennis, and swimming are available for elementary and middle level students, as well as a PSAT/SAT 1 Prep class and Drivers' Education for high school students.

SUMMER PROGRAM

ʻIolani Summer Program offers students entering grades K–12 a variety of morning and afternoon classes in the arts, athletics, and enrichment as well as academics. Courses are designed to meet students' needs not only in preparation for entrance to the regular session but also in enrichment in subjects of interest, reinforcement, and opportunities for self-expression and creativity.

ʻIolani welcomes students from the community and abroad as well as its own student body. Information on Summer Programs and course offerings are available on the school's website in February before the summer of the same year. ʻIolani students receive registration preference from the end of February through the middle of March.

Students who are dismissed for disciplinary reasons may not enroll in summer classes until they have been readmitted to ʻIolani School or have approval by the Dean of Upper School.

Summer courses taken at other schools must have advance approval from the Dean of Upper School and Dean of Studies before grade or credit will be granted by ʻIolani.

HONORS, AWARDS AND PUBLICATIONS

Two honors days are held each year. In September recognition is paid to underclassmen who have achieved outstanding academic success during the previous year. In May, the activity awards, service awards, special prizes, academic awards to seniors, and special academic prizes are presented.

HEADMASTER'S LIST

The Headmaster's List is reported quarterly and yearly, and includes students who maintain a grade point equivalent of 3.5 or better, with no grade lower than a B- and with no unsatisfactory or incomplete report.

HONOR ROLL

The Honor Roll is reported quarterly and yearly, and includes students not on the Headmaster's List but who maintain a grade point equivalent of 3.0 or better, with no grade below a C- and no unsatisfactory or incomplete report.

HEADMASTER'S CERTIFICATES

Students in grades 7–11 who have earned a 3.5 grade point average or better for the academic year and have no quarterly or final grade below a B- and no unsatisfactory reports will be awarded Headmaster's Certificates. Headmaster's Certificates will be awarded to those seniors who have been on the Headmaster's List for the first three quarters of their senior year.

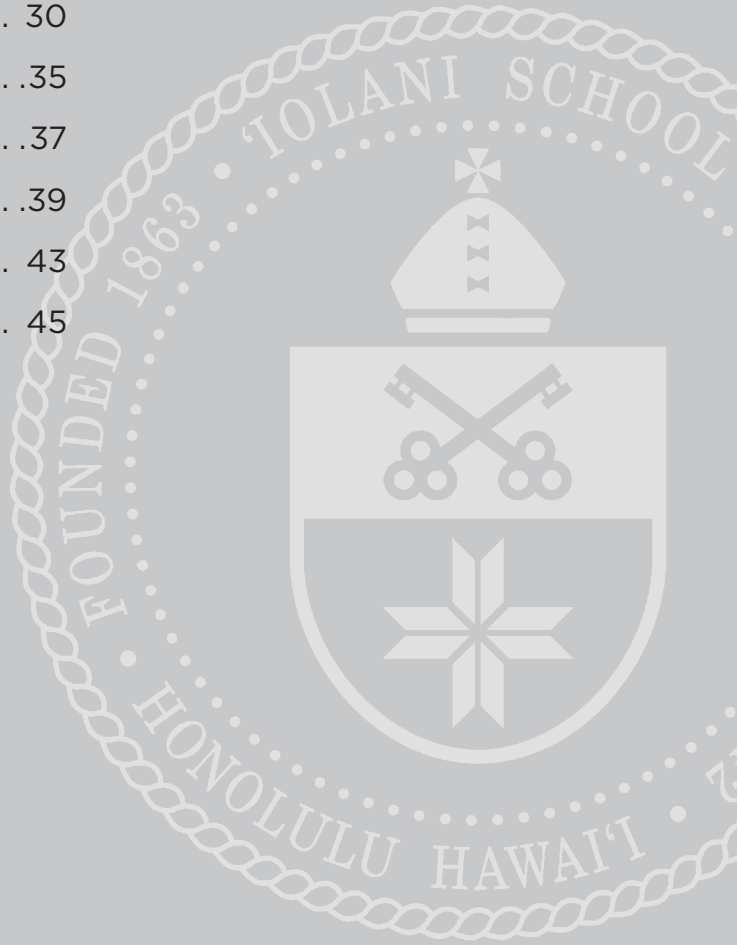
CUM LAUDE SOCIETY

'Iolani is the only school in Honolulu honored by membership in the Cum Laude Society. This honor society was established in 1906 to reward and encourage scholars on the secondary school level. Only three hundred sixty schools in the United States have been granted membership. Twice a year the 'Iolani chapter elects seniors based on their academic standing.

PUBLICATIONS

Students possessing literary aptitude or inclination can become involved in one or more school publications, which include Imua, the school newspaper; *Ka Mo'olelo O 'Iolani,* the school yearbook; and *Mane O Ke Ola,* the literary magazine. Opportunities consist of writing, editing, photography, advertising and artwork. Seniors, juniors and second semester sophomores on a publication staff and in the upper third of their class qualify for admission into Quill and Scroll, an honor society. Students in grades 7 and 8 are encouraged to write for *Scribes and Scribbles*.

» 2017-18 COURSES



ART

The ʻIolani Art program operates on the assumption that everyone has a unique way of seeing, thinking, and feeling. Students take a sequential series of classes, starting in the seventh grade and finishing in the twelfth grade. A student may select to work in any of the art offerings on a semester basis. Aesthetic growth occurs as students develop perceptual awareness and standards of critical judgment. The program encourages students to question and seek new relationships between ideas and materials.

GRADE 7 ART SEQUENCE is a six-week course that features basic drawing techniques and a ceramic hand-building unit. Through excursions, discussions, and written assignments, students broaden their concept of art as a universal form of communication and a source of life-long pleasure.

GRADE 9 ART SEQUENCE focuses on one of these areas: ceramics, design 3-D, drawing/printmaking, or photography. During a nine-week period, students learn about the materials, tools and concepts necessary to develop their skills. They are invited to continue their studies in elective courses within the Art Department.

CERAMICS allows students to work with a malleable, three-dimensional medium to develop an awareness of the relationship between form and function. Project-based assignments involving both wheel-throwing and hand-building techniques let them experience different ways of creating, and increase their appreciation of excellence in design and craftsmanship.

DESIGN 3-D emphasizes solving problems in three-dimensional space. Students investigate original design as it relates to a variety of materials. The correct use of tools and craftsmanship are stressed. The class works in wood, brass, steel, copper, silver, clay and glass. These materials can be used in combination to allow students

to explore and understand the possibilities in three-dimensional form.

DRAWING classes begin with a series of exercises enabling students to practice pencil technique and cultivate sensitivity in observed form. Structural strategies, conceptual development, and color awareness are taught and reinforced at every level. Still life, portraiture, and linear perspective drawing, along with linoleum block printing, art history, art analysis, and museum field trips, round and strengthen the student's art foundation. Explored media includes graphite and colored pencil, charcoal, pastel, conté crayon, marker, ink, and digital applications.

MIXED MEDIA offers students an opportunity to explore a variety of media and techniques, such as fiber arts, ceramics, sculpture, printmaking, drawing and painting. The course emphasizes conceptual development, art fundamentals and craftsmanship.

PAINTING focuses on developing the student's skills in creating image with paintbrush, pigment, and color. Students learn to manipulate stroke and utilize complex color mixtures to direct emphasis and coax visual voice in their painted artwork. Regular peer critiques serve to assist awareness of work in progress. Explored level 1 media includes oil pastel, watercolor paint, and acrylic paint. Monotype printing, assemblage, and painting with oils are introduced in level 2. Painting 1 is open to students who have completed at least one semester of Drawing or have permission of the instructor.

PHOTOGRAPHY students acquire a working knowledge of digital capture, editing and output, primarily using digital SLR cameras, software and printers. Beginners learn concepts and considerations of exposure, lighting, perspective and composition. Intermediate students incorporate conceptual meaning and narrative into their work through combining or compositing photos. Studio strobe lighting and darkroom processes are also introduced. Advanced students develop their aesthetic and refine their skills by independently producing a cohesive body of work based on a theme of their choice. All classes consist of mixed levels, providing exposure to a variety of topics and techniques, as well as opportunities to review them. Critique sessions encourage constructive dialogue among peers.

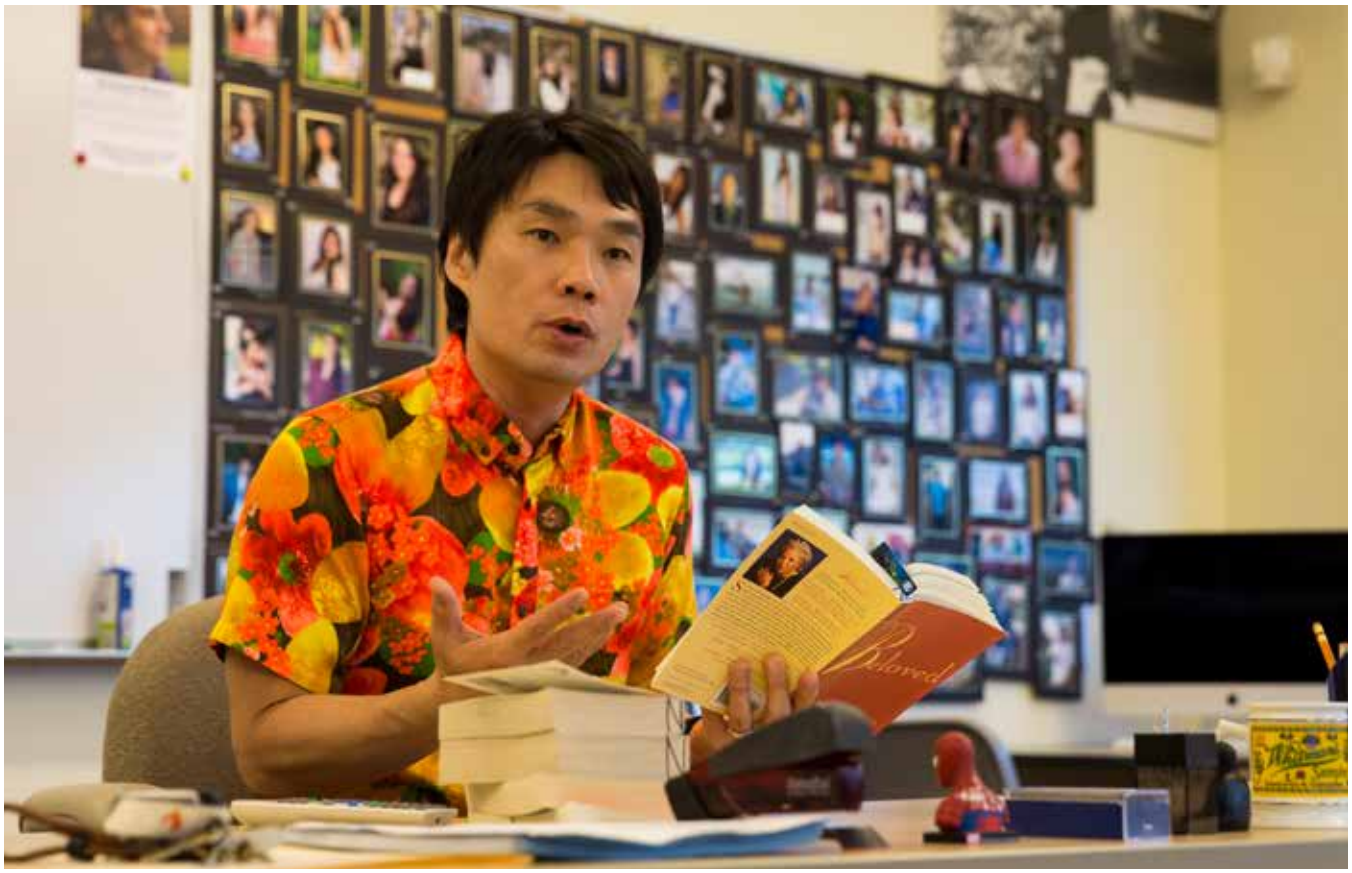
ADVANCED PLACEMENT

AP Studio Art is an intensive art curriculum designed for students who have demonstrated superior conceptual and technical ability in art, and maturity for independent work. Study in this program will develop the student's creative and systematic investigation of idea and form, while encouraging personal artistry and evolution. Prerequisite coursework and recommendation of the instructor are required for AP Art enrollment.

AP STUDIO ART: DRAWING (full year, seniors only)

AP STUDIO ART: 3-D DESIGN (full year, seniors only)

AP STUDIO ART: CERAMICS (full year, seniors only)



ENGLISH

The goals of the English Department are to teach students to read intelligently, to think logically, to express themselves clearly, and to enjoy literature. An intense writing program and a variety of speaking activities ensure that clear writing and oral communication skills develop through a sequential program from grades 7–12. Students read literature to understand and appreciate the ideas authors express in their writing, the styles and forms in which works are written, and the cultures from which the literature springs. Activities emphasize careful listening and effective speaking skills. A variety of texts (short stories, poetry, drama, and novels) help students reflect on their own choices and growth.

ENGLISH 7 Spanning a broad base of reading, writing, and speaking, English 7 lays the foundation that students will build upon throughout Upper School. Through core and free choice texts, students develop literacy skills, such as close reading, writing across genres, and public speaking, within the reading and writing workshop framework.

ENGLISH 8 is designed to enhance students' written and oral appreciation of language and literature. Through a varied and sequential program of reading, writing and language, students develop critical thinking skills. They study short stories, poetry, drama, novels, and mythology; building upon and refining language skills introduced in the seventh grade, they compose essays, poetry, reflections, and literary responses. To hone their craft as writers, they continue their study of grammar, usage, and mechanics.

ENGLISH 9 focuses on students' oral skills through oral interpretation of literature, formal speech assignments, and discussions of literature using the shared inquiry

method. The curriculum for ninth grade includes poetry, essays, novels, drama, and memoirs. Students learn various rhetorical modes of writing, including description, narration, illustration, cause-effect, compare-contrast, definition, and literary analysis. Students practice and assess oral communication skills through digital recordings and peer feedback as well as teacher evaluation.

ENGLISH 10 The focus of English 10 is the analytical study of American literature. Students read short stories, poetry, drama and novels. Writing assignments develop the analytical, formal and creative writing skills required in junior and senior electives. Class activities include oral and dramatic presentations.

ENGLISH 10 HONORS is a yearlong literature-based course. Students read all of the regular English 10 literature as well as additional texts that add to the scope of the course. Activities include analytical essays, creative writing, oral and dramatic presentations, and films.

SEMESTER ELECTIVES FOR GRADES 11 AND 12

Graduation requirements: All students must take either British Literature, American Literature, or American Literary Experience during their junior year. Your English teacher can advise you about which course to take. Seniors must take at least one literature course (those designated by an asterisk).

***AMERICAN LITERARY EXPERIENCE** (full year, juniors only) is an English elective that examines the literature of America, including short stories, poetry, drama, and novels. The course emphasizes close reading and analysis of literature; it includes extensive work on analytical writing skills, development of oral communication skills both in small groups and with a larger audience, and mastery of vocabulary words. The yearlong nature of the course provides time for students to delve deeply into a wider variety of texts, and it provides time for students to receive individual help on their writing, both during class and in extra help sessions.

***AMERICAN LITERATURE** (both semesters) is an introduction to—not a survey of—our country's literary development and themes presented by major authors, including Emerson, Whitman, Dickinson, Frost, Fitzgerald, and T. Williams. Writing includes analytical, creative and personal papers. This course is designed to enhance the critical thinking skills necessary to interpret, discuss, and enjoy American poetry, fiction, and drama. Students must take this course, An American Literary Experience, or British Literature to graduate.

***ASIAN AMERICAN LITERATURE** (both semesters, seniors only) introduces to students the texts and contexts of Asian American authors. Students examine primary texts by representative authors like Kingston, Yamamoto, Hwang, and Bulosan. They also do close readings; examine a variety of ethnic groups; explore contexts; discuss literary criticism; and construct essays that address issues important to students, who comprise the next wave of citizen leaders. This course has a final examination.

***BRITISH LITERATURE** (both semesters) surveys major British writers from the Middle Ages to the modern age, placing the literature in historical and philosophical contexts. Students write not only analytical and persuasive papers, but also original satires and poetry. Students must take this course, American Literature, or American Literary Experience to graduate.

CREATIVE NON-FICTION WRITING (both semesters) uses a workshop approach to the creation of non-fiction writing. Students read published works to explore strategies for generating their own creative pieces, using such techniques as memory, investigation, imagination, research, observation, and reflection. They learn to consider audience, purpose, and selection of detail as they move through multiple drafts of each piece of writing. The course provides a supportive environment and teaches skills that apply to various rhetorical modes of non-fiction.

CREATIVE WRITING (both semesters) allows students to discover and develop their written voices through the study and composition of poetry, fiction, and short dramas. Students gain an appreciation for the art and craft of creative writing by reading and responding to the creative efforts of professional and amateur writers. This student-centered course emphasizes experimentation with both the writing process and potential products. Creative compositions will undergo significant revision and be included in the course portfolio.

FINDING POETRY (both semesters, seniors only) challenges students to find power in words. The course surveys classic poetry from well-known poets such as Shakespeare, Coleridge, Whitman, and Frost, and acquaints students with more modern authors. Students will also be exposed to the poetry of Spoken Word artists

Taylor Mali, G Yamazawa, Shane Koyczan and Sarah Kay. Students will practice uncovering meaning and writing intelligently about the pieces they study. Through frequent Poetry Challenges, the students will create their own ways to move people with their words.

***LITERATURE OF LOSS** (fall or spring semester) provides a forum to celebrate life and humanity in fiction and non-fiction, through the literary lens of our shared human mortality. Students will closely read between the lines to explore, discover, analyze and discuss how the underlying language, themes, literary elements/constructs used by a variety of celebrated authors, poets, playwrights and authors, merge to form deeply moving tales of lives coming to an end and the grief/eloquent grace that ensues for those left behind. Course assessments include: active participation with classmates and guest speakers, interviews, keeping a reflective journal, writing personal narratives and thematic essays, engaging children's literature circles with lower school, and creating a final presentation of choice.

***LITERATURE OF THE OCEAN** (both semesters) examines the role of the sea in human culture. Through literature, we will look at the ocean as a source of life, a poetic device, a pathway for ancient voyagers, a vault for cultural memory, and a nationless space that connects us all. Navigating mostly works from the Pacific, we will also study poetry and prose with origins in the Atlantic and Caribbean. Students will examine their own relationship to the ocean as they contemplate how characters in literature define what it means to live on an island. Student writing consists of creative, analytical, and personal pieces, including a carefully crafted college essay. The final project asks students to revisit a work from the semester and expand on it through meaningful cultural and environmental connections through art and / or service.

***LITERATURE OF SPORT** (fall semester, seniors only) focuses on challenging works about sports by a variety of writers, such as Homer, Walt Whitman, David Halberstam, A.E. Housman, John Updike, and more. Readings include essays, journalism, poetry, and books of non-fiction. Students write analytical essays, personal essays, and poetry. Projects, pertinent videos, guest speakers, and a field trip enhance the learning experience.

***MEDIEVAL LITERATURE: OF MONSTERS, MYSTICS, AND MARRIAGES** (fall semester) surveys major works of English literature from 700-1500. Battles against fearsome monsters, visions from mystics, and adventures in love and marriage are only some of the treats that await in the texts. The course focuses on the relationship between literature and the cultural changes brought by foreign invasions, religious conversions, and international commerce. Some background knowledge of British literature is helpful, but not at all required. Students will learn to analyze poetic language, construct sophisticated essays, and place literature in dialogue with history and art.

***NARRATIVE VISION** (both semesters, seniors only) takes a serious look at powerful film adaptations of great literature. Students consider the novel, play, short story and screenplay as original texts for developing meaningful visual presentations. Authors include Kesey, King, Huxley, and Su Tong. Assignments range from the personal to the analytical, from the written to the visual project. Additional time outside of class is an essential requirement for students to complete their film projects.

***PHILOSOPHICAL LITERATURE** (spring semester, seniors only) focuses on fundamental questions about what makes a fulfilling, meaningful life. Students read works in which characters and authors grapple with these questions. In the past, the literature has included novels, short stories, poetry, essays, articles, and eastern and western philosophy from some of the world's greatest writers and thinkers, such as Maugham, Wordsworth, Whitman, Tolstoy, Hesse, Holderlin, Lao-tzu, Nietzsche, Basho, Descartes, St. Exupery, and Kant. Writing assignments consist of personal essays and creative writing.

***SHAKESPEARE** (both semesters) studies the works of one of the world's greatest writers both as poetry and as living drama. Students write poems;compose personal, creative and analytical papers; design creative projects; and watch live and filmed performances. The reading includes examples of Shakespeare's major genres: sonnet, history, comedy, and tragedy.

***SHAKESPEARE II** (both semesters, seniors only) allows students who have taken Shakespeare as juniors to return to their study of this famous playwright and poet, focusing on a more advanced approach to the analysis of a different set of plays and poems. Students will be expected to use their previous work with Shakespeare to facilitate class discussions, to provide

extra support during paper critique sessions, and to increase the sophistication and breadth of their own analytical and creative work.

***WAR IN THE 20TH CENTURY** (both semesters) surveys military conflicts in the 20th century with an emphasis on World War I, World War II, and the Vietnam War. The course begins with a brief look at death and the nature of war. Various themes run through the course, including the effect of war on soldiers and civilians, the difference between perceptions about war and actual war, and the challenges of modern warfare to moral citizens.

***WORLD LITERATURE** (both semesters) focuses on contemporary literature from around the world. Students will explore the relationship between author, character, and the countries in which the texts are set. Works are discussed in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other perspectives. The coursework combines formal literary papers with creative projects to develop close reading and critical analysis skills and enhance the student's worldview.

ADVANCED PLACEMENT

***ADVANCED PLACEMENT ENGLISH LITERATURE** (full year, seniors only) is a college-level course for seniors which features rigorous study of major literary forms. Class discussions and frequent writing assignments exercise analytical skills. Authors studied include Fyodor Dostoyevsky, William Shakespeare, Charles Dickens, Toni Morrison, and Khaled Hosseini.

HEALTH EDUCATION

The Health curriculum is taught to all K–12 students in varying age- and course-appropriate formats. Students are encouraged to take responsibility for their own well-being and extend these concepts to their families and communities. Health education in the Upper School is formally introduced as Guidance 7 and Life Skills 9.

GUIDANCE 7 is a 9-week guidance sequence. The health component concentrates on changes that occur during adolescence.

LIFE SKILLS 9 is a required semester course combining six weeks each of health, religion and three weeks each of iDept and guidance. The six-week health unit helps students clarify their values and attitudes regarding wellness. Students learn about wellness, stress reduction, food and nutrition, mind-altering substances, sexual health, and personal safety. Emphasis is placed on responsible decision making and personal consequences.

HISTORY

The goal of the History Department is to provide ʻIolani students with a clear understanding of the past and present and to offer them opportunities to think critically about the major issues facing them in the future. To this end, the department emphasizes the study of history and geography and the improvement of speaking, listening, and analytical writing skills.

WORLD GEOGRAPHY (Grade 7) provides students with a skill-based, comprehensive view of the world in which they live through the study of its physical and human composition. It presents a geographic perspective from which students gain a better awareness and knowledge of the earth and its peoples. The course emphasizes reading, writing, thinking, oral communication, and library, technology and map skills. Students engage in cooperative learning activities to promote socialization and collaborative scholarly work.

SOCIAL STUDIES (Grade 8) comprises a study of the history of the Hawaiian Islands and an introductory exploration of civics, economics and contemporary issues. Students develop their understanding of the course topics as well as historical writing and thinking skills through a variety of activities, including reading, primary document analysis, simulations, research, debate, and civic action.

HISTORY OF THE MODERN WORLD (Grade 9) emphasizes political, social, cultural, and economic interactions among the world's peoples beginning in Renaissance Europe and concluding with an examination of recent events in our world. The course builds on writing and thinking skills learned in grade 8 and prepares students for a rigorous history curriculum in the upper grades.

UNITED STATES HISTORY (Grade 10) emphasizes a broad understanding of the nation's economic, political, social, diplomatic and cultural growth. Students learn the thinking and writing skills of the historian: explanation of change over time and cause and effect, analysis of historical documents,

recognition of different perspectives, and understanding the relationship between the past and present.

ELECTIVES FOR GRADES 11 AND 12

ASIAN STUDIES (full year) offers students a historical and cultural appreciation of China and Japan, the two dominant Asian countries, from prehistoric times to 1911–1912. They will also carefully examine the religions and philosophies of these ancient cultures, learn each country's geography and study numerous art slides from each time period. Throughout the course, they will write research papers, make oral presentations, and work in groups. These varied activities sharpen students' analytical abilities, improve writing skills and help them to form their own opinions and reach logical conclusions. Students usually participate in the National History Day program.

SEMESTER COURSES:

AFRICAN AMERICAN STUDIES explores the African American experience and how that experience has been reflected in history and literature and the arts. Students survey some of the political, legal, social, cultural, and literary aspects of African American history, read a major novel, and examine a selection of poetry and short prose by prominent African Americans. Course assignments include essays on literary themes and historical problems, personal responses to the assigned readings, movie reviews, and a creative project.

ASIAN AMERICAN EXPERIENCE surveys the history and experience of Asian Americans, tracing their roots back to pioneering migrants and progressing to today's complex communities. The early immigration and adaptation patterns of Chinese, Japanese, Filipino, Korean, and Southeast Asians in Hawai'i and American society at large are stressed as a focal point. Asian American experiences are, in many ways, common to the experiences of other people who venture to a new land, and serve as a way in which to improve students' understanding and appreciation of America's ethnic and cultural diversity.

CONTEMPORARY ISSUES IN AMERICA explores current, national, state, and local news stories. In addition to learning about the historical context of today's issues, students also learn to examine the reliability and bias of various media sources. Discussions and papers help deepen and broaden students' knowledge of their world.

ECONOMICS & ENTREPRENEURSHIP teaches students how to create and manage their own business by fusing an entrepreneurial idea with a social purpose. The course begins with a survey of fundamental microeconomic principles and then moves to the study of successful business models that emphasize positive contributions to the community.

HAWAIIAN STUDIES explores the complexities of native Hawaiian society prior to the arrival of Europeans. Topics include Polynesian voyaging, communication, spiritual practices, family life, the economic and political systems in ancient Hawai'i as well as the early effects of western contact on Hawaiian society. Students learn through readings, video, music, dance, and field trips, with a focus on developing writing and research skills. The course aims to provide students with a better understanding and appreciation of the native culture of these islands.

HISTORY OF AMERICAN SONG, through American history and through music, covers various categories of American popular music including folk, country, Broadway, the blues, jazz, gospel, R&B, Hawaiian, Tejano, rock and hip hop with the aim of exploring their political social, cultural, and geographical contexts. The course relies on music and performance as primary sources, but will also include readings on music. Students keep a listening journal, write short papers, and complete a research project that includes a digital and artistic component. Students emerge from the course with a deeper aesthetic sense that informs their own listening choices and enables them to decide for themselves what makes American popular music distinctive in all its permutations.

HISTORY OF AMERICAN WOMEN examines the first, second and third waves of American feminism, focusing on the changing role of women throughout American history. The first quarter is dedicated to the first women's movement from Abigail Adams to the passage of the Nineteenth Amendment to the Constitution, which granted women suffrage. The second quarter examines the birth of the second wave of American feminism through the changing role of women in the work place as well as the social revolution of the sixties. The course also touches upon the current status of women in American society. Projects focus on myriad perspectives, including, but not limited to the economic role of women and their professions, the legal rights of women, the role of women in politics, the influence of race and ethnicity in shaping notions of American

womanhood, and the changing role of women in the American family.

HISTORY OF HAWAI'I provides the students with a working knowledge of the geographic, political, cultural, social, and economic structure of the Hawaiian Islands. The entire history of the Hawaiian Islands is studied, with emphasis placed upon the period from 1778 to the present. After completion of the course, students have a better appreciation of their state and its relationship to the U.S. continent and the world.

MICRO/ MACROECONOMICS provides students with a broad economic perspective with a firm grounding in basic economic concepts. The students explore microeconomic principles involved in individual firm analysis, price determination, and market structures. In macroeconomics, students focus on inflation, unemployment, and gross domestic product in order to examine the influence of monetary and fiscal policy on our national economy. Throughout the course, students will learn to apply economic principles to decisions they make in their everyday lives.

ORAL HISTORY: THEORY AND PRACTICE allows students to take part in the history making process. By interviewing community members who lived through key events of the 20th century, students will document the stories of the everyday people whose voices are often left out of history books. Students will conduct, transcribe, and archive oral history interviews, thereby contributing new primary source material to the historical record. In lieu of a semester exam, students will produce historical multimedia projects based on the interviews conducted. By participating in this course, students will engage in meaningful academic work, while simultaneously contributing a great service to the community at-large.

WAR IN THE 20TH CENTURY surveys military conflicts in the 20th century with an emphasis on World War I, World War II, and the Vietnam War. The course begins with a brief look at death and the nature of war. Various themes run through the course including the effect of war on soldiers and civilians, the difference between perceptions about war and actual war, and the challenges of modern warfare to moral citizens.

HONORS

HONORS INDEPENDENT RESEARCH IN HISTORY AND THE SOCIAL SCIENCES (Grades 11 and 12) is a year-long research seminar that will provide qualified juniors or seniors with an opportunity to conduct individual research on a topic of their choosing in the field of history or in the social sciences. Unlike our Independent Studies option, Senior Independent Research will be conducted as a class in which like minded students support each other through each phase of the research process. Quarter one will provide an overview of various research approaches in the humanities and social sciences: the inquiry process, information gathering and analysis, methodology, citation and argumentation. In the remaining quarters, students will be required to meet specified research benchmarks--an inquiry proposal, literature review, annotated bibliography, methodology statement, research journal and peer reviews of drafts.

HISTORY ADVANCED PLACEMENT

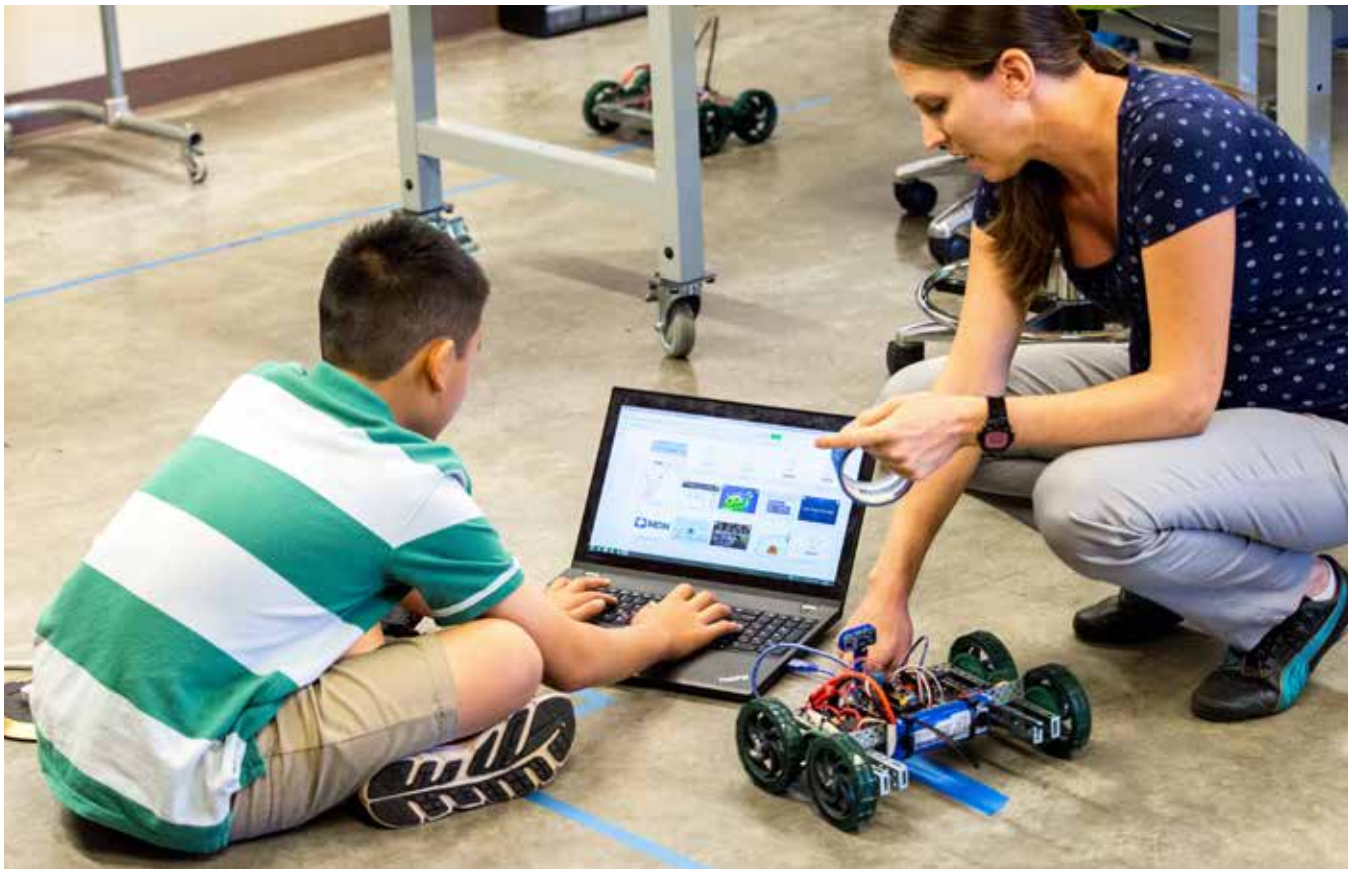
AP UNITED STATES HISTORY (Grade 10) examines the economic, political, constitutional, cultural, diplomatic, social and intellectual history of the United States from the pre-Columbian period to the present. In this writing intensive course, students develop the critical thinking skills of the historian and investigate historiographical debates in United States history. This is an accelerated course open to qualified sophomores, culminating with the Advanced Placement exam in May.

ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 11 and 12) covers the period from the Renaissance to the present, emphasizing the study of political, social, economic, and cultural roots of modern Europe. Students will also focus on developing analytical writing and primary source interpretation skills. The course is highly recommended for seniors who have demonstrated excellence in previous history courses.

AP MICRO AND MACROECONOMICS (Grades 11 and 12) requires students to understand the economic concepts in micro- and macroeconomics, and to integrate them with graphic analysis and current and past economic events. Microeconomics focuses on the decision-making of individuals and firms, including the concepts of opportunity cost, scarcity, supply and demand theory, elasticity, pricing in both the product and factor markets, businesses and their costs, and government's role in economic decision-making such as monopoly

regulation, externalities, and taxation. Macroeconomics tackles economy-wide phenomena resulting from group decision making in entire markets. The macroeconomics component begins with business fluctuations and indexes, circular flow of income and monetary and fiscal policy contrasting Keynesian, monetarist, and supply-side economics. The course concludes with international trade, exchange rates and balance of payments.

AP UNITED STATES GOVERNMENT AND POLITICS
(Grades 11 and 12) emphasizes current events rather than the material usually covered in history classes. Students begin the course with an in-depth discussion of the Constitution then move to the external forces that shape our government: states, public opinion, elections, interest groups, political parties and the media. The course next examines the three branches of government and how they attempt to work together. The final segment of the course looks at economic, social, environmental, military and foreign policy, as well as Supreme Court cases involving civil liberties and civil rights. This part of the course focuses on determining who has power in the United States and how that power is used. Students demonstrate their knowledge through exams, papers, group projects and simulations (Mock Congress, Supreme Court trials, and redrawing district lines for elections).The course is ideal for students who plan to go into journalism, law, business, public service or who have an interest in current events. The course is the equivalent of a college semester course in introductory American Government.



iDEPARTMENT

The iDepartment, established with the opening of the Sullivan Center for Innovation and Leadership, supports elective experiential courses that focus on application of knowledge to solve real-world problems or to find creative solutions to problems. Courses are project-based and involve content and approaches from multiple or nontraditional disciplines. Students in these courses interact with related civil, global, or entrepreneurial communities using face-to-face or 21st century technologies.

VIDEO GAME DESIGN 1 (Grades 7 and 8, one semester) takes students through an investigation of designing and programming video games. Students learn foundations in computer programming, graphic design, animation principles, brainstorming techniques, project management and teamwork. Prerequisites: None/May not repeat

VIDEO GAME DESIGN 2 (Grades 9–12, one semester) guides students to produce and market a video game of their own design. The values of teamwork and contributions by all are reinforced. Students with skills and experience in art and design, computer programming, music, storytelling, game-playing, marketing and project management are encouraged to participate. Prerequisite: Video Game Design 1 or equivalent experience/May not repeat

ELECTRONICS AND EMBEDDED DESIGN (Grades 7 and 8, one semester) Students will be introduces students to the fundamental electronics components and the electrical laws that govern their operation. Once the basics have been established students build and test circuits with increasing levels of complexity. Students learn the essential concepts of embedded systems development through a practical, hands-on approach utilizing open-source design tools. Students learn the basics of designing, interfacing, configuring, and programming embedded systems. The course may culminate with a final project in which students apply theory to a functioning electronics system. This course helps to prepare students for continued study in technological fields that may lead to cutting-edge

careers in industry and research. This is a semester-long, hands-on technology elective that introduces 7th and 8th grade students to fundamental electronics concepts and physical computing using the Arduino platform. Prerequisites: None/May not repeat

ROBOTICS 1 (Grades 7 & 8, one semester, Robotics 2 may only be taken in subsequent school year.) This course is designed to introduce students to the fundamentals of robotics. During the first quarter,students will assemble a robot chassis from a kit of parts, they will learn how to program the Arduino electronics platform that will function as the "brain" of their robot. Through a guided, self-paced process, students will complete multiple challenges which involve autonomous operation and sensor feedback. Throughout the second quarter students will work together to carry out a small robotic design project while being introduced to 3D modeling, fabrication and the design process. Students will build on programming skills used in the first quarter to implement new sensors. The quarter will culminate with a final design presentation of their work.

ROBOTICS 2 (Grades 8–12, one semester, may not be taken in same school year as Robotics 1) enables students to design and fabricate a custom robot in a team environment via the application of mechanical, electrical, and computer engineering disciplines. Topics include the use of CAD and associated fabrication techniques, closed loop control algorithms, sensors, actuators, motor control, wireless remote control, and embedded software design (Arduino platform). This course is a continuation of the Robotics 1 course covering advanced topics in robot design and automated systems. Prerequisites: Robotics 1 (B+ or higher) and/or consent of instructor

ROBOTICS 3 (Grade 9–12, year long) gives students who have successfully completed Robotics 2 the opportunity to further their engineering skills. Driven by customer requirements or student developed idea, and guided through independent research, students work in teams to design, fabricate, and test a robotics system that meets a specific need or unique application. Students have the flexibility to concentrate on a specific discipline within their project team, be it mechanical engineering, electrical engineering, or computer programming. The expected deliverable will be a reliably functioning robotic system accompanied by a Robotics 4 format presentation. Project selection and commitments shall take place prior to registration with instructor consent. Prerequisites: Robotics 2 (grade of B or higher) and/or consent of instructor

ROBOTICS 4 (Grade 10–12, year-long) Students who have successfully completed Robotics 3 will have the opportunity to further their engineering skills through this advanced robotics course. Driven by customer requirements or student developed ideas, and guided through independent research, students will work in teams to design, fabricate, and test a robotics system that meets a specific need or unique application. Students will be given the flexibility to concentrate on a specific discipline within their project team, be it mechanical engineering, electrical engineering, computer programming, or project management. The expected deliverable will be a reliably functioning robotic system accompanied by a formal presentation. Project selection and team formation shall be established prior to registration with instructor consent. Prerequisites: Robotics 3 and/or consent of instructor

NEWSROOM (Grades 8–12, one semester) takes the high standards and rich tradition of 'Iolani's 90-year old student newspaper I into the fast-paced era of digital media. The way information is shared has changed dramatically in just the last decade, and new platforms for communication continue to emerge and develop. Still, the principles of good storytelling hold true, and the practice of journalism teaches efficiency, productivity, accuracy, clarity of writing, and quick thinking. Students study different forms of journalism and write pieces for print, online, and social media. Areas of study include generating story ideas, reporting, editorial tone, news photography, copy editing, page design and newsroom management. Students are challenged to imagine new ways of news-sourcing and storytelling that best serve their generation. This course is also listed as an English Department elective. Prerequisites: None/May repeat for credit (Gr. 8 only Counselor/English teacher approval)

DESIGN AND FABRICATION 1 (Grades 9–12, one semester) enables students to learn the basics of CAD/CAM/3D printing through completion of a series of introductory Design Thinking lab/shop projects that allow them to actually experience the CAD/fabrication process from the initial design concept to the finished produced part. Students then apply the knowledge and skills developed through these activities to the completion of a major design project that incorporates the entire process from design to CAD to fabrication. This experiential approach encourages students to "learn by doing" and, thereby, develops the problem-solving and teamwork

skills fundamental to industry practice in the fields of engineering and manufacturing. Prerequisites: None/May not repeat for credit

DESIGN AND FABRICATION 2 (Grades 9–12, one semester) facilitates students' pursuit of more challenging projects using technologies covered in Design and Fabrication 1 as well as projects which require the exploration of new technologies and materials. Students will have opportunity to act as manager on a student project, distributing tasks, monitoring team progress, and managing deadlines, and the opportunity exists for students to pursue complex individual/small team projects. Projects will be assigned by the instructor. Prerequisites: Design and Fabrication 1 or permission of instructor.

MAKE IT 101 (Grades 9–12, one semester) gives students the opportunity to undertake projects that emphasize STEM priorities, based on their interests and inspirations from Make Magazine and similar DIY sources. Project management, reflection, and documentation are essential for successful completion of projects. While a final product is important, so is the path to that final product: the designing, testing, failing, and re-designing as well as the learning of "maker" skills. Prerequisites: None/May not repeat for credit

ECONOMICS & ENTREPRENEURSHIP (Grades 10–12, one semester) teaches students how to create and manage their own business by fusing an entrepreneurial idea with a social purpose. The course begins with a survey of fundamental microeconomic principles and then moves to the study of successful business models that emphasize positive contributions to the community. This course is also listed as an elective in the History Department. Prerequisites: None/May not repeat for credit

FILM PRODUCTION (Grades 10–12, one semester) explores different ways of bringing a creative work to life on screen. Through a series of hands-on film making projects, students gain insight into how to move an audience, build upon their vision, and express their creative voices effectively. Students gain experience in all aspects of production--from storyboarding, scripting and casting, to shooting, directing, and editing using professional-standard equipment and software. A fun, interactive, and eye-opening class with lessons that apply across many disciplines. This course is for aspiring filmmakers of all levels. Prerequisites: None/May repeat for credit

FOUNDATION OF LEADERSHIP & ETHICS (Grades 10–12, one semester) uses a variety of resources including guest speakers, readings, film, and activities, to help students examine the many facets of being an effective leader. During the first quarter of study, students reflect on their strengths and weaknesses, learn time management and organization skills, and examine how character influences leadership. In the second quarter they study problem solving, mediation, conflict management, team-building, group dynamics, and communication. Prerequisites: None/May not repeat for credit

ONE MILE PROJECT (Grades 9–12, one semester) provides students with meaningful, real world experience by getting outside of 'Iolani, learning about real needs in our community, and creating solutions to those needs. Students begin the class by engaging in empathy challenges and off-campus visits with kupuna in our community. They continue by working together with classmates and community members to develop real solutions for the older adult population for their final project. Prerequisites: None/May not repeat for credit

AP COMPUTER PRINCIPLES (Grades 11–12) offers a multidisciplinary approach to learning the underlying principles of computation. The course emphasizes the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and computing impacts. Students use technology to address real-world problems and build relevant solutions. Prerequisites: None/May not repeat for credit

COMPUTER 1 JAVA (Grades 10–12, first semester) introduces to students the foundational concepts of computer science and computational thinking practices. With a focus on creative problem solving, students explore a variety of programming environments to create personally relevant artifacts. Prerequisites: None/May not repeat for credit

APP DESIGN AND DEVELOPMENT (Grades 10–12, one semester) teaches students the basics of video game and application design, development, and deployment. Over the semester students work on programming and design-based tasks designed to culminate as a finished game or app to be published on a platform of their choosing such as iPad, iOS, Android, web, PC/MAC. Prerequisites: Computer 1 JAVA or permission of instructor/May not repeat for credit

VIDEO JOURNALISM (Grades 10–12, one semester) equips students to produce news stories and features for broadcast and podcast within the ʻIolani community and for a larger public audience. Areas of study will include generating story ideas, interviewing, researching a story, video production, video editing, writing for video and on camera delivery. Students are challenged to imagine new ways of news-sourcing and storytelling that best serve their generation. Prerequisites: Successful completion of Journalism or Newsroom/May repeat for credit

WET LAB A (Grades 10–12, one year) students develop or continue a research project that connects with Hawaiʻi, its people, environment, oceans, wildlife, or history. Students may be doing scientific research or engineering and design that supports the scientific research. Students prepare a research proposal and individual research protocols vary to fit each student's requirements. A tentative schedule will be established before actual research begins. This is a year-long course and each participant will present his or her work at an ʻIolani symposium in May. Since it is expected that the topics will vary tremendously, an interview of the student with the course teacher will be preliminary to the acceptance of each student into the program. Prerequisites: Research proposal and interview with teacher/May repeat for credit

WET LAB B (Grades 10–12, one semester) researches the function and relationship of the fresh water microalgae of Hawaiʻi. The goal is to research the position that microalgae occupies in the ecosystem and relate specific values, dangers, and life cycles of their fundamental trophic level in the grand picture of island life. This course includes collecting water from various areas of Hawaiʻi, isolating microalgae that are potentially endemic to specific water constraints, classifying species by looking at physical, chemical, behavioral, environmental, and genetic factors, and finally, using PCR (polymerase chain reaction) to show genetic and biochemical similarities associated with clade relationships. Prerequisites: Research proposal and interview with teacher/May repeat for credit

WET LAB C (Grades 10–12, one semester) supports student research related to the Ala Wai watershed. A three-year baseline of information of the macrobiology and microbiology of the Ala Wai watershed has been compiled by AP Biology classes. While this work will continue, any student interested in participating in this research project may do so by enrolling in this course. This research is also supported by the Center for Conservation Research and Training, University of Hawaiʻi at Mānoa. Prerequisites: Research proposal and interview with teacher/May repeat for credit

APPLIED RENEWABLE ENERGY SYSTEMS (Grades 11–12, one semester) analyzes the use of regional biomass products, kukui nuts and algae, and construct, in partnership with the Pacific Bioscience Research Center, functioning biomass conversion units. Systems thinking and STEM priorities will be emphasized in the course. Grading scale: A – E out of 4.5 scale. Prerequisites: None/May not repeat for credit

BEGINNING WITH THE END: INTERGENERATIONAL CARE THROUGHOUT THE LIFE CYCLE (Grades 11–12, one year) helps students learn how to be truly present by providing hands-on comfort care to the fragile, the elderly, the terminally ill, and to their families/loved ones. The class starts with training in the mindful art of Bonsai, an ancient methodology that cultivates "being present" through the art of nurturing and shaping your own small tree. Students nurture and shape their trees all year in the Bonsai Garden on the 4th floor of the Sullivan Center for Innovation and Leadership and take them home after an aloha ceremony at the end of the course. Students work with Hospice Hawaii, Islands Hospice, St. Francis Hospice, and Manoa Cottage to apply the skills they learn in class, especially the art of listening/talking story. Although this class invites death directly into our presence, the class focuses on life, love, and the pursuit of happiness through giving to others without asking anything in return.

Students learn to meditate, actively listen, understand the dying process, understand the grieving process, provide bereavement support, understand the use of palliative medicine/alternative therapies (including music, massage, and pet therapies) and bear witness to the power of story. Field trips include the University of Hawaiʻi Medical School, UH School of Nursing Simulations Lab.) Those who complete 50 hours of bedside care with their agency have the opportunity to travel internationally with our team to provide comfort care in remote settings where resources for medical/comfort care are in short supply. Present areas are the Philippines, India Belize, and South Africa. Field experience is scheduled by the student with the minimum expectation of six hours a month. Prerequisites: None/May not repeat for credit

MULTI-MEDIA PRODUCTION IN SERVICE TO ʻIOLANI (Grades 9–12, one semester) introduces students to the digital arts and the inner workings of a design studio. Students will learn the digital software used for graphic, multimedia, and web design, including Photoshop, Illustrator and InDesign. Projects are designed to develop

an understanding of the programs as they relate to design theory, aesthetic appeal and functionality as students gain hands-on experience designing for and working with a client. Topics include vector and bitmap imaging for logo, shirt and other graphic applications, photo manipulation, typography, color, composition, page layout, multimedia editing, and other forms of fabrication relative to the digital visual arts workflow. Students document and use their newly acquired skill set to develop a portfolio of their creative works. Prerequisites: None/May be repeated for credit

MATHEMATICS

ʻIolani's mathematics curriculum is both traditional and innovative. The basic skills of arithmetic, algebra, geometry, and trigonometry are emphasized, and current technologies are integrated throughout Grades 7–12. All students must satisfactorily complete Algebra 2 to graduate and must take mathematics through their junior year. An honors program is available for those exceptionally gifted in mathematics, and Advanced Placement Calculus is usually elected by those who have completed Precalculus as juniors.

PRE-ALGEBRA (Grade 7) introduces topics in statistics, probability, measurement, real numbers, geometry, algebra, and number theory. Students learn problem-solving techniques, and their arithmetic skills are reinforced within each topic.

ALGEBRA 1 (Grades 8–9) teaches students how to perform fundamental operations with real numbers and with variables, and includes the usual algebraic manipulations: factoring, powers and roots, polynomials and fractional expressions. Students gain experience in solving and graphing linear and nonlinear equations and inequalities. Students apply their algebraic skills in traditional and nontraditional contexts. Use of a graphing calculator is introduced.

GEOMETRY (Grades 9–10) treats Euclid's work with congruence, similarity, parallelism, perpendicularity, areas, volumes, and circles. Plane and solid concepts are learned as an integrated subject through simple affine transformations. Symmetry is a conceptual strand that appears throughout the course.

ALGEBRA 2 (Grades 10–11) begins with a review and extension of the basic skills learned in Algebra 1. The concepts of functions, composition of functions, and inverse of functions are thoroughly developed. These concepts are then used in the study of polynomial, rational, exponential, and logarithmic function. Analytic geometry in general and conic sections in particular receive emphasis. Also included are sequences and series.

MATHEMATICS (CONTINUED)

TRIGONOMETRY (Grades 11–12), a one-semester course, follows completion of Algebra 2. Emphasis is placed upon proving identities and solving equations involving all six trigonometric functions and their inverses. Problems that lead to trigonometric solutions are incorporated. Students examine graphs of the trigonometric functions and introduced to polar coordinates as a significant graphical application.

PRECALCULUS (Grades 11–12) prepares students for calculus and introduces them to concepts of higher mathematics. Topics include logic, algebraic and transcendental functions, trigonometry, non-Cartesian coordinate systems, parametric equations, matrices, determinants, sequences, series, combinatorics, probability, and an introduction to calculus. A graphing calculator is required. Algebra 2 Honors or Trigonometry is a prerequisite for this course.

STATISTICS (Grades 11–12),a one semester course, introduces students to the rudiments of data analysis as well as the interpretation of basic numerical analyses. The study of probability and descriptive statistics is a precursor to the examination of probability distributions and hypothesis testing. Also covered are the Central Limit Theorem, correlation and regression. Algebra 2 is a prerequisite for this course.

DESIGN SCIENCE (Grades 11–12), an elective course, focuses on the study of symmetry from various scientific disciplines--chemistry, physics, biology, geology, and mathematics. Investigations in a problem-solving intense laboratory setting concentrate on the classical study and contemporary applications of symmetry. Topics include the study of affine transformations, chirality, polygonal symmetry, molecular symmetry, antisymmetry, frieze patterns, planar symmetry groups, elementary convex sets, phyllotaxis, stereographic projections, space packing, crystallography, and quasicrystals. Algebra 2 is a prerequisite for this course.

ECONOMICS OF PERSONAL FINANCE (Grade 12) provides practical knowledge and experience in personal finance, emphasizing investment decisions and strategies with focus on the time value of money concept. Money management skills are stressed as students research alternatives and make financial decisions in purchasing, borrowing, saving, risk management, and investments such as stocks, bonds, and real estate. Financial records such as a check register, savings passbook, and balance sheet are required. The effect of income taxes on investments is also stressed, and each student prepares a 1040 tax return.

ADVANCED PLACEMENT

ADVANCED PLACEMENT CALCULUS AB AND ADVANCED PLACEMENT CALCULUS BC (Grade 12) are offered to students who have successfully completed Precalculus. These courses are intended to be challenging and demanding and they require a similar depth of understanding of common topics. Both courses cover differential and integral calculus of elementary functions of a single variable. In addition, Calculus BC covers the calculus of parametric, polar and vector functions, and infinite sequences and series.

ADVANCED PLACEMENT STATISTICS (Grades 11–12) introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students observe patterns using both graphical and numerical techniques and form models from which inferences can be drawn. Probabilities of random events, probability distributions of random variables, and sampling distributions of statistics are studied from a general, conceptual approach through simulation. The graphing calculator and computer play an integral role in this data analysis as well as in facilitating the simulations. AP Statistics may be taken concurrently with other mathematics courses. Algebra 2 Honors or Trigonometry is a prerequisite for this course.

PERFORMING ARTS

‘Iolani School’s Performing Arts Department provides opportunities for students to excel artistically with courses in band, chorus, dance, orchestra, stage band, musical theatre and theatre. In addition to presenting performances for the school and the greater Honolulu community, our ensembles travel for performances on the mainland and abroad. Some courses may be repeated for credit. A fall play and a spring musical are presented each year and auditions are open to all students in the Upper School.

In addition, ‘Iolani Special Programs offers after-school classes in dance and private lessons in voice, piano, wind, percussion and string instruments.

Piano students may join a performing group with the instructor’s permission. Generally, piano students will learn to play another instrument appropriate to the ensemble in which they are enrolled, and have opportunities to improve their piano skills by playing accompaniment parts in band and orchestra ensembles. Students may also choose to participate in stage band fundamentals, one of the three stage bands or, when they are seniors, audition for the ‘Iolani Orchestra Concerto concert.

CHORUS 1 S/A (Grades 7–12, sopranos and altos) studies a variety of standard choral works, including major works, occasionally with orchestra. This course may be repeated for credit.

CHORUS 1 T/B (Grades 7–12, tenors and basses) studies the same pieces as Chorus 1 S/A, but for tenor and bass voices. This course may be repeated for credit.

CHORUS 2/HOKULOA SINGERS (Grades 7–12 open to students by audition) allows students to study advanced choral works and perform regularly in school and at various venues around O'ahu. This course may be repeated for credit.

BEGINNING BAND (Grades 7–12) provides basic instruction for each instrument. The class is divided into smaller groups once a week for more individualized instruction. The elements of music are explained and explored, moving from unison materials to band arrangements and compositions. Students develop sight-reading skills, are introduced to small ensemble playing, and perform in two concerts annually. Selected students participate in the Oahu Seventh Grade Honor Band.

INTERMEDIATE BAND (Grades 7–12) explores more complex musical elements such as range and technique building exercises and the development of form, style, and performance practices. Students are introduced to playing music in independent parts and seeing the relationship of individual sections to the whole band. Development of solo and ensemble skills through participation in mini-recitals as well as the O'ahu Band Directors Association Solo and Ensemble festival; participation in band concerts, and additional performing and auditioning experience through participation in the Oahu Band Directors Association's Eighth Grade Select and Honor Bands and the Parade of Seventh and Eighth Grade Bands. Selected students will also have the opportunity to perform with Orchestra 3. Prerequisite: consent of instructor.

MARCHING BAND (Grades 9–12, first semester) focuses on the theme of the field show for the season which determines the musical content of the course. Students are required to memorize music prior to performance, and attendance at Marching Band camp is mandatory. Field show music will be supplemented with pep charts for use in the stands at football games and, toward the end of the semester, concert band literature will be studied. Development of leadership skills through student-conducted sectional and small ensemble rehearsals are will also be stressed. Depending on the needs of Orchestra 5, certain wind and percussion players are selected to perform standard orchestral literature. Students have the option to enroll in Concert Band as an additional elective for the first semester or, if their schedule allows, to rehearse during the school day with the Concert Band (by consent of the instructor). Students registering for Marching Band are required to register for either Symphonic Band or Wind Ensemble in the second semester. Prerequisite: consent of instructor.

CONCERT BAND (Grades 7–12, first semester) students to continue to explore complex rhythms and keys; scales, arpeggios and range building exercises; and further study of form, style and performance practices. Leadership skills are developed through student-conducted sectional and small ensemble rehearsals.. Depending on the needs of the orchestra classes for wind and percussion instruments, students are selected to perform with the orchestra at their skill level. Students have the option to participate in Marching Band by either enrolling in Marching Band as an additional elective for the first semester, or, if their schedule allows, to rehearse during the school day with the Marching Band (unregistered, by the consent of the instructor). Students also have the option to participate in pep band, and/or the percussion ensemble, both extra-curricular groups. Requires consent of the instructor. Students registering for Concert Band are required to register for either Symphonic Band or Wind Ensemble in the second semester.

SYMPHONIC BAND (Grades 9–12, second semester) allows students to continue exploration of more complex rhythms and keys; scales, arpeggios and range building exercises; further study of form, style and performance practices. Leadership skills are developed through student-conducted sectional and small ensemble rehearsals. Depending on the needs of the orchestra classes for wind and percussion instruments, students are selected to perform with the orchestra that is at their skill level. Students registered for Symphonic Band in the 2nd semester must be enrolled in either Concert or Marching Band during the 1st semester. Students have the option to participate in pep band, and/or the percussion ensemble, both extra-curricular groups. Prerequisite: consent of instructor.

WIND ENSEMBLE (Grades 7–12, second semester) continues exploration of all styles of music from various periods in music history, and emphasizes deeper analysis of the expressive qualities of music and how

the composer/arranger manipulates these elements. Development of leadership skills through student-conducted sectional and small ensemble rehearsals is stressed. Depending on the needs of orchestra 5, certain wind and percussion players are selected to perform standard orchestral literature. Students registered for Wind Ensemble in the 2nd semester must be enrolled in either Concert or Marching Band during the 1st semester. Students have the option to participate in pep band, and/or the percussion ensemble, both extra-curricular groups. Prerequisite: consent of instructor.

STAGE BAND RHYTHM SECTION FUNDAMENTALS (Grades 7–10) introduces techniques necessary for successful performance in a stage band setting, and is open to students with experience on guitar, piano, bass, or drum set. Students apply fundamentals through practice on different music styles and ensemble rehearsal of selected music pieces. This course may not be repeated for credit. Prerequisite: consent of instructor.

STAGE BAND 1 (Grades 7–12) concentrates on beginning techniques and the basics of improvisation for students with experience in saxophone, trumpet, trombone, guitar, bass, drum set or piano. A variety of styles are studied and performed, including jazz, Latin, and rock. The course concentrates on beginning techniques and the basics of improvisation. Performances are scheduled throughout the year and participation by every member is required. This course may be repeated for credit. Prerequisite: consent of instructor required.

STAGE BAND 2 (Grades 8–12) continues from Stage Band 1 and emphasizes performance, intermediate techniques, and improvisation. Prerequisite: consent of instructor.

STAGE BAND 3 (Grades 8–12) continues from Stage Band 2, and emphasizes performance, advanced techniques, and improvisation. This course may be repeated for credit. Prerequisite: consent of instructor.

ORCHESTRA 1 (Grades 7–12) is open to any student who wishes to learn to play an orchestral string instrument (violin, viola, cello or double bass). Proper playing posture, fingerboard geography, scales and arpeggios, and basic music reading skills are established. Students get more individual attention in this smaller class and progress quickly.

ORCHESTRA 2 (Grades 7–12) is open to students who have satisfactorily completed at least one year or more of string instruction. Linear and lateral knowledge of the fingerboard, playing in higher positions, shifting and vibrato, bow flexibility, and music reading accuracy are studied. This class may be repeated for credit. Prerequisite: consent of instructor.

ORCHESTRA 3 (Grades 7–12) is open to students by audition. Shifting, vibrato, and advanced bowing skills are developed as preparation for membership in the two top orchestras. Intermediate orchestral literature is studied, and wind and percussion players are added to form a symphonic orchestra. Students are strongly encouraged to take private lessons for the development of an advanced level of instrumental technique; almost all students advanced enough to be eventually placed in Symphonic Orchestra 5 have been studying privately for most of their playing years. This class may be repeated for credit. Prerequisite: consent of instructor.

ORCHESTRA 4 (Grades 7–12) is open to students by audition. More complex orchestral literature, technique and musicianship are studied. Wind and percussion players are added to complete the instrumentation needs of a symphonic orchestra. Students are strongly encouraged to take private lessons for the development of an advanced level of instrumental technique; almost all students advanced enough to be eventually placed in Symphonic Orchestra 5 have been studying privately for most of their playing years. This class may be repeated for credit. Prerequisite: consent of instructor.

SYMPHONIC ORCHESTRA 5 (Grades 7–12) is a nationally recognized orchestra. Membership is by audition and is very selective. The emphasis is on performance of standard works in the orchestral literature. Symphonic Orchestra 5 plays three to four concerts per year, including the annual Concerto Concert. Almost all students in this class have been studying privately for most of their playing years. Wind and percussion players are added to complete the instrumentation needs of a symphonic orchestra. This class may be repeated for credit. Prerequisite: consent of instructor.

DANCE 1 (Grades 7–12) students develop their ability in timing, coordination and sequence recall. They learn the fundamentals of ancient and modern hula, jazz, and ballet. The concepts and dances taught throughout the semester culminate in a required final performance at the end of each semester. This course may be repeated for credit.

PERFORMING ARTS (CONTINUED)

DANCE 1K (Grades 7–12/Boys) focuses on the fundamentals of modern and ancient hula. The concepts and dances taught throughout the semester culminate in a required final performance at the end of each semester. This course may be repeated for credit.

DANCE 2 allows students to develop their dance technique and style in jazz, ballet, and ancient and modern hula. They learn basic principles of showmanship, stage etiquette, and back stage particulars. Individual style and personalities of the students are integrated into the routines and choreography. An introduction to the art of ancient Hawaiian chanting is incorporated into the curriculum. A required final performance at the end of each semester allows students to demonstrate their mastery of dance and stagecraft. This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 1 or consent of the instructor.

DANCE 2K is open to boys who have successfully completed Dance 1K or with the consent of the instructor. This course is a two-year program that continues concentration on modern and ancient hula, working on technique and style with an introduction to the art of chanting. Students have a required final performance at the end of each semester. This course may be repeated for credit.

DANCE 3 is an intense and challenging course in which students polish ancient and modern hula, jazz and ballet techniques. Students use their creativity and personal ideas in their own choreography and display their skills in a final performance at the end of the semester. This course may be repeated for credit. Prerequisite: consent of instructor.

DANCE 3K is open to boys who have successfully completed two years of Dance 2K and have the consent of the instructor. This course continues the study of hula and chanting. A final performance is required at the end of each semester. This course may be repeated for credit.

DANCE 4 is a performance-oriented class with advanced skills in hula, jazz, and pointe ballet. Dancers must be proficient in all art forms. Students develop a personal sense of movement aesthetic through choreography projects and display their skills in a final performance at the end of each semester. This course may be repeated for credit. Prerequisite: consent of the instructor.

DANCE 4 K is a continuation of the coursework from Dance 3K, and allows students to delve deeper into the art of kane hula. Hula is what keeps the Hawaiian culture alive and serves as the visual link to Hawai'i's distant past. Dance 4K will further develop each student's hula skills and knowledge and will provide a continuation of acquiring understanding of Hawaiian culture through the art of hula. This is an advanced level course for students with previous hula experience. Students will further develop proper etiquette and dance forms in hula kahiko and hula 'auana. In this class, students will further develop their skills as hula dancers but great attention will be given to understanding the kaona or the hidden meaning of a mele. Coursework will begin with a review of the various skills and stock mele learned from the previous year and will move to learning, researching and perfecting new song selections.

MUSICAL THEATRE I (Grades 7–9) is an introductory course exploring the fundamentals of song analysis technique in the preparation of musical theatre repertory for performance. Emphasis is on vocal development through ensemble singing and dance skills through choreographed group numbers. Basic music skills and singing ability are highly recommended. The course culminates in a public performance at the end of each semester. Students may repeat the course.

MUSICAL THEATRE II (Grades 9–11) is an intermediate level course that prepares students with musical theatre repertory for public performance, with emphasis on the application of the tools acquired in Musical Theatre I. Students explore various forms of dance, build acting skills, work to expand vocal range, develop musicianship, and research musical theatre history. Students have multiple performance requirements throughout the year, including a public performance at the end of each semester. Students may repeat the course. Prerequisite: Musical Theatre I and/or consent of instructor.

MUSICAL THEATRE III (Grades 10–12) is an advanced level course designed as a college preparatory workshop and further develops skills acquired in Musical Theatre I and II. Students refine performance skills as singers, dancers, and actors in addition to developing skills in self-marketing, business and audition technique. Students will also engage in an in-depth research project and presentation on the American Musical Theatre. Students have multiple performance requirements throughout the year, including a public performance at the end of each semester. This course may be repeated. Prerequisite: Musical Theatre II and/or the consent of

the instructor. Younger students may register with the consent of the instructor.

BEGINNING THEATRE (Grades 7–9) introduces the world of theatre covering both on and off-stage aspects through hands-on activities. Seventh grade students taking this class must repeat it as eighth graders before advancing to Intermediate Theatre. Eighth graders may advance to Intermediate Theatre in ninth grade with the instructor's consent. Ninth graders must advance to Intermediate Theatre as tenth graders.

INTERMEDIATE THEATRE (Grades 9–10) develops the acting techniques and styles learned by students in Beginning Theatre. Students expand Improvisation skills, develop original scripts, and learn about acting techniques currently used in theatre, film, and television. This course may be repeated for credit. Prerequisite: Beginning Theatre and/or consent of instructor.

ADVANCED THEATRE (Grades 11–12) combines workshop and seminar approaches. Students learn the basics of both writing and directing, with the goal of producing either original or published pieces at the end of each semester. As this is the highest level of theatre being offered, students may repeat this course for credit. Prerequisite: Intermediate Theatre and/or consent of the instructor.

MUSIC THEORY (Grades 9–12) covers the fundamentals of music, including ear training, melodic and rhythmic dictation, and sight singing. Students are taught harmony, musical form, and compositional techniques and gain knowledge of the various periods of music history. This one-year course is offered in alternate years. Students may repeat the course for credit.

SONGWRITING (Grades 9–12, one semester) does not have prerequisites though students should seek the consent of the instructor(s), who make the decision based on students' prior knowledge and skill level. In order to be successful in the course, the student should already have basic musical skills such as the ability to match pitch vocally and have a sense of musical time. The ability to play an accompaniment instrument (such as the piano, guitar, or ukulele, etc.), even at a basic level, is desirable but not required. This course is offered in alternate years. Students may repeat the course for credit.

Students have performance requirements during the school year for all Performing Arts classes except the Grade 7 Sequence course, Stage Band Rhythm Section Fundamentals, Songwriting and Music Theory.

PHYSICAL EDUCATION

'Iolani School provides a complete physical education program for boys and girls in all grades.

In grades 7–12, our Physical Education curriculum includes student participation in aquatic activities and individual as well as team sports that encourage a lifetime of physical activity. The department provides an enjoyable, educational experience exposing each student to a variety of physical activities geared toward an active, physically fit life. Upper School students must provide their own PE uniforms. Uniforms consist of any colored t-shirt with any 'Iolani logo or a plain white, red, black or gray t-shirt and black, red, white, gray or pink athletic shorts. Athletic shoes with socks must also be worn to class.

GRADE 7 — One quarter of PE is required, consisting of activity units with no exemptions for sports participation.

GRADE 8 — One semester of PE is required, consisting of activity units and biathlon training with no exemptions for sports participation.

GRADE 9 — One quarter of PE is required, consisting of a lifetime activity unit. Students participating in two ILH sports during the year will be exempt from PE. Students participating in an ILH sport simultaneously with their PE class must participate on game days.

GRADE 10 AND 11 — Two quarters of PE are required, consisting of lifetime activities. Students participating in two ILH sports during the year will be exempt from one quarter of PE. Students participating in three ILH sports during the year will be exempt from both quarters of PE. Students participating in an ILH sport simultaneously with their PE class must participate on game days.

GRADE 12 — PE is not required. Students may take it as an elective.

PHYSICAL EDUCATION (CONTINUED)

Students are graded on class participation. Students who miss more than three class days are required to make up those classes. Students who miss more than six class days will be dropped from the class and be required to re-schedule the class. Students who do not complete their commitment to a given sport will not receive participation credit toward their physical education requirement.

VARSITY PE CONDITIONING

This course is designed to provide athletes with the conditioning most do not get during the sports season due to the limited practice/contact time allowed. This course includes maintenance weight training, core training, flexibility exercises, cardio activities, aquatic activities, and rehabilitation to provide varsity athletes with the adequate weight and core training necessary for strength maintenance and injury prevention.

Students will be assessed on individual goals set by each student and the teacher with guidance and input from Coach Dominic Ahuna and the athletic coach. Heavy emphasis will be put on the student's effort, class/activity, participation and attitude.

INTRAMURALS

In addition to the required physical education program, various intramural activities are available. The Lower School PE department offers after school intramurals for grades 4--6. The Student Activities Office organizes lunch time activities for grades 7--12. Both programs emphasize school spirit and friendly competition between classes.

RELIGION

The Religion Department offers students an opportunity to gain insight into the world's religions with a particular focus on the Christian tradition as expressed through the Episcopal Church, the heritage of ʻIolani School. The study of religion involves the formation of both mind and heart. We approach religious education as an academic pursuit as well as an opportunity for self-examination, self-understanding, and spiritual and ethical formation.

Required upper level courses provide a solid academic foundation in comparative religions, the study of the Bible and other sacred texts, the prophetic tradition, and religious approaches to issues of ethics and social justice. These courses also encourage students to develop moral and ethical decision-making skills that align with their personal and familial values.

Each course is independent and there are no pre-requisites. Students are not required to have any prior knowledge of the Bible, Christianity, or other faith traditions to enroll in any of these courses.

ʻIolani remains rooted in its Christian faith and the heritage of the Episcopal Church. At the same time, ʻIolani recognizes, respects, and welcomes the diversity of beliefs and traditions that reflect our modern society and enhance our community of learning. Weekly Chapel attendance is an important part of the ʻIolani experience for all students. Though not a formal part of the Religion Department curriculum, Chapel is an extension of the classroom and an opportunity for students to gather together for worship, meditation, prayer, and reflection. Chapel also provides a forum for students to hear from guest speakers, address community issues and topics, and enrich their faith and life together.

WORLD RELIGIONS (Grade 8) is part of a required sequence of courses. It introduces students to religions that have impacted world history and culture. The major

world religions of both the East and the West, as well as primal religious traditions, are explored. The Christianity unit gives students a foundation for their future studies in values, ethics, and the Bible.

LIFE SKILLS (Grade 9) is part of a one-semester required sequence of courses. In the Religion segment, students are introduced to scripture, prayer, and liturgy to enhance spiritual formation, and religious values to strengthen ethics, morality, and decision-making skills. Students reflect on elements of their lives that continue to shape who they are, who they are becoming, and what they believe. Students also learn about Church history as it relates to ʻIolani's Episcopal heritage.

BIBLE (Grades 10–12) is one semester course which examines Biblical texts from an academic perspective. Students explore the concepts of Biblical composition and historical criticism, including current scholarship regarding the historical Jesus. The Bible and related readings provide the basis for class discussions, writing assignments, and testing.

THE PROPHETIC VOICE (Grades 10–12, one semester) explores the message of the Biblical prophets as well as historical and contemporary figures of the 21st century such as Desmond Tutu, Martin Luther King, Jr., and Malala Yousafzai, whose prophetic voices continue to have a global impact. In this course, students will explore contemporary issues and the power of the written and spoken word in an effort to discover and articulate their unique prophetic voice. The Bible, sermons, essays, and speeches from historic and contemporary figures provide the basis for class discussions, writing assignments, and evaluation.

RELIGION & SOCIAL JUSTICE (Grades 10–12, one semester) explores a number of human rights issues, including poverty, refugees, climate change, education, and religious, racial, gender and LGBTQ discrimination. Focusing on sacred scripture and the lives of some of the most influential religious leaders of our time, students examine the ethical, moral and religious responses to human rights violations and injustice in the world. Students will learn about contemporary faith-based movements, including Liberation Theology in Central America and South Africa, Socially-Engaged Buddhism, Israeli-Palestinian reconciliation efforts, Hindu criticism of the caste system, and the resurgence of feminism in Islam. Drawing from the wisdom of these traditions and their leaders, students will develop a final "Human Rights" project that is an expression of their own personal ethic of compassionate and mindful activism.

CRITICAL SERVICE LEARNING (Grades 10–12, one semester) explores the intersection between faith and action, focusing specifically on faith-based responses to poverty, hunger and homelessness in Hawaiʻi. In class, students will explore the biblical roots of compassion, charity and justice. They will learn about the prophetic vision for a just and peaceful world as well as develop a deeper understanding of Jesus' theology of radical inclusion that affirms the dignity and worth of every human being. They will also examine the root causes of poverty in Hawaiʻi, and explore the difference between charitable and justice-oriented responses to human need. Students will have the opportunity to visit a number of local organizations serving the most vulnerable populations in our community (keiki, families and kupuna) as well as volunteer in the community with agencies including Family Promise, Habitat for Humanity, Next Step Shelter, IHS, Youth Outreach, and a number of Episcopal Church outreach ministries. For their final "Erase Poverty" project, they will develop a campaign to raise awareness, educate and inspire others to take action, and support the needs of the working poor in our community.

**All courses offered in grades 10–12 fulfill the graduation requirement.*

SCIENCE

Derived from the Latin word scientia ("knowledge"), SCIENCE is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the natural world. Scientists understand the natural world through systematic observation, measurement, and experiment. The ʻIolani Science program strives to impart to students a love of science, an understanding of key scientific concepts, and the tools to become scientifically literate citizens of the 21st century. Each ʻIolani science course involves substantial laboratory work as students perform experiments, write their observations, and come to their own conclusions.

The ʻIolani Upper School Science Program begins its science exploration for all students with Science 7 (Earth Science) in seventh grade and Science 8 (Physical Science) in eighth grade. With these first two levels of science, Life Science is integrated within the curricula to connect and extend physical science principles to living organisms. In grade 9, students begin their three-year science graduation requirement with a course in biology (Biology or Biology Honors). Grade 10 students matriculate to a course in chemistry (Chemistry or Chemistry Honors). Advanced Placement electives begin in the tenth grade with AP Biology, which, if selected in the 10th grade, must be taken concurrently with Chemistry Honors. In grade 11, students may take physics (with offerings in Physics, AP Physics 1, AP Physics 2), AP Biology, AP Chemistry, or another science elective. With chemistry teacher approval, AP Physics 1 & 2 may be taken concurrently. It is highly recommended that students take a fourth year of science in consideration of high school science prerequisites for admission into some colleges. Thus in grade 12, students have the option to take any AP Science course (AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, or AP Physics C) or science electives.

Science semester electives are offered to enhance or reinforce science skills. At this time, semester electives include Oceanography, Global Health, Marine Biology and Science of our Watershed. Semester electives do not fulfill the science graduation requirements.

SCIENCE 7 (Earth Science/Grade 7) allows students to investigate scientific problems while using hands-on activities. Activities develop skills in making hypotheses, collecting data, and interpreting results. Students apply those skills while investigating Earth science topics including astronomy, meteorology, oceanography, and geology. Some Life science is also explored in relation to Earth science.

SCIENCE 8 (grade 8) encourages reasoning skills and builds understanding of basic principles of the energy systems in the physical sciences through activities, lab experiments and projects. Students use a variety of technology and equipment in their study of force, motion, energy, work, electricity, waves, and matter. Life science is also integrated as applicable to the various topics.

BIOLOGY (Grade 9) is a lab-based course that surveys molecular and organismal biology. The course strives to teach biology in its evolutionary aspects and to foster an appreciation for the interrelationships of all living forms. Biological concepts, scientific method, and inquiry-based learning are emphasized. Thematic units include cell biology, genetics, evolution, and ecology. The course challenges students to understand basic biological concepts and to solve problems through class discussions, collaborative group projects, laboratory investigations, research and analytical writing.

BIOLOGY HONORS (Grade 9) is a lab-based course that surveys molecular and organismal biology in greater breadth and depth than Biology; consequently the pace is more rapid. Students choosing this course should have well-developed study and time-management skills. The course is designed to teach biology in its evolutionary aspects and to promote an appreciation for the interrelationships of all living forms. Biological concepts, scientific method, and inquiry-based learning are emphasized. Thematic units include cell biology, genetics, evolution and diversity, ecology, and plant and animal structure and function. Students in Biology Honors engage in class discussions, collaborative group projects, laboratory investigations, research, and analytical writing. The comprehensive nature of the course prepares the student to take the SAT Subject Test in Biology.

CHEMISTRY (Grades 10–11) presents a broad chemistry program suitable for college-bound students. It provides a solid background in chemical fundamentals. Students are challenged on the conceptual as well as the quantitative level with material ranging from the abstract to the concrete. The course provides a solid foundation for college chemistry.

CHEMISTRY HONORS (Grades 10–11) is a comprehensive study of chemistry that includes topics such as structure of matter, states of matter, reaction types, stoichiometry, kinetics, equilibrium, thermodynamics, oxidation-reduction reactions, electrochemistry, descriptive chemistry, organic chemistry, and nuclear chemistry. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. Exposure to chemistry applications in the real world is inherent in lessons and laboratory experiments. Honors Chemistry is designed as a preparatory course for the SAT Subject Test in Chemistry.

GLOBAL HEALTH (Grades 11–12) uses an interdisciplinary approach to improve student health literacy through an examination of the most significant public health challenges facing today's global population. What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Topics addressed will include: the biology of infectious diseases, understanding the statistics and quantitative measures associated with health, the social determinates of health, and the role of public and private organizations in shaping global health policy. Global Health is a one-semester science elective course that does not fulfill the science graduation requirement for the Class of 2018.

MARINE BIOLOGY (Grades 11–12, one semester) investigates the biology and ecology of the major marine phyla, including invertebrates, fishes, and marine mammals. Class discussions, laboratory experiments, and field studies will help students gain an understanding and appreciation of the marine organisms. Topics include classification, ecological interactions within marine ecosystems, and human impacts upon the marine environment and its inhabitants. Students will use the knowledge gained in the course to educate their peers about local marine issues, sustainability, and conservation. Marine biology is a one-semester science elective course that does not fulfill the science graduation requirement for the Class of 2018.

OCEANOGRAPHY (Grades 11–12, one semester) combines aspects of physical, chemical, biological, and geological sciences to explore how the ocean functions as a part of a global system. Class discussions, laboratory experiments, and field studies will be used to gain an understanding and appreciation of the surrounding marine environment. Students explore how plate tectonics, ocean chemistry, ocean currents, waves, and tides have created and continue to shape a unique marine environment. The physical and biological factors that control the distribution and abundance of marine plankton will be examined. Oceanography is a one-semester science elective course that does not fulfill the science graduation requirement for the Class of 2018.

PHYSICS (Grades 11–12) emphasizes the development of the concepts of physics within a laboratory and project-based framework. Students practice the skills of data collection and analysis, then use their lab results to solve a wider range of problems. Topics covered include mechanics, electricity and magnetism. Physics serves as a conceptual base for science and non-science-oriented students. It encourages both groups to view nature more perceptively. For the science-oriented student, it serves as a springboard to a greater involvement in the sciences.

SCIENCE OF THE ALA WAI WATERSHED: OUR AHUPUA'A (Grades 11–12) investigates the interconnectedness of the environment, biodiversity, and people in our watershed through history and citizen science. This is a place-based class where students will study the science and culture behind how the watershed functions physically, chemically, and biologically and the major challenges facing this area. Through stories of place and scientific, archeological and paleontological investigations, they will learn about the history of the ahupua'a. Students will go into the Ala Wai watershed to collect scientific data on water quality and biodiversity and learn how to evaluate the health of the streams and terrestrial landscape. Hands-on experiences and data collection will result in carefully crafted lab reports, articles, and reflections. We will focus on the ecological, evolutionary, and environmental science, as well as data analysis and scientific research skills. This course will culminate in an argumentative piece of writing that synthesizes multiple perspectives into a solution to a current problem in our ahupua'a. While our main focus is our own 'aina, students will connect problems we face locally to global challenges surrounding water quality and climate change. Our Ahupua'a is a one semester elective course that does not fulfill the science graduation requirement for the Class of 2018.

HONORS

HONORS INDEPENDENT RESEARCH IN SCIENCE (Grades 11–12) allows students to explore deeply an academic topic, problem or issue of individual interest. Students design, plan and conduct a year-long research-based investigation to address their research question. Students will learn research methodology, employ ethical research practices and access, analyze and synthesize information as they conduct research. Students explore their topic, develop skills, document their progress and curate the artifacts of their work into a portfolio. The course culminates in an academic paper and public presentations of their work at science fairs and the 'Iolani Science Symposium. Students taking this course are encouraged to apply for the John and Violet Kay Summer Research Fellowship.

ADVANCED PLACEMENT

ADVANCED PLACEMENT BIOLOGY (Grades 10–12) Provides students with the conceptual framework, factual knowledge, and the scientific skills necessary to deal critically with the rapidly changing science of biology. Students will investigate how the process of evolution drives the diversity and unity of life, how biological systems reproduce and maintain dynamic homeostasis, how living systems store, retrieve, transmit and respond to information, and how biological systems interact based on complex properties. Class discussions, activities and labs will develop student inquiry and reasoning skills. Students will engage in scientific questioning, the collection and analysis of data and the application of mathematical routines while building conceptual connections within and across domains.

ADVANCED PLACEMENT CHEMISTRY (Grades 11–12) is designed to be the equivalent of the first-year college general chemistry course. Students in such a course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The AP course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the

time spent on the course by student, and the nature and the variety of experiments done in the laboratory.

ADVANCED PLACEMENT PHYSICS 1 (Grades 11–12) is equivalent to the first-semester of an algebra-based college physics course. It covers mechanics, waves, and electricity. The electronic textbook is mathematically oriented, with rigorous, challenging homework problems. The course includes significant laboratory work and prepares the student for future work in the sciences.

ADVANCED PLACEMENT PHYSICS 2 (Grades 11–12) is equivalent to the second-semester of an algebra-based physics college course. Topics covered include fluid mechanics, thermodynamics, electricity and magnetism, optic, and atomic and nuclear physics. The electronic textbook is mathematically oriented, with rigorous, challenging homework problems. In depth laboratory investigations allow students to further understand and to apply concepts being learned.

ADVANCED PLACEMENT PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM (Grade 12) is a second-year college level physics course for students enrolled in calculus and who have already completed a year of physics. The course concentrates on mechanics, electricity and magnetism—building upon the physics and problem-solving skills of a first-year physics course. Laboratory exercises related to the topics being studied are performed throughout the year.

WORLD LANGUAGES

The ʻIolani World Language Department provides sequences in six languages: Chinese, French, Hawaiian, Japanese, Latin, and Spanish. Students may begin language study in grade 7 or 9.

The World Language Department teaches languages following ACTFL National Standards for Foreign Language Education*: Communication, Culture, Comparison, Connections and Communities. The objective is to help students develop their communicative competence in listening, speaking, reading, and writing through the incorporation of the skills, knowledge, and expertise students must master to succeed in work and life as outlined in the 21st Century Student Outcomes**: Life and Career Skills, Learning and Innovation Skills, Information, Media and Technology Skills. Another important objective is to provide the foundation for lifelong learning and interest in languages.

The objectives of the courses are to teach students to understand, speak, read, and write the language they are studying, and to introduce them to world cultures. The target language is introduced in the classroom through the integration of technology and innovative learning techniques. Study through levels IV and V may earn advanced placement (AP) credit and/or placement in higher level courses in college for most languages.

** American Council on the Teaching of Foreign Languages: http://www.actfl.org/node/192*
***Partnership for 21st Century Skills: http://www.p21.org/our-work/p21-framework*

WORLD LANGUAGES (CONTINUED)

CHINESE introduces the students to Mandarin through the "5Cs" principles of the National Standards for Foreign Language Education: Communication, Culture, Comparison, Connections and Communities. The objective is to help students develop their communicative competence in listening, speaking, reading, and writing as well as learn technology applications of the 21st century. Concerns move from early attention to pronunciation, intonation, vocabulary, and grammar, through concentrated work in spoken Chinese, to increased emphasis on reading comprehension and the writing of Chinese. The sequence ends with AP Chinese Language and Culture and/or an honors course at level V, both of which are conducted mainly in Chinese.

FRENCH builds students' proficiency through communication and immersion in an authentic cultural context. Class interaction, textbook instruction, and online exercises are keys to students' success. In Levels I through III, students master the syntax and style needed to read, write, hear and speak French with accuracy and fluency. From Level II, students are placed in regular or honors sections. At Level IV, students learn advanced grammar through analysis of literary and historical texts. French V gives students the opportunity to increase their historical background in order to better understand contemporary French culture. The AP French Language and Culture course may be taken after Level III or IV. The AP French course is designed to further students' knowledge of the language and culture of France and the Francophone world. Students at all levels are encouraged to participate in the French National Contest each year.

HAWAIIAN, one of our state's two official languages and the language of our school's founders, reinforces 'Iolani's important connection to Hawaii's land and heritage. The objective of the course is to teach students to listen to, speak, read, and write the Hawaiian language to be able to communicate effectively in a meaningful manner, and to develop a deeper understanding of the Hawaiian culture. The program uses various materials including textbooks, workbooks, a Hawaiian dictionary, the Internet and other Hawaiian language source materials. Most important, the program will take advantage of the rich resources available in the state.

JAPANESE begins with elementary conversational forms and everyday vocabulary and progresses to technical vocabulary and honorific speech appropriate to business dealings in real life. In the written language, Hiragana and Katakana are covered in the first year, and Kanji of increasing difficulty is introduced at level II. Calligraphy (brush writing) is introduced in Japanese III. Lessons are regularly reinforced through cultural presentations by the students, teachers, or guest lecturers. Japanese IV and V are conducted in Japanese. AP Japanese Language and Culture consolidates Japanese learned at earlier levels and molds the language into an asset which may prove useful to students in their future endeavors. Kanji used in the real world is introduced via authentic materials; in general, holistic language learning is the focus of the course.

LATIN develops an increased English vocabulary and greater precision and variety in English composition. Latin I covers the fundamentals of the language in forms, syntax and reading exercises. Latin II reviews the fundamentals and intensifies the reading; students spend most of the second semester on Caesar's Commentaries on the Gallic Wars. One lesson a week is devoted to Latin composition to reinforce the modes of expression and patterns of phrasing. That practice continues in Latin III which emphasizes the writings of Cicero; the poetry of Ovid is introduced in the spring term. Latin IV (AP Latin) covers selections from Vergil and Caesar. Latin VH focuses on Latin Lyric poetry. Students take the National Latin Exam annually.

SPANISH gives students a working command of the language through personal involvement and understanding, incorporating the national content standards for foreign language education in the 21st century in the curriculum, with emphasis on the use of Spanish for practical communication to prepare students to live in a global world. The program uses diverse materials such as e-texts, workbooks, films and the Internet to expose students to authentic materials. Technology also plays an integral role in instruction and learning. From level II on, the students divide into regular and accelerated sections. Spanish 5 Honors, Advanced Placement Spanish Language & Culture and Advanced Placement Spanish Literature may be taken in the fourth or fifth year. Students may elect to take the National Spanish Exam annually.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.
-Nelson Mandela

ADDITIONAL COURSES

Some courses do not fit neatly into departmental divisions. They do, however, offer students the opportunity to explore exciting areas of study.

PSYCHOLOGY (Grades 10–12) is a course that examines the relationship between mind and body and investigates the causes and symptoms of everyday emotional problems. Students discuss motivation and social dynamics and learn the foundations of psychological research and testing.

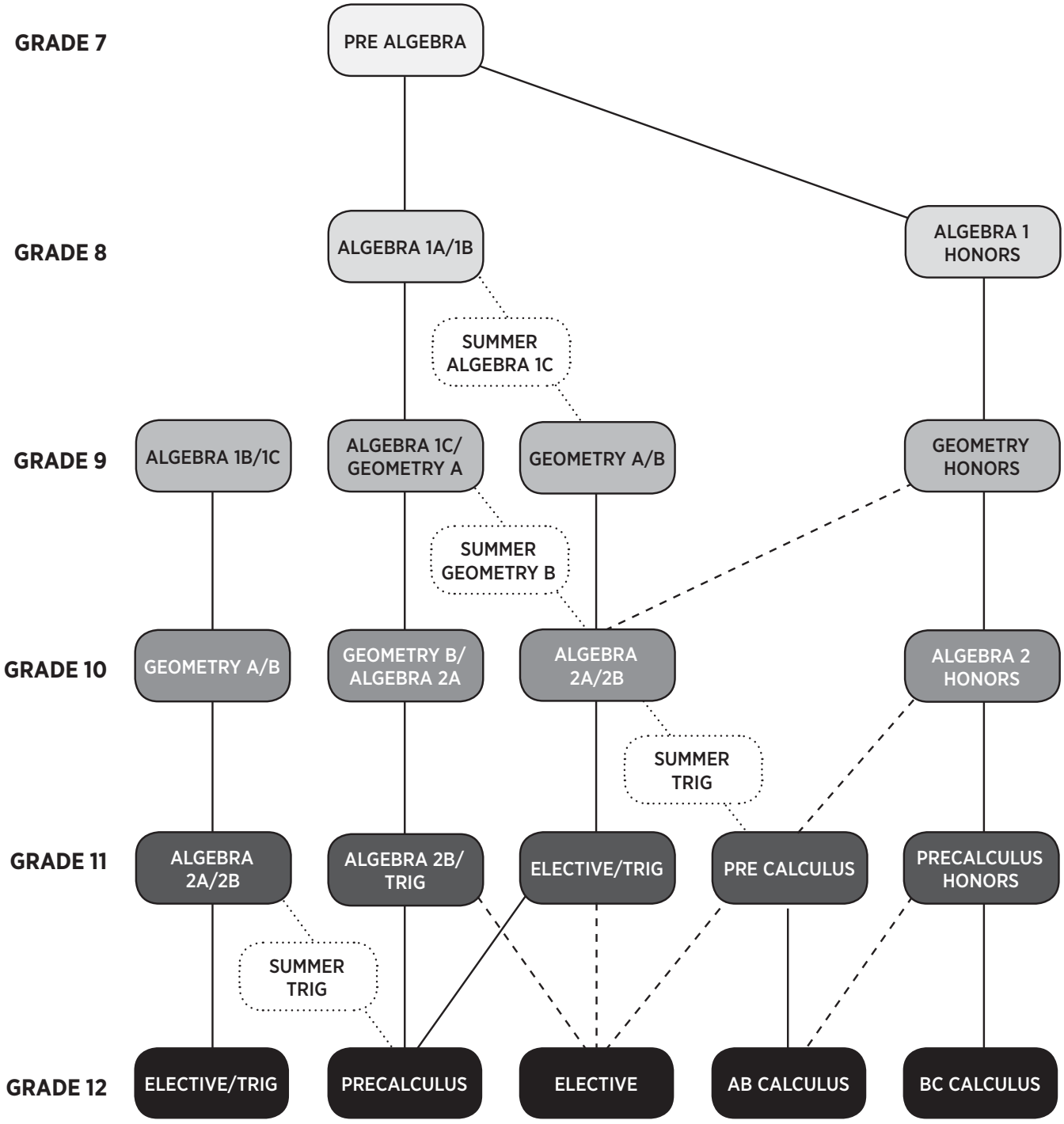
AP PSYCHOLOGY (Grade 12) is a college level course introducing students to the systematic and scientific study of behavior and mental processes. Students examine the facts, principles and phenomena associated with each of the discipline's major subfields in order to understand the basic methods, theories and findings of psychology.

GRAPHICS (Grades 9–12) is a course about studying the art and craft of photojournalism. Students work with industry standard publishing software and high quality DSLR cameras to create the annual edition of 'Iolani's K–12 all-color yearbook. Young journalists build collaborative skills by working in teams, cultivate leadership skills in editorial and management positions, and gain real-world experience by managing and meeting deadlines. Students learn about elements of design, practice shooting photography and editing photos, and write stories and captions for a publication that is distributed to over 2000 people.

AP CAPSTONE is a new program developed by the College Board. It consists of a two-year high school program and two new courses: the AP Seminar and the AP Research courses. Students who successfully complete the program and obtain scores of 3 or higher on at least four other AP exams receive either an AP Capstone Diploma or an AP Capstone Certificate.

- **AP RESEARCH** is typically taken in Grade 12. Students design, plan and conduct a year-long research-based investigation on a personally-chosen subject. The assessment culminates with a 5000-word academic thesis paper, as well as a public presentation. Students must obtain a final score of three or higher to be able to receive AP certification. Students must have successfully completed AP Seminar.

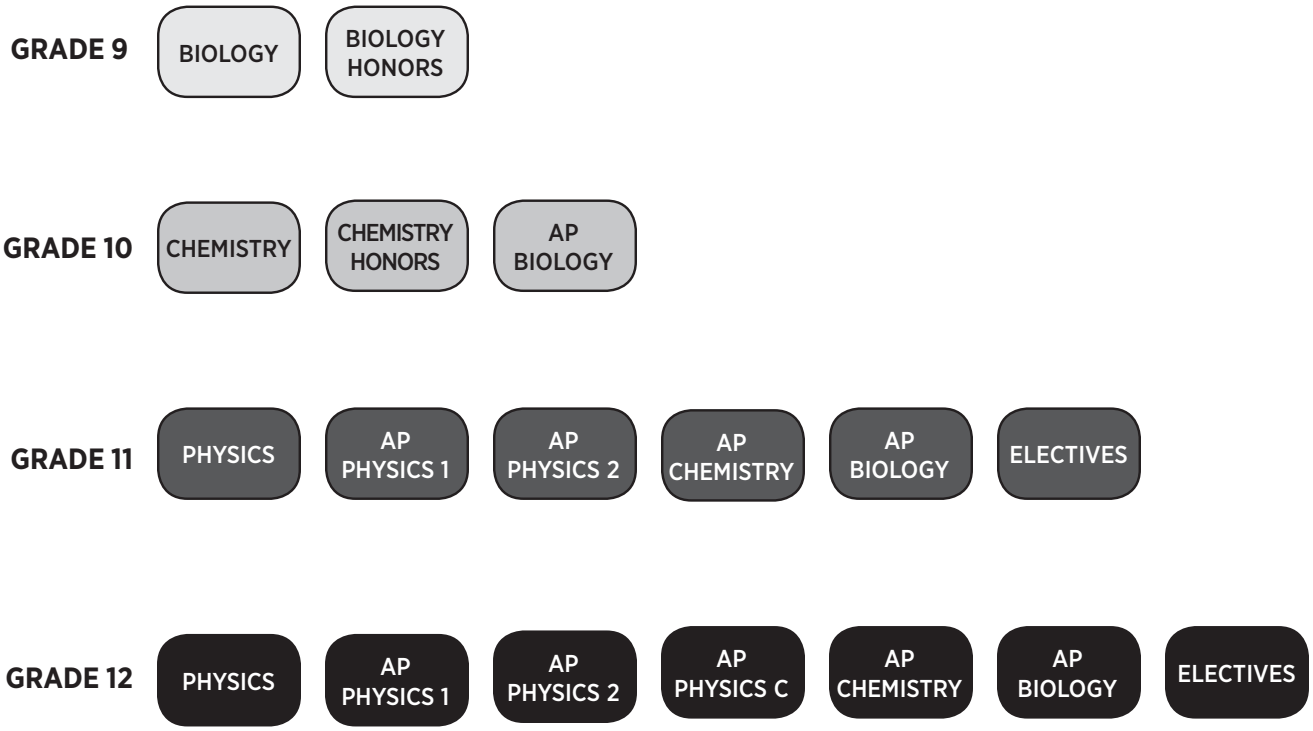
APPENDIX
MATH SEQUENCE



— Typical
- - Alternative
····· Requires teacher recommendation and summer school

MATH ELECTIVES: Statistics (semester, grades 11 or 12), Design Science (semseter, grades 11 or 12), Economics of Personal Finance (semester, grade 12), AP Statistics (year, grade 11 or 12)

SCIENCE SEQUENCE



UPPER SCHOOL SCHEDULES

A-F SCHEDULES

TIME	A	B	C	D
7:40–8:10	Homeroom/ Chapel	Homeroom/ Chapel	Homeroom/ Chapel	Homeroom/ Chapel
8:15–9:10	1	7	5	3
9:15–10:10	2	8	6	4
10:10–10:20	Break	Break	Break	Break
10:20–11:15	3	1	7	5
11:20–12:15	4	2	8	6
12:15–1:00	Lunch	Lunch	Lunch	Lunch
1:05–2:00	5	3	1	7
2:05–3:00	6	4	2	8

TIME	E	F	ALT E	ALT F
7:40–8:10	Homeroom/ Chapel	Homeroom/ Chapel	Homeroom/ Chapel	Homeroom/ Chapel
8:15–9:25	1	5	3	7
9:30–10:40	2	6	4	8
10:45–11:40	Meeting	Meeting	Meeting	Meeting
11:45–12:30	Lunch	Lunch	Lunch	Lunch
12:35–1:45	3	7	1	5
1:50–3:00	4	8	2	6

E-F SCHEDULES WITH ASSEMBLIES

TIME	E1	F1
7:40–7:45	Homeroom	Homeroom
7:50–8:35	Chapel/ Assembly	Chapel/ Assembly
8:40–9:50	1	5
9:55–11:05	2	6
11:05–11:40	Meeting	Meeting
11:45–12:30	Lunch	Lunch
12:35–1:45	3	7
1:50–3:00	4	8

TIME	E2	F2
7:40–8:10	Homeroom/ Chapel	Homeroom/ Chapel
8:15–9:25	1	5
9:30–10:40	2	6
10:45–11:30	Assembly	Assembly
11:30–12:30	Meeting/ Lunch	Meeting/ Lunch
12:35–1:45	3	7
1:50–3:00	4	8

TIME	E3	F3
7:40–8:10	Homeroom/ Chapel	Homeroom/ Chapel
8:15–9:25	1	5
9:30–10:40	2	6
10:45–11:55	3	7
11:55–12:55	Meeting/ Lunch	Meeting/ Lunch
1:00–2:10	4	8
2:15–3:00	Assembly	Assembly