‘IOLANI
SCHOOL

2024–25 COURSE CATALOGUE

03.13.24

2024–25 CALENDAR

First Day of School	August 27, 2024
Labor Day	September 2, 2024
Head of School Holiday	September 30, 2024
Indigenous Peoples' Day	October 14, 2024
Fall Break	October 25, 2024
Veterans' Day (Observed)	November 11, 2024
Thanksgiving Break	November 28 & 29, 2024
Christmas Break	December 20, 2024 – January 5, 2025
School Resumes	January 6, 2025
Semester Exams	January 16 & 17, 2025
Martin Luther King, Jr. Day	January 20, 2025
Head of School Holiday	February 3, 2025
Presidents' Day	February 17, 2025
Head of School Holiday	March 3, 2025
Spring Break	March 21 – March 30, 2025
School Resumes	March 31, 2025
Good Friday	April 18, 2025
ʻIolani Fair	April 25 & 26, 2025
Head of School Holiday	April 28, 2025
Memorial Day	May 26, 2025
US Exam Reading Day	June 2, 2025
Final Exams	June 3 – June 5, 2025
Graduation	June 7, 2025

‘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 2024–25 academic year.

‘Iolani School
563 Kamoku Street | Honolulu, Hawai‘i 96826
(808) 949-5355 | www.iolani.org | info@iolani.org

»

2024–25 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 their counselors, the appropriate department heads, the Dean of Upper School and the Dean of Studies.

DIPLOMA REQUIREMENTS

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

Year-long courses receive one unit of credit and semester courses receive half a unit of credit. Eighteen and a half 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.
6. Required courses in art, religion, health and physical education.

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

**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.*

DIPLOMA REQUIREMENT CHECKLIST

For grades 9–12

ENGLISH

Four years *of English through Grade 12. Must take one class in Pre-1900 during Grades 11 and 12.*

☐ *English 9* ☐ *English 10* ☐ _____ ☐ _____

WORLD LANGUAGE

Three levels *of the same world language and through Grade 10.*

☐ _____ ☐ _____ ☐ _____

MATHEMATICS

Three years *of math through Algebra II and math through Grade 11.*

☐ _____ ☐ _____ ☐ _____

HISTORY

Three years *of history including History of the Modern World in Grade 9 and U.S. History in Grade 10.*

☐ *History of the Modern World (9)* ☐ *U.S. History (10)* ☐ _____

SCIENCE

Three years *of science, including Biology and Chemistry.*

☐ *Biology/Biology Honors (9)* ☐ *Chemistry/Chemistry Honors (10)* ☐ *Physics is encouraged in Grade 11*

REQUIRED GRADE 9 COURSES

One semester *of Sequence 9 and* ***one semester*** *of Lifetime Health 9*

☐ *Sequence 9* ☐ *Lifetime Health 9*

PHYSICAL EDUCATION

Four quarters *of physical education during Grades 10 and 11.*

☐ *P.E. (One Quarter)* ☐ *P.E. (One Quarter)* ☐ *P.E. (One Quarter)* ☐ *P.E. (One Quarter)*

RELIGION

One semester of Bible during Grades 10 through 12.

☐ *Bible (One Semester)*

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
- Lifetime Heath 7/Physical Education/The Arts*
- Elective (optional)
  - iDepartment and 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
- Lifetime Health 9/Sequence 9
- Elective
  - Art, iDepartment, Performing Arts

GRADE 10:

- English
- World Language
- Geometry/Algebra II
- Chemistry/Chem H
- U.S. History
- Religion†
- Physical Education**
- Elective
  - Art, iDepartment, Performing Arts

GRADE 11:

- English Electives
- World Language
- Algebra II/Math Elective
- Physics/AP Physics/Science Elective
- Religion†
- Physical Education**
- History Elective
- Elective
  - Art, iDepartment, Performing Arts

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*

REPORTS

Reports are sent electronically to the parents of all students at the end of each quarter (see School Calendar). In addition, mid-quarter reports are sent 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 are also available for gifted and accelerated students.

HONORS AND ADVANCED PLACEMENT EXPECTATIONS

ʻIolani offers 31 Advanced Placement courses in many academic areas, including English, History, Computer, Math, Performing and Visual Arts, Research, Science, 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 or digital portfolios 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 or submit their digital portfolio 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 Literature is open to seniors who have earned As and Bs in their most recent English course. It is recommended for students who want the challenge of a rigorous, college-level English class. Students analyze and interpret works from several different genres and periods.

To take AP Seminar, a student should:

1. Earn As or Bs in English 9 and 10.
2. Be able to take AP Research during their senior year.
3. Submit an AP Capstone digital application for selection. Interested students can ask the counseling department for a link.

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.

PSAT scores will also be considered in the placement process.

WORLD LANGUAGE:

To take an AP Language for French, Latin or Spanish, a student should:

1. Have completed Level 3 Honors or Level 4.
2. Have the consent of the instructor.

To take AP Language for Chinese or Japanese, a student should:

1. Have completed Level 4 Honors.
2. Have the consent of the 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 Algebra 2

To take AP Calculus AB, a student should:

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

To take AP Calculus BC, a student should:

1. Have earned at least a B- in Precalculus Honors and teacher's recommendation.

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 Chemistry with a B or better or be concurrently enrolled in Chemistry Honors or AP Chemistry.
2. Earn a B+ or better in Biology Honors or Biology with a A or better.
3. If a 10th grader, completion of Biology Honors with ≥ A-, current Science teacher recommendation, concurrent Chemistry Honors or AP Chemistry.

To take AP Chemistry, a student should:

1. Have completed Honors Chemistry with a B+ or higher or Chemistry with an A- or higher.
2. Complete or be concurrently enrolled in Precalculus or higher.
3. If a 10th grader, complete Biology Honors with a B+ or better; the approval of the AP Chemistry instructor and the Dean of Studies is also required.

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 or be concurrently enrolled in any level of Precalculus.
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, or Physics, earning an A- 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. Be concurrently enrolled in Calculus.
2. Have completed Biology, Chemistry and AP Physics 1 with a B or better.
3. Have the recommendation of their previous Physics teacher.

ART:

AP 3-D Art and Design is recommended for senior students who:

1. Have the recommendation of the course instructor.
2. Have completed prerequisite course(s) in excellent standing.
3. Exhibit artwork that establishes the applicant as a committed artist who is capable of meeting the rigor of the AP Art and Design curriculum.

To take AP 3-D Art and Design, a student should:

1. Complete two semesters of Design 3-D before approval.

To take AP 3-D Art and Design (Ceramics), a student should:

1. Complete two semesters of Ceramics before approval.

To take AP 3-D Art and Design (Mixed Media), a student should:

1. Complete four semesters of Mixed Media before approval.

To take AP Drawing, a student should:

1. Complete two semesters of Drawing or one semester of Drawing and one semester of Painting, (additional semesters in Drawing and/or Painting recommended) before approval.

In addition to the AP courses described above, ʻIolani School offers the following AP courses. Please visit the department's section of this catalog for course descriptions and prerequisites.

- AP Computer Science Principles (iDepartment)
- AP Music Theory (Performing Arts - offered every other year)
- AP Psychology (Additional Courses)
- AP Seminar and Research (Additional Courses)

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; first semester or year proposals must be submitted prior to June 10 of the academic year preceding the proposed semester/year course. Second semester proposals are due before December 1 of the semester preceding the proposed second semester course. Interested students should see a dean for information.

COURSE ADDITIONS AND WITHDRAWALS

Careful consideration should be given to course planning during the spring registration season. Once course schedules are finalized in the summer before the opening of the school year, changes to those schedules will be made only in very limited circumstances. In the first two weeks of the semester, the addition of courses to a student's schedule will be limited to P.E. changes and level changes within the same course (i.e. Biology Honors to Biology). Other additions may only be made with the approval of the Upper School Dean and the Dean of Studies.

Courses may be dropped or level changes made 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 and the Dean of Studies. Courses dropped without such approval are recorded as failures. Students are limited to dropping 1 course per semester, or 1 year-long course per academic year.

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. Students may drop levels from any Honors or AP course by the first mid-quarter. Any drops thereafter require the approval of the Dean of the Upper School and the Dean of Studies. The grade a student is earning at the time of the drop will transfer with them into the replacement course.

Year-long courses dropped during the second quarter with administrative approval are recorded WP or WF. Year courses dropped after the first semester are recorded as failures and do not receive credit.

Any course dropped without the approval of the instructor, the Dean of Upper School and the Dean of Studies 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, they are 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 the May Day Court, 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 their 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 first semester course must repeat it in the second 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 the Dean of Studies. 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 their 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 ʻIolani Summer School offers it. Courses taken at other schools must have advance approval from the Dean of Studies before 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.

UPPER SCHOOL SCHEDULES

REGULAR A-F BASIC 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
10:40–12:30	Meeting/ Lunch	Meeting/ Lunch	Meeting/ Lunch	Meeting/ Lunch
12:35–1:45	3	7	1	5
1:50–3:00	4	8	2	6

REGULAR ASSEMBLY SCHEDULES

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
11:05–12:30	Meeting/ Lunch	Meeting/ 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

SPECIAL PROGRAMS

The Special Programs Office serves to support the growth and development of ʻIolani's students, families, and communities by offering unique and diverse courses through After School and Summer Programs.

AFTER SCHOOL PROGRAMS

ʻIolani After School Programs offer a variety of enrichment courses during the academic year including After School Care, visual and performing arts, STEM, sports, and SAT test prep. Classes are limited based on teacher availability, classroom space, and student enrollment.

SUMMER PROGRAMS

Students entering grades K through 12 may enroll in a variety of morning and afternoon academic and enrichment classes. Courses are designed to meet students' needs not only in preparation for the regular school year, but to enrich their knowledge and curiosity through engaging curriculum and interactive learning environments. ʻIolani Summer Programs welcome students from the community and abroad, as well as its own student body. Current ʻIolani students have priority for course enrollments.

Information on Summer Programs and course offerings are available on the school's website.

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 Deans of Upper School or Lower School, respectively.

Summer courses taken for credit at other schools by ʻIolani students must have advance approval from the Dean of Studies before 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

Headmaster's Certificates will be awarded to students in grades 7–11 who have earned a 3.5 grade point average or better for all four quarters and final grades of the academic year, have no quarterly or final grade below a B- and no unsatisfactory or incomplete reports. 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

ʻIolani 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 ʻIolani 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 Moʻolelo O ʻIolani*, the school yearbook; and *Mane O Ke Ola*, the literary magazine. Opportunities consist of writing, editing, photography, advertising, and artwork. Students in grades 7 and 8 are encouraged to write for *Scribes and Scribbles*.

»

2024–25 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 exposes students to varied media and techniques in the visual arts. 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 (Grades 9–12) 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 (Grades 9–12) 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, resin, 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 (Grades 8–12) 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 (Grades 8–12) seeks to develop student artists who are confident in creating artworks that communicate a social, political or personal message. Conceptual development is the dominant feature of the course along with the exploration of non-traditional materials and the repurposing of recyclables. Projects consist of collage, assemblage, printmaking, textile/fiber, sculpture, ceramics and wearable art. Field trips to museums and galleries fortify students' outlook and appreciation toward art, and are frequently scheduled throughout the semester.

PAINTING (Grades 9–12) 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 in Grade 9 and above or have permission of the instructor.

PHOTOGRAPHY (Grades 9–12) students acquire a working knowledge of digital cameras, editing software and printing. Awareness of effective lighting, perspective, composition and design elements is emphasized to beginners and is the foundation for the program. Intermediate students approach their thematic photos more conceptually and combine them for enhanced meaning. A variety of processes, including darkroom and studio strobe lighting are also introduced. Advanced students refine their aesthetic, narrative and technical skills by independently producing a cohesive body of work. All classes consist of mixed levels, exposing students to a variety of topics and techniques and encouraging constructive dialog among peers.

» ADVANCED PLACEMENT

AP 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 and Design enrollment.

AP DRAWING
(full year, seniors only)

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

AP 3-D ART AND DESIGN - CERAMICS
(full year, seniors only)

AP 3-D ART AND DESIGN - MIXED MEDIA
(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 lays the foundation that students will build upon throughout Upper School. The course includes a broad base of reading, writing, and speaking. 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 the analytical study of local and world literature as well as on students' oral communication skills. Students read short stories, poetry, drama, and novels. Writing assignments are designed to develop analytical and creative writing skills. Teacher and peer feedback, of in-class discussions, poetry recitations, and formal speeches help students to develop their oral skills.

ENGLISH 10 introduces students to the themes and landscapes of American literature through the study of diverse voices from early to modern America. The emphasis is on close reading and literary analysis of short stories, poetry, drama, and novels. Students will be asked to hone and develop their critical thinking and writing skills in preparation for future English electives, as well as continue practicing their public speaking skills from previous English courses through class activities such as oral and dramatic presentations.

» ELECTIVES FOR GRADES 11 AND 12

Graduation requirements: All students must take at least one course in pre-1900 literature.

PRE-1900 LITERATURE

BRITISH LITERARY EXPERIENCE (full year, juniors only) is an English elective that examines the literature of Great Britain, including short stories, poetry, drama, and novels. The course spans works from the Anglo-Saxon times to the Modern era. 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 year-long nature of the course provides time for students to receive individual help on their writing and vocabulary study, both during class and in extra help sessions. Students will also do a variety of Expository Writing pieces and begin preparation for standardized testing in conjunction with College and Career Exploration.

EARLY BRITISH LITERATURE (one semester) explores English literary heritage from the 1600s to the 1800s, focusing on early colonialism, gender, and the concept of "the canon." Students will see literature develop in relation to changes in society, culture, and power dynamics. The course includes canonical and non-canonical works. Major texts include Shakespeare's *As You Like It,* Aphra Behn's *The Rover,* and Jane Austen's *Emma.* Assignments include analytical essays, poems, and dramatic scenes.

KNOWING LAUGHTER: COMEDY IN BRITISH LITERATURE (one semester) surveys comic literature from the Middle Ages to the modern world. The course investigates different types of humor (situational comedy, irony, wit, comedy of manners, puns, etc.) in plays, poems, short stories, and novels. Students write shorter responses, analytical essays, and imitations of the various authors and forms of comedy in the course. Working with essays by Aristotle, Sigmund Freud, Brian Boyd and others, students create their own definitions of comedy and their own explanations for the causes and purposes of laughter.

LITERATURE OF THE OCEAN (one semester) looks at the ocean with reverence and wonder. We will examine the ocean's influence on both the literary imagination and human culture, reading the ocean as a metaphor, as a highway for ancient voyagers, as a source of life, as a vault for cultural memory, and as a nationless space that connects us all. Mainly navigating poetry from the Pacific, and Hawaiian mo'olelo predating Western contact, we will also study poetry and prose reflecting the Atlantic and Caribbean. Students will examine their own relationship to the ocean as they contemplate how characters in literature define and find themselves through the sea, while cultivating deeper empathy for the ocean's creatures. Student writing consists of creative, analytical, and personal pieces, including a carefully crafted college essay in the fall semester. The final project asks students to make meaningful cultural and environmental connections in fiction, poetry, art, performance, documentation, and/or service.

MEDIEVAL LITERATURE (one semester) surveys major works of British and European literature written between 700 and 1500. Major texts include Beowulf, an epic of battles against monsters and humans; the letters of Heloise and Abelard, scholars whose affair was the scandal of twelfth-century France; Sir Gawain and the Green Knight, an adventure that tests a knight's fidelity to a terrifying vow; and selections from the Canterbury Tales, which proved that literature could treat the stories of commoners as well as aristocrats. Students will learn how the past has shaped their own understanding of the world. They will also sharpen their skills in literary criticism, creative writing, and oral communication.

SHAKESPEARE I (one semester) 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 William Shakespeare's major genres: sonnet, history, comedy, and tragedy.

SHAKESPEARE II (one semester, prerequisite SHAKESPEARE I) 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.

WORLD LITERATURE (one semester) is a world tour of literature written before 1900. All the works are major masterpieces, and most were not originally written in English. Students will learn about the art, music and history of other lands. Guest teachers will introduce students to foreign languages and cultures. Students will craft personal, creative and analytical writing. The reading will include fiction by Dante, Voltaire, and Mary Shelley. Plays by Sophocles and Henrik Ibsen; poetry from the Tang dynasty and the haiku masters; and selections from Hawaiian mythology; from Virgil's Aeneid, Miguel de Cervantes's Don Quixote, and the Fables of Jean de La Fontaine.

OTHER ENGLISH ELECTIVES

ADVANCED SPEECH (one semester) is a public speaking course. You will study the written and oral devices used to advance an idea to inform or persuade others. You will practice oral and non-verbal skills through performances, group discussions, and impromptu speeches. You will research, analyze, and advance positions on contemporary social issues as well as strategically use visual aids and the lectern to artfully connect with the audience. The course will not cover competitive speech and debate practices, but will prepare you for everyday public speaking situations.

ASIAN AMERICAN LITERATURE (one semester) introduces students to a selection of works by Asian American authors dating from the mid-twentieth century to the present day. By reading representative texts from a variety of literary genres (fiction, nonfiction, drama, and poetry), this course not only traces the development of Asian American literary production in the United States but also investigates the specific historical, political, and cultural contexts in which these works were created. Through close readings, classroom discussions, creative projects, and written assignments, this class aims to sharpen the students' critical thinking and writing skills while preparing them to become leaders in their communities.

CREATIVE NON-FICTION WRITING (one semester) uses a workshop approach to the creation of nonfiction 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 nonfiction.

CREATIVE WRITING (one semester) 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 (one semester) challenges students to find power in words. The course surveys classic poetry from well-known poets such as William Shakespeare, Samuel Taylor Coleridge, Walt Whitman, and Robert 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 AND FILM (one semester) takes a critical look at powerful film adaptations of great literature. Students consider the novel, screenplay, and film as original texts for developing meaningful narratives between the written craft and the cinematic form. 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 creative film projects.

LITERATURE OF HAWAIʻI (one semester) surveys the depiction of Hawaiʻi in various forms of literature from the early 1900s through the 2000s. The main focus of this course is to study how Hawaiʻi literature has formed and evolved due to the ever-changing political and cultural landscape of the islands. The course will be divided into four units of study with literature surrounding distinct historical events and eras: the annexation era, the plantation immigration experience, the Hawaiian

Renaissance, and the contemporary 2000s era. Students will read a variety of genres ranging from songs, poems, and legends to essays, short stories, memoirs, and novels. These readings will examine issues surrounding identity, family, race, and culture, amongst others. Major assessments include analytical and creative writing pieces as well as oral presentations.

LITERATURE OF SPORT (one semester) 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 nonfiction. Students write both analytical essays and personal essays. Projects, pertinent videos, guest speakers, and a field trip to enhance the learning experience.

MODERN BRITISH LITERATURE (one semester) studies our English literary heritage from the early 1800s to the present, focusing on colonialism and identity (gender, sexuality, race, etc.). Students will see literature develop in relation to changes in society and culture, gaining insights into the far-reaching nature of the British Empire and the diverse groups that currently inhabit it. Readings come from the age of Romanticism, the Victorian Period, the twentieth century, and modern multicultural Britain. Writing assignments include analytical and creative papers. Students may take both Early British Literature and Modern British Literature but are not required to take both.

MYSTERY & DETECTIVE FICTION (one semester) focuses on the genre of mystery and detective fiction, as it evolved from its origins in the nineteenth century to its more contemporary incarnations. The readings include tales of crime and suspense by such renowned authors as Edgar Allan Poe, Sir Arthur Conan Doyle, Agatha Christie, Dashiell Hammett, Raymond Chandler, and Haruki Murakami. By reading and discussing these texts, students will develop an understanding of not only the genre's basic elements but also the cultural contexts from which these mysteries emerged. Ultimately, this course aims to sharpen the critical thinking and writing skills of each student through the practice of close reading, as detective fiction is the one genre of literature that requires readers to sift through clues to find the solution to the mystery.

PHILOSOPHICAL LITERATURE (one semester) 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 Somerset Maugham, William Wordsworth, Walt Whitman, Leo Tolstoy, Hermann Hesse, Friedrich Holderlin, Lao-tzu, Friedrich Nietzsche, Basho, Rene Descartes, Antoine de St. Exupery, and Immanuel Kant. Writing assignments consist of personal essays and creative writing.

RACE AND SOCIAL JUSTICE LITERATURE (one semester) critically investigates the various ways race is constructed and represented in American literature. From Vietnam war protests to social movements around Hawaiian independence to #BlackLivesMatter and beyond, students will trace the long history of literature's ability to critique ideology, engender empathy and racial solidarity, and bolster social justice movements. Students will read widely across disciplines and genres—from sociology to oral histories, from critical philosophy to slam poetry—and from writers like Gloria Anzaldúa, James Baldwin, Kendrick Lamar, Viet Thanh Nguyen, and Claudia Rankine. Most importantly, we will write every week, exploring many different kinds of creative, personal, and academic writings.

WAR IN THE 20TH CENTURY (one semester) 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.

WOMEN IN LITERATURE: AWAKENINGS (one semester) addresses the gendered "awakenings" of its subjects over time, exploring issues surrounding both ancient and modern women. The course is rooted in literature by revolutionary authors such as Kate Chopin, Alice Walker, Charlotte Perkins Gilman, and Sor Juana Inés de la Cruz. Students will learn and apply various Gender Studies concepts and forge connections between women's literature and modern feminist thought. In addition to traditional texts, students will explore the world of women's art, music, and presence in media. Assessments include formal literary analysis papers, creative visual projects, and oral presentations.

» ADVANCED PLACEMENT

ADVANCED PLACEMENT ENGLISH LITERATURE
(full year, seniors only) is a college-level course for seniors which features rigorous study of fiction, drama and poetry. The course emphasizes analysis and interpretation, but students write personal and creative papers as well as analytical essays. The reading includes a variety of classic and contemporary works by American and English authors as well as works in translation. Major works include William Shakespeare's play Hamlet and novels by Fyodor Dostoyevsky, Charles Dickens, Toni Morrison, and Khaled Hosseini. Students will be well prepared for the AP exam and for college-level reading and writing.

ADVANCED PLACEMENT SEMINAR
(full year, juniors only) is a college preparatory course typically taken in Grade 11. This full-year Writing and Speech English elective engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Students are assessed on three components: a team project and presentation, an independent research essay and presentation, and a written exam in May. It is expected that after completing AP Seminar, students complete the AP Capstone track by enrolling in AP Research in Grade 12. More information on the Capstone program may be found in the Additional Courses section.

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 personal health as well as extend these concepts to their families and communities. Health education in the Upper School is formally introduced in Guidance 7 and 9th grade Lifetime Health.

LIFETIME HEALTH 7 is a quarter long course that offers a holistic approach to adolescent health and wellness, blending physical, mental, and emotional well-being. Students will learn about human development and reproduction at an age-appropriate level. Additionally, the course emphasizes the significance of physical health and nutrition, guiding students to understand and value these aspects in their daily lives. Key focus areas include stress and anxiety management, mindfulness, and the development of healthy relationships and effective conflict resolution skills. This course aims to equip students with the knowledge and skills necessary for a balanced and healthy life during their formative adolescent years.

LIFETIME HEALTH 9 is a semester course in which students will learn, develop, and practice skills that will promote and maintain one's personal health. The instructors will engage students in critical thinking skills by raising awareness through questioning, class discussion, activities, research, videos, guest speakers, and current events to explore current issues and current health trends for adolescents. Students will be provided the opportunity to use application of health and fitness knowledge and skills in making healthy personal choices, informed decisions, and advocating for the health of others. The course topics are the priority risk/content areas taken from the national health standards, including: Injury Prevention/First Aid/CPR, Alcohol/Tobacco/Other Drugs, Sexual Health & Relationships, Nutrition, Physical Activity, and Mental and Emotional Health. Students will spend half of the course hours in the classroom and the other half integrated with physical fitness activities outside the classroom.

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 reading, 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 engagement.

HISTORY OF THE MODERN WORLD (Grade 9) emphasizes political, social, cultural, and economic interactions among the world's peoples beginning in the Gunpowder Empires 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 the relationship between the past and present.

» ELECTIVES FOR GRADES 11 AND 12

Beginning with the class of 2023, economics electives will only count toward a half credit of the history graduation requirement.

SEMESTER COURSES

ANCIENT AND MEDIEVAL STUDIES investigates early Western traditions. The course explores a variety of topics including the Greek city-states, the Roman Republic, the Roman Empire, Medieval Europe, and the Islamic kingdoms. Students will study the ideas, social structures, political systems, religious beliefs, and institutions that lead to the development of our modern Western society.

ASIAN AMERICAN STUDIES 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 emphasized. 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 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.

EAST ASIAN HISTORY begins with an overview of the histories of China, Korea, and Japan with an emphasis on close reading of primary source texts. The second half of the course will focus on developing an independent research project with guidance through the mechanics of writing various forms of history, archival and online research techniques, research topic development, and writing a meaningful research paper.

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.

ECONOMICS & POLICY provides students an introduction to the study of economics through the use of current and relevant topics. Economic concepts will be introduced as a foundation for understanding and analyzing these issues and the policies that are applied to these issues. Topics include: Violence, Crime and Drugs, Education, Environment, Healthcare, Labor Market, Energy Pricing, and International Trade.

GENDER IN MODERN EAST ASIAN HISTORY This course examines East Asian history from the perspective of gender. Basing our study on the proposition that gender roles and identities are socially constructed, we will consider how concepts relating to gender have been continuously reconstituted over time across the region that we now know as China, Korea, and Japan. We will see how gender identities arise from a continual negotiation by women and men with larger processes of political, social, and cultural changes.

GLOBAL POLITICS begins with a study of the history, structure, and function of the international system. It explores the complexities of state sovereignty, the mutual responsibility of nation-states to set and uphold international standards, and the challenge of addressing global issues within existing international institutions. The course also evaluates the increasing role that non-state actors, (from terrorist organizations to international NGOs), play in challenging the status quo, compelling world leaders to approach emerging crises in new ways. Students learn how to apply international relations theories to foreign policy by evaluating the actions of international organizations, states, and non-state actors using contemporary case studies.

HAWAI'I SUSTAINABLE DEVELOPMENT I
Hawai'i Sustainable Development I focuses specifically on three of the six Aloha+ Challenge goals: Smart, Sustainable Communities; Waste Reduction; and Green Workforce and Education. Students will interact with community and national leaders committed to achieving local, national, and global sustainability goals. They will study local initiatives and write testimony to address Hawai'i's ongoing housing crisis, identify ways in which Hawai'i-based industries can better embrace aloha 'āina and circular economy practices, and explore how education provides

a foundation for transitioning to more sustainable practices at all levels of development. This course will provide students with the knowledge and tools to practice global citizenship and civic responsibility in Hawai‘i and beyond. HSD I and HSD II may be taken individually or together.

HAWAI‘I SUSTAINABLE DEVELOPMENT II will focus specifically on three of the six Aloha+ Challenge goals: Clean Energy, Local Food Production and Consumption, and Local Resource Management. Students will interact with community and national leaders committed to achieving local, national, and global sustainability goals. They will evaluate opportunities and obstacles to achieving Hawai‘i’s goal of achieving 100% clean energy use by 2045, learn about food security and sustainable food production initiatives throughout the state, and explore the relationship between environmental protection and human health in local communities. This course will provide students with the knowledge and tools to practice global citizenship and civic responsibility in Hawai‘i and beyond. HSD I and HSD II may be taken individually or together.

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.

ISLAMIC HISTORY: ORIGIN & GROWTH OF ISLAMIC CIVILIZATIONS explores the origins of Islam in the Middle East, its early empires and expansion, trade and culture, food and poetry. Islam is the world’s second-largest religion. For students interested in careers in business, foreign affairs, politics, or education, knowledge of the Islamic world remains a key component. By learning about the history of this region and culture, students will better understand the roots of some current event topics that persist today: the Israel-Palestine conflict, Iraq and Iran, Islam in Europe, and others.

MODERN EAST ASIAN STUDIES explores the histories of three distinct yet interrelated nations—China, Korea, and Japan—from 1600 to the present. We will explore questions that contemporary scholars grapple with to this day: What do we mean by “East Asia”? What can we learn from comparing the histories of China, Korea, and Japan with each other, and by seeing them as parts of a larger, structurally linked whole? How did each country try to distinguish themselves from a traditional East Asian world order? Why did the concept of progress become such a pivotal concern for the leaders of these countries? What are the consequences for rapid industrial revolution? This course examines how ordinary men and women experienced extraordinary changes and contradictions during each individual nation’s dynamic transformation as well as their relationship to their neighbors and the wider world. With an emphasis on primary sources, students will analyze this history in terms of those who lived it to explore how people in this region perceive of themselves and each other.

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.

» 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.

AP AFRICAN AMERICAN STUDIES (Grades 11 and 12) is an interdisciplinary course that examines the diversity of African American experiences using a variety of source material from literature, history, art and music. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora of the Western Hemisphere.

AP COMPARATIVE GOVERNMENT AND POLITICS (one semester, Grades 11 and 12) introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP 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.

COMPUTER SCIENCE

AP COMPUTER SCIENCE PRINCIPLES (Grades 11–12, full year) offers a multidisciplinary approach to learning the essential ideas of computer science. The course emphasizes the creative aspects of programming, abstractions, algorithms, the Internet, cyber security while also exploring the societal impacts of computing. Students are exposed to a broad range of tools and use technology to address a real-world issue or develop a project for creative expression. *Prerequisites: None. May not repeat for credit.*

COMPUTER 1 (Grades 10–12, one 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 topics to create personally relevant artifacts. *Prerequisites: None. May not repeat for credit.*

INTRO TO ARTIFICIAL INTELLIGENCE (Grades 10-11, one semester) takes an interdisciplinary approach to introducing students to the field of artificial intelligence. Students will learn about the applications of artificial intelligence through hands-on creative projects in which they will work collaboratively with AI tools to generate visuals, literature, and solutions to problems across a variety of disciplines. Students will critically engage with recent developments in AI and discuss readings on topics ranging from ongoing research to the societal and ethical

implications of AI. Students will also develop a technical understanding of AI through learning about machine learning algorithms and building simple machine learning models in Python on real world datasets. *Prerequisites: None. May not repeat for credit.*

INTRODUCTION TO DATA SCIENCE (Grades 10–12, one semester) is about turning questions into programs, applying code to data, and making meaning of results. This course will expose students to the field of data science with the purpose of providing fundamental skills to visualize and analyze data across disciplines. Through specific tutorials, labs, and projects, students will analyze data using multiple programming languages and methods, develop their inquisitive minds to ask questions, and transform data into knowledge. *Prerequisites: None. May not repeat for credit.*

MACHINE LEARNING FOUNDATIONS (Grade 12, one semester) introduces students to fundamental concepts in machine learning, emphasizing key methods such as regression, classification, and deep learning algorithms. Through practical application on existing datasets and hands-on coding assignments in each unit, students gain a comprehensive understanding of the core algorithms in machine learning. Students will also engage in critical analysis of the limitations of machine learning models and identify areas of improvement. Additionally, students will acquire knowledge about deploying and productionizing models for public use, culminating in the deployment of a personally-created model on the internet. *Prerequisites: Satisfactory completion of AP Computer Science Principles and Precalculus Honors or co-enrollment in AP Calculus (AB or BC). May not repeat for credit.*

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 for credit.*

VIDEO GAME DESIGN 2 (Grades 8–9, 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. *Prerequisites: Video Game Design 1 or equivalent experience; May not be taken in the same school year as Video Game Design 1. May repeat for credit.*

BIOINFORMATICS (Grades 11 and 12, one semester) is a form of data science that revolves around applying data processing skills and statistical analyses to biological data. Through this course, students will be exposed to the field of data science through a bioinformatic lens as they complete tutorials, labs and module projects to understand can be used to develop the fundamental skill necessary to execute a bioinformatic project of their own at the end of the term. Students will learn to analyze data with tools written in multiple languages and use a wide variety of tools to validate the results of their analysis. *Prerequisites: Satisfactory completion of: AP Computer Science, Computer 1, or Independent Research OR prior experience in: R, Python, C, C++, C#, Shell, or Java and has iInstructor approval. May not repeat for credit.*

DESIGN AND FABRICATION

INTRODUCTION TO DIGITAL DESIGN AND FABRICATION (Grades 7-8, one semester) introduces students to digital design and fabrication and excites them to the possibilities of these 21st century technologies in supporting their personal interests as well as current and future curricular projects. Students will learn 2D vector graphics software design and become familiar with the operation and capabilities of the laser cutter. Students will also learn 3D CAD and 3D fabrication using 3D printers. As all of the learning will be in the form of projects, students will also learn about project proposal, design, documentation, execution, and reflection. *Prerequisites: None. May not repeat for credit.*

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 repeat for credit.*

DESIGN AND FABRICATION 2 (Grades 10–12, one semester) offers students the chance to embark on more intricate projects incorporating technologies introduced in Design and Fabrication 1 along with the exploration

of new technologies and materials. The course utilizes design principals with a hands-on approach to creating and fabricating as well as introducing the basic skills of woodworking and composite works. Students may find opportunities to take on managerial roles within student projects, overseeing task distribution, monitoring team progress, and managing project timelines, as well as develop their own skills through individualized projects. Projects will be assigned by the instructor. *Prerequisites: Design and Fabrication 1 and instructor approval. May repeat for credit.*

DESIGN AND FABRICATION 3 (Grades 10–12, one year) empowers students to delve into more intricate projects leveraging the technologies acquired in their previous coursework. Students will work directly with their instructor to refine and articulate their project proposals with goals and timeframes to self manage their journey. These projects may span the spectrum from collaborative team endeavors to individual pursuits, fostering an environment that champions interdisciplinary collaboration. The course aims to provide a platform for innovative exploration, pushing the boundaries of engineering and design. *Prerequisites: Two semesters of Design and Fabrication 2 and instructor approval. May repeat for credit.*

MEDIA PRODUCTION

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.*

GRAPHIC DESIGN (Grades 7–9, one semester) dives into the world of design and equips students with an understanding of the elements of visual communication and the technical skills to create designs that give life and motion to their ideas. Students will learn the software used for print and digital design including Illustrator, Photoshop, and InDesign. Projects and areas of study in this course include design principles, color theory, typography, digital citizenship, branding, and advertising. Students will apply their skills in a variety of projects including creative personal pieces and real-world client work. The course will culminate with the creation of a portfolio of the student's creative works. *Prerequisites: None. May be repeat for credit.*

INTRO TO NEWSROOM (Grades 8–11, full year) introduces the building blocks for journalism and news media, including reporting, writing, photography and graphic design. Students learn the integral role of journalism in society, the ethics of reporting, effective interviewing techniques, and various story formats including features, editorials and social media. Instruction in photography and photojournalism enables students to share compelling visual narratives, while lessons in photo editing and graphic design allows them to enhance their storytelling and engage their audience. Students have the opportunity to submit their work to the editorial team of Imua ʻIolani, the student-run newspaper, for consideration for publishing. Intro to Newsroom prepares students for the Newsroom course, where they can apply their journalism expertise, dive deeper into journalism, and produce Imua ʻIolani. *Prerequisites: None. May not repeat for credit.*

NEWSROOM (Grades 9–12, full year) takes the high standards and rich tradition of ʻIolani's 100-year old student newspaper, Imua ʻIolani, into the fast-paced era of digital media. The way information is shared has changed dramatically in 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, interviewing, photography, writing and copy editing, page layout design and social media. Students are challenged to imagine new ways of news-sourcing and storytelling that best serve their generation. *Prerequisites: Grade 9: Satisfactory completion of Intro to Newsroom; Grades 10-12: Instructor approval. May repeat for credit.*

YEARBOOK (Grades 9–12, full year) is a multidisciplinary course that brings together students with interests in design, graphics, journalism, leadership and photography. Produced for ʻIolani students, faculty, staff, and alumni by ʻIolani students, Ka Moʻolelo o ʻIolani has been documenting the rich history of the school since 1922. Students are charged with both individual and team responsibilities that collectively account for the production of over 450 hand-created pages. Students

work in industry-standard design software including Adobe Photoshop, Illustrator and InDesign, conduct interviews and write stories that mark the milestones of the school year at ʻIolani. Students gain real-world experience communicating and working with peers, parents, administration, teachers, and staff to compile and tell the story of the ʻIolani School community. *Prerequisites: Instructor approval. May repeat for credit.*

ROBOTICS

ROBOTICS 1 (Grades 8, 9–12, one semester) is a hands-on course where students will delve into the fundamental principles of mechanical, electrical and computer engineering. This course lays the foundation in robotics and ensures that students are equipped with the skills and tools necessary to progress through the robotics sequence. Students will be introduced to text based programming, building simple circuits, 3D modeling, fabrication and the engineering design process. Students successful in robotics demonstrate a strong drive to push boundaries, learn to become self-reliant, and work successfully in a team environment. Robotics 2 may only be taken in the subsequent school year. *Prerequisites: None. May not repeat for credit.*

ROBOTICS 2 (Grades 9–12, one semester) is a continuation of Robotics 1, covering topics in robot design and automated systems. 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). *Prerequisites: Robotics 1 (B+ or higher) and instructor approval. May not be taken in the same school year. May not repeat for credit.*

ROBOTICS 3 (Grades 10–12, one semester) gives students who have successfully completed Robotics 2 the opportunity to further their engineering skills. Driven by customer requirements or student developed ideas, 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 with design-build documentation. *Prerequisites: Robotics 2 (grade of B+ or higher) and instructor approval. May not repeat for credit.*

ROBOTICS 4 (Grades 11–12, full year) will give students who have successfully completed Robotics 3 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. *Prerequisites: Robotics 3 (grade of B+ or higher) and instructor approval.*

ADVANCED ROBOTICS (Grade 12, full year) is a capstone course for students who have demonstrated mastery of the engineering principles governing the robotics discipline. The course will enable them to embark upon a technically challenging project of significant scale/magnitude. Students will acquire real-world experience in project management working within a team of students, mentors and external customers and vendors to define project parameters. The project will address a need within the school or community and will utilize the various skills developed within the iDepartment and Robotics curriculum. *Prerequisites: Robotics 4 (grade of B+ or higher) and instructor approval.*

LEADERSHIP AND SERVICE LEARNING

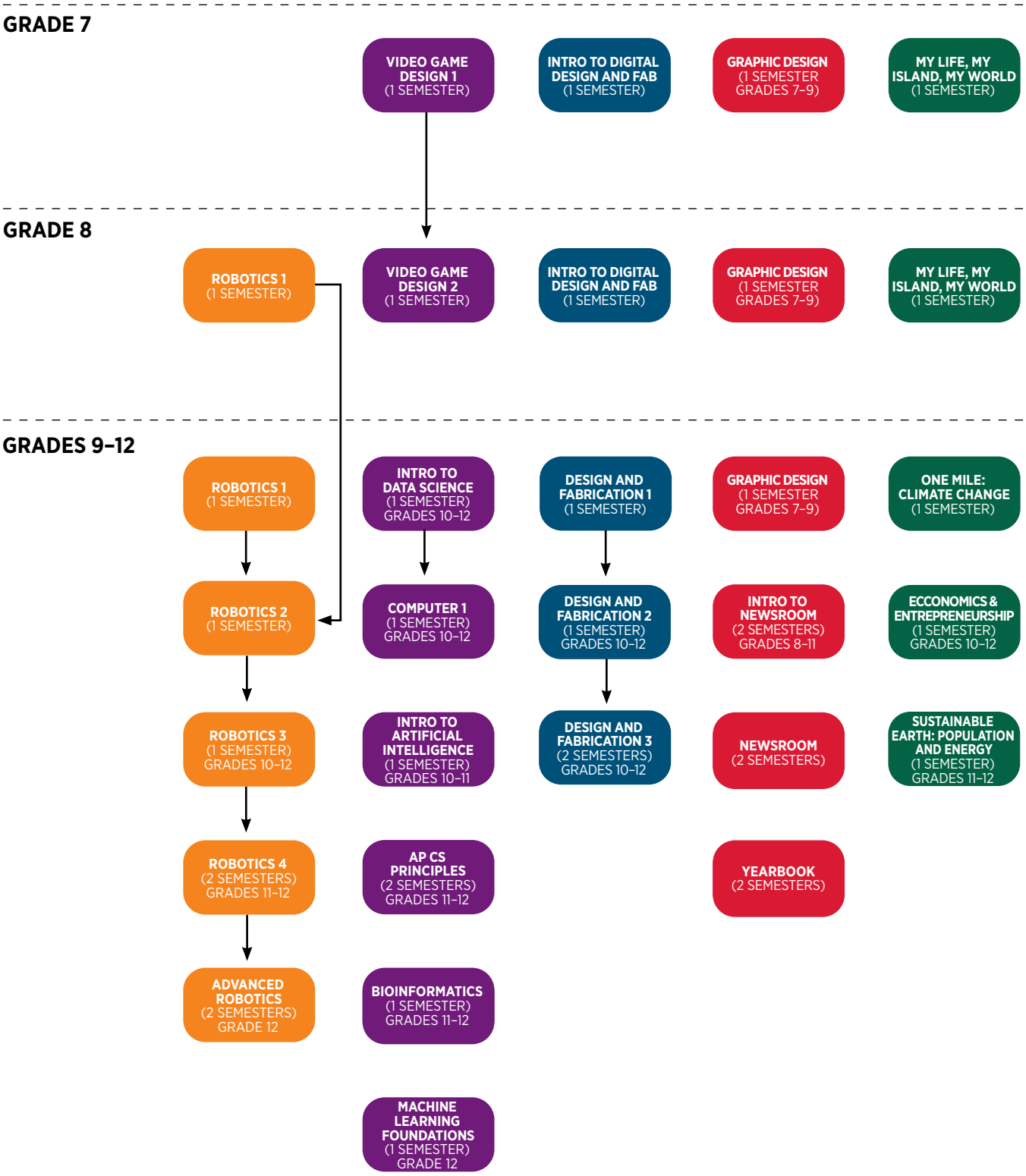
ECONOMICS & ENTREPRENEURSHIP (Grades 11–12, one semester) teaches students how to create and manage their own business by fusing an entrepreneurial idea with a social purpose. The course begins with a survey of fundamental microeconomic principles and then moves to the study of successful business models 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.*

MY LIFE, MY ISLAND, MY WORLD (Grades 7–8, one semester) begins with an investigation of some of the most pressing social issues, particularly in our island home of Hawaiʻi. Students will address these dilemmas by asking critical questions, thinking beyond current models, recognizing connections, and working collaboratively to develop possible solutions. Students will explore their own value systems and ethical decision-making as the foundation for understanding what it truly means to be of service to their community. *Prerequisites: None. May repeat for credit.*

ONE MILE: CLIMATE CHANGE (Grades 9–12, one semester) takes a deep dive into the complex issues of climate change from causes and effects to policies and technological solutions. Students explore the complexity of systems as contributors to climate change including food and energy systems, the most recent climate data, and the policies employed by governments to mitigate, adapt or develop resilient strategies to the impacts of climate change. Students are given an opportunity to develop a research or action project related to climate change during the second quarter of the course. *Prerequisites: None. May repeat for credit.*

SUSTAINABILITY, ENERGY AND CLIMATE CHANGE (Grades 11–12, one semester) explores the fundamental causes of an unsustainable Earth – overpopulation and energy use. Students will determine their per day energy footprint, work to understand contemporary energy systems, and discuss and model a world beyond fossil fuels. Climate change, a result of overpopulation and energy use, will be researched and analyzed in contemporary terms with an emphasis on postulating future solutions. The course will be largely project and team-based. Projects may include those that specifically address school operations and sustainable practices. The goal of the course is for students to understand the issues and dynamics of sustainability on both individual and global scales. *Prerequisites: None. May not repeat for credit.*

COURSE SEQUENCE



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. A calculus course is available to those who have completed Precalculus as juniors.

» ACCELERATED & HONORS COURSES

An honors program in Algebra 1, Geometry, Algebra 2, and Precalculus is available for exceptional students who demonstrate a love of learning mathematics and a desire to be challenged. Algebra 2 and Precalculus are also offered at the accelerated level. Accelerated courses cover additional topics that will further prepare students for AP Calculus. Honors courses cover topics in greater depth and breadth, with more challenging problems that require extensive problem solving and persistence. Students in accelerated and honors classes should demonstrate a disposition for mathematics and the motivation to take initiative in their own learning. Students must earn a B- or above to continue to the next accelerated or honors course.

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 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. The honors level of this course covers the content at greater depth, includes additional topics, and places an emphasis on graphing nonlinear functions.

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 transformations. Students investigate angle and segment relationships and learn to draw conclusions based on these relationships. Geometry Honors covers non-traditional and application-driven topics in transformational geometry and places a heavy emphasis on problems that require a strong Algebra 1 background.

ALGEBRA 2 (Grades 10–11) begins with a review and extension of the basic skills learned in Algebra 1. The concepts of functions, transformations, composition of functions, and inverses of functions are thoroughly developed. These concepts are used in the study of polynomial, rational, exponential, and logarithmic functions. Systems of equations and inequalities as well as sequences and series are also covered. In addition to the content in the on-level Algebra 2 course, the honors and accelerated levels also include conic sections and trigonometric functions. A graphing calculator is required in all Algebra 2 courses.

PRECALCULUS (Grades 11–12, full year) prepares students for calculus and introduces them to concepts of higher mathematics. Topics include algebraic and transcendental functions, trigonometry, non-Cartesian coordinate systems, matrices, determinants, combinatorics, and probability. The accelerated and honors courses cover topics at a greater depth and include several additional topics such as parametric equations, sequences, series, and an introduction to limits. A graphing calculator is required. *Algebra 2 is a prerequisite for this course.*

CALCULUS (Grades 11-12, one year) is offered to motivated students who have successfully completed Precalculus. This course includes a review of functions and select algebraic topics and provides an introduction to the major ideas of calculus, among them are limits, derivatives, applications of derivatives, and basic integration. This course does not cover enough material to prepare the students to take the Advanced Placement Calculus Exam. *Precalculus is the prerequisite for this course.*

» ELECTIVES FOR GRADES 11 & 12

DESIGN SCIENCE (Grades 11–12, one semester) 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.*

MATHEMATICS OF PERSONAL FINANCE (Grades 11-12, one semester) 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. Algebraic concepts and skills are integrated into the course.

MATHEMATICS OF SPORTS ANALYTICS (Grades 11-12, one semester) explores how mathematical disciplines such as algebra, geometry, statistics, and probability can be applied in sports to evaluate and predict team and individual performance, make strategic training and in-game decisions, and ensure fairness between participants. Topics include developing Key Performance Indicators to analyze individual and team potential, using geometry and fundamental equations of motion to model physical systems (such as a free throw or golf swing), and investigating Pythagorean Expectation and Sabermetrics ("Moneyball"). Emphasis is also placed on examining the relationship between tangible and intangible qualities and working with the community to present authentic learning experiences outside the classroom. This course of study is designed to build an intellectual foundation for both students who may desire a career in a sports-related profession or simply long for a deeper application of STEM knowledge. *Algebra 2 is a prerequisite for this course.*

STATISTICS (Grades 11–12, one semester) introduces students to the rudiments of data analysis, including the interpretation of statistical measures and graphical plots. The study of probability and descriptive statistics is a precursor to the examination of probability distributions and inference techniques. Also covered are the Central Limit Theorem, correlation, and regression. *Algebra 2 is a prerequisite for this course.*

TRIGONOMETRY (Grades 11–12, one semester) is a semester elective course for students who have completed Algebra 2. Emphasis is placed on right triangles, the unit circle, 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 are introduced to polar coordinates as a significant graphical application. A graphing calculator is required.

MULTIVARIABLE CALCULUS is a challenging semester course offered to students who have successfully completed AP Calculus BC and possess a deep understanding of single variable calculus. Multivariable Calculus covers partial derivatives, gradients, double and triple integrals, and line and surface integrals.

ORDINARY DIFFERENTIAL EQUATIONS (ODE) delves into the fundamental concepts of first and second order differential equations, series solutions, Laplace transforms, and a variety of numerical methods. A unique aspect of this course is the incorporation of Mathematica, a powerful computational software, which enables students to explore and visualize complex ODE problems in a more interactive and intuitive manner. Alongside traditional analytical methods, students will also learn computational techniques, fostering a dual approach to problem-solving. Practical applications across physics, engineering, biology, and economics are integrated into the curriculum, allowing students to appreciate the real-world relevance of ODEs. *Multivariable Calculus is a prerequisite for this course.*

» ADVANCED PLACEMENT

AP CALCULUS AB AND AP CALCULUS BC (Grades 11–12, one year) are offered to students who have successfully completed Precalculus or Calculus. 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, AP Calculus BC covers infinite series and the calculus of parametric, polar, and vector functions.

AP STATISTICS (Grades 10–12, one year) 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. The graphing calculator and technology play an integral role in data analysis as well as in facilitating simulations. AP Statistics may be taken concurrently with other mathematics courses. *Algebra 2 is a prerequisite for this course.*

PERFORMING ARTS

ʻIolani School's Performing Arts Department provides opportunities for students to excel artistically with courses in band, chorus, dance, hula, 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 contiguous United States 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, several private teachers teach applied music lessons after school in piano, wind, percussion, and string instruments. There is also a vibrant afterschool program in dance. 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. Student pianists may also choose to participate in Stage Band Fundamentals or a Stage Band class, and when they are seniors in one of the ensembles, audition for the ʻIolani Orchestra Concerto concert.

All Performing Arts courses are year-long unless otherwise specified.

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

BAND

BEGINNING BAND (Grades 7–12) provides basic instruction for each instrument. The class is divided into smaller groups as needed 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 are invited to participate in the O'ahu Seventh Grade Honor Band.

INTERMEDIATE BAND (Grades 7–12) continues from Beginning Band, and 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, and students will perform in both a chamber and large ensemble setting. *This course may be repeated for credit. Prerequisite: consent of instructor.*

MARCHING BAND (Grades 9–12, first semester) continues from Intermediate Band. Students learn marching and choreography, and are expected to attend Marching Band camp. Musicianship is developed through expanding technical demands and range, and stylistic nuance is stressed through the field show theme which tends toward popular contemporary music. Development of leadership skills will also be stressed. Students registering for Marching Band are required to register for either Symphonic Band or Wind Ensemble in the second semester. *This course may be repeated for credit. Prerequisite: consent of instructor.*

CONCERT BAND (Grades 7–12, first semester) continues from Intermediate Band, and develops technique through exploring rhythms and keys; expanding technical demands and range. Students begin to understand form, style, and performance practices. Students registering for Concert Band are required to register for either Symphonic Band or Wind Ensemble in the second semester. *This course may be repeated for credit. Prerequisite: consent of instructor.*

SYMPHONIC BAND (Grades 9–12, second semester) continues from Intermediate Band, and furthers technique and range through the exploration of more complex rhythms and keys. Form, style and performance practices are explored. Leadership skills are also developed. Students registered for Symphonic Band in the 2nd semester must be enrolled in either Concert or Marching Band during the 1st semester. *This course may be repeated for credit. Prerequisite: consent of instructor.*

WIND ENSEMBLE (Grades 7–12, second semester) continues from Symphonic Band. Advanced technique and range are cultivated through the exploration of a wide variety of music from various periods in music history, with emphasis on deeper analysis of the expressive qualities of music and how the composer/arranger manipulates these elements. Development of leadership skills will also be stressed. Students registered for Wind Ensemble in the 2nd semester must be enrolled in either Concert or Marching Band during the 1st semester. *This course may be repeated for credit. Prerequisite: consent of instructor. 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.*

PERFORMING ARTS (CONTINUED)

CHORUS

CHORUS (Grades 7–12) This course will accept all voices without audition. Students will study a variety of choral works with a focus on growing each singer's individual vocal skills, while singing as an ensemble. *This course may be repeated for credit.*

CHORUS 2 (Grades 9–12) This course will accept all voices without audition. Students will study a variety of choral works with a focus on growing each singer's individual vocal skills, while singing as an ensemble. *This course may be repeated for credit.*

HAWAIIAN ENSEMBLE

HAWAIIAN ENSEMBLE (Grades 9–12) is a course that provides instruction in the music of Hawai'i. Students will be taught to play one of the standard instruments utilized in Hawaiian music ('ukulele, guitar, bass). They will have the opportunity to explore the principles of Hawaiian music and develop an understanding of its history and role in Hawaiian society. Students will sing, arrange and utilize proper performance etiquette. Ability to read music is not required. *This course may be repeated for credit*

DANCE

HULA - WAHINE AND KĀNE
'Iolani's Hula program includes separate courses for females or women (Wāhine) and males or men (Kāne). Students in both sections learn both hula kahiko and hula 'auana, chanting, and will acquire an understanding of Hawaiian culture through the art of hula. All Dance-Hula courses are year-long.

DANCE 1 HULA WAHINE (Grades 7–12 females or women)
DANCE 1 HULA KĀNE (Grades 7–12 males or men)
Students learn the fundamentals of both ancient and modern hula and focus is given to style and execution of movement within a cultural context. In addition to the required performance at the end of each semester, additional performance opportunities are offered. *This course may be repeated for credit. There is no prerequisite for this course.*

DANCE 2 HULA WAHINE (Grades 7–12 females or women)
DANCE 2 HULA KĀNE (Grades 7–12 males or men)
Building on the skills gained in Dance 1 Hula, students continue to develop hula technique and style, including an introduction to the art of chanting. In addition to the required performance at the end of each semester, additional performance opportunities are offered. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 1 Hula or instructor's consent.*

DANCE 3 HULA WAHINE (Grades 7–12 females or women)
DANCE 3 HULA KĀNE ((Grades 7–12 males or men)
Building on the skills gained in Dance 2 Hula, students continue to develop technique, style and skill in chanting. Students learn about Hawaiian culture and hula culture through an exploration of hula implements. In addition to the required performance at the end of each semester, additional performance opportunities are offered. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 2 Hula and/or instructor's consent.*

DANCE 4 HULA WAHINE (Grades 7–12 females or women)
DANCE 4 HULA KĀNE (Grades 7–12 males or men)
Dance 4 Hula allows students to delve deeper into the art of hula. In this advanced level course, students will further develop proper etiquette and technique in hula kahiko and hula 'auana. Attention will be given to understanding the kaona (or hidden meaning) of a mele. In addition to the required performance at the end of each semester, additional performance opportunities are offered. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 3 Hula and/or instructor's consent.*

JAZZ/BALLET
'Iolani's Jazz/Ballet program offers students opportunities to develop classical jazz and ballet technique and to learn the principles of stagecraft, etiquette, and ensemble dancing that are central to Western dance tradition. All Dance-Jazz/Ballet courses are year-long. There is a required final performance at the end of each semester and courses may be repeated for credit. Prerequisite courses and/or the instructor's consent determine student placement.

DANCE 1 JAZZ/BALLET (Grades 7–12) In the process of learning the fundamentals of jazz and ballet dance, students develop a foundational movement vocabulary and develop skills of timing, coordination and sequence recall. *This course may be repeated for credit. There are no prerequisites for this course.*

DANCE 2 JAZZ/BALLET (Grades 7–12) Building on the skills gained in Dance 1 Jazz/Ballet, students begin to develop basic skills in showmanship and rehearsal/performance etiquette. Students also begin to develop a personal dance aesthetic which is integrated into choreography. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 1 Jazz/Ballet and/or instructor's consent.*

DANCE 3 JAZZ/BALLET (Grades 7–12) Building on the skills gained in Dance 2 Jazz/Ballet, students continue to develop their personal dance aesthetic. This course challenges students to polish their skills and to use their own creative ideas to create and perform their own choreographed pieces. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 2 Jazz/Ballet and/or instructor's consent.*

DANCE 4 JAZZ/BALLET this course is an advanced-level, performance-oriented class that requires mastery of jazz and ballet technique. Students must be proficient in both styles of dance, and through choreography projects and performance, develop their own sense of movement, aesthetic and artistry. *This course may be repeated for credit. Prerequisite: satisfactory completion of Dance 3 Jazz/Ballet and/or instructor's consent.*

ORCHESTRA

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) and/or those who already play an instrument but need more time building a strong foundation (new students to ʻIolani will be asked to schedule a playing evaluation to help place them into the best-fit ensemble). Proper playing posture, fingerboard geography, scales/arpeggios, and fundamental music reading skills are established. Students get more individual attention in this smaller class and progress quickly. *This class may be repeated for credit.*

ORCHESTRA 2 (Grades 7–12) is open to students who have satisfactorily completed at least one year or more of string instruction. New students to ʻIolani will be asked to schedule a playing evaluation to help place them into the best-fit ensemble. Linear and lateral knowledge of the fingerboard, playing in higher positions, vibrato, bow flexibility with stylized strokes, and more advanced music reading accuracy are studied in this course. Students are strongly encouraged to take private lessons during this crucial intermediate phase of instrumental study. *This class may be repeated for credit. Prerequisite: consent of instructor.*

ORCHESTRA 3 (Grades 7–12) is open to students by audition. Shifting into various positions, playing with a well-developed vibrato, and advanced bowing skills are worked on in-depth to prepare students for membership in the two top orchestras. Intermediate orchestral literature is studied with higher expectations for ensemble-playing and musicianship. Wind and percussion players are sometimes added to form a symphonic orchestra. Students are strongly encouraged to take private lessons for the development of an advanced level of instrumental technique necessary for our top two orchestras. *This class may be repeated for credit. Prerequisite: consent of instructor.*

ORCHESTRA 4 (Grades 7–12) is open to students by audition. Complex orchestral literature in varying styles, including original compositions, are introduced at a faster pace with a more professional-level ensemble expectation. Wind and percussion players are frequently added to complete the instrumentation needs of a symphonic orchestra. Students are strongly encouraged to take private lessons; 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 that has been invited to tour and perform internationally. Membership is by audition and is very selective. The emphasis is on performance of standard works in the orchestral literature. Symphonic Orchestra 5 plays more than five concerts per year, including the annual Concerto Concert. 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 for each concert. Students are expected to attend additional rehearsals and small-group sectionals to master the professional-level repertoire that is assigned. *This class may be repeated for credit. Prerequisite: consent of instructor.*

PERFORMING ARTS (CONTINUED)

THEATRE

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. *This course may be repeated for credit.*

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. *This course may be repeated for credit. 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 will refine their 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 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 for credit. Prerequisite: Musical Theatre II and/or the consent of the instructor.*

MUSICAL THEATRE IV (Grades 10–12) is an advanced level course designed as a college preparatory workshop and further develops skills acquired in Musical Theatre I, II, and III. The course is geared for the "deep dive" into individual work, and character study, and students will continue refining their skills as singers, dancers, and actors by building their own personal catalog of songs and monologues they may use for college and professional auditions. Students in the course will have multiple performance requirements throughout the year, including a public performance at the end of each semester. *This course may be repeated for credit.*

BEGINNING THEATRE (Grades 7–9) introduces the world of theatre covering both on and off-stage aspects through hands-on activities. 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. *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

AP MUSIC THEORY (Grades 11–12) [OFFERED FOR SY '24–25] is a college level course designed to help students learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will develop their aural, sight-singing, written, compositional and analytical skills through a wide variety of exercises. This course may be of particular interest for students interested in careers in music, music engineering, theatre and film. *Pre-requisite: Approval of the instructor. Note: AP Music Theory is offered every other year and will be offered for the '24–25 SY.*

PHYSICAL EDUCATION

ʻIolani School provides a complete Physical Education (PE) program for students in all grades. The PE department seeks to emphasize the importance of an active lifestyle as well as the One Team ethos. Students are exposed to a variety of physical activities in a setting that encourages sportsmanship, respect, teamwork, and active participation.

In grades 7–12, our PE curriculum includes student participation in individual and team sports, as well as aquatic activities. The department provides an enjoyable, educational experience exposing each student to a variety of physical activities geared toward an active, physically fit lifestyle. Students must provide their own PE uniforms. Students may wear any t-shirt with an ʻIolani logo or a plain white, red, black or gray t-shirt. Athletic shorts must be black, red, white, gray or pink. 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 — *Please refer to Lifetime Health 9 in the Health Education section of this catalog.*

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 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.

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 reschedule the class. Students who do not complete their commitment to a given sport will not receive participation credit toward their PE requirement.

PHYSICAL EDUCATION (CONTINUED)

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 and aquatic activities and rehabilitation for injured athletes.

Students will be assessed on individual goals set by themselves 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, 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.

ADVANCED PE - WEIGHTLIFTING AND YOGA
This is a semester PE course with an emphasis on weightlifting and yoga. The course is designed to give students the opportunity to learn weight training concepts and yoga techniques used for obtaining optimal physical fitness. Students will develop muscle strength, flexibility, balance, and core strength.

TEAM SPORTS
This is a semester PE course with an emphasis on team sports. Students will develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. Units may include, but are not limited to, the following sports: Volleyball, Kickball, Soccer, Speedball, Ultimate Frisbee, Flag Football, Team Handball, Baseball, Softball and Basketball.

RACQUET SPORTS
This is a semester course that provides students the opportunity to focus on four main racquet sports: tennis, badminton, pickleball, and table tennis. Students will further their knowledge of each sport by studying rules and strategies.

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 study of religion involves the formation of both mind and heart. The Religion Department faculty approach religious education as an academic pursuit as well as an opportunity for self-examination, spiritual and ethical formation, and inspiration for faith-based service in the world.

Required religion courses provide a solid academic foundation in comparative religions, and the study of the Bible and other sacred texts. 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.

RELIGION (CONTINUED)

BIBLE (Grades 10–12) is a required course that 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, tests and projects.

SELF, SCHOOL, AND SOCIETY (Grades 10-12) is an ethics elective that focuses on an individual's potential roles and responsibilities to themselves and the greater world around them. Our work will be to ask big questions about who we are as people, and what it means to be a member of our school community, our island and the world beyond. The text for the class includes a variety of select readings from poets, thinkers, theologians, and philosophers.

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.

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 Earth Science in seventh grade and 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 courses may begin in the 10th grade. Honors biology students advanced in mathematics may request to take AP Chemistry. Students who request AP Chemistry must have the recommendation of the AP Chemistry teacher, Science Department Head, and approval of the Dean of Studies. AP Biology, which, if selected in the 10th grade, must be taken concurrently with Chemistry Honors or AP Chemistry.

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.

SCIENCE 7 (Grade 7) allows students to investigate scientific problems while participating in hands-on activities. Activities develop skills in making hypotheses, collecting data, and interpreting results. Students apply those skills while investigating Earth science topics including geology, meteorology, and oceanography. Students investigate natural hazards and are introduced to life science topics while studying soil, reefs, fossils, and ancient environments.

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 survey course that strives to teach biology from an evolutionary point of view 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.

CHEMISTRY (Grade 10) 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.

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. Each quarter there is a major project, allowing students to apply their new-found knowledge to a challenging scenario. 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.

» HONORS

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. *Prerequisite: Teacher recommendation*

CHEMISTRY HONORS (Grade 10) 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, acid-base chemistry, 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. *Prerequisite: teacher recommendation*

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 independent research skills and document their progress. 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. *Prerequisite: Approval of instructor*

» ELECTIVE COURSES

Prerequisite: completion of both 1 year of Biology and Chemistry.

ASTRONOMY I is a semester-long planetary astronomy course that begins with a survey of the night sky and the scale of the universe. We then explore astronomical cycles and phenomena such as the seasons, tides, and phases of the moon, including the role of gravitation. All of this informs our exploration of methods of gaining astronomical knowledge, including naked-eye viewing, telescopes, and the space program. We then move to the celestial objects that make up our solar system, starting with the Sun and moving to the planets as well as asteroids, comets, dwarf planets, and other solar system objects. Frequent presentations should be expected. We will schedule evening observation sessions twice each quarter for students to learn the constellations and observe with available binoculars or small telescopes. Students in this course will learn the basics of naked-eye astronomy, and, where possible, we will include local Hawaiian astronomical knowledge and traditions. *This course may either be taken independently or in conjunction with Stellar Astronomy in the spring.*

ASTRONOMY II is a semester-long course in stellar astronomy and basic astrophysics. We will begin with an exploration of the possibilities for extraterrestrial intelligence. We will then turn to a survey of astronomical methods for studying stars, including the electromagnetic spectrum, types of telescopes, and spectral analysis. The course then explores stellar properties and evolution, including supernovae, white dwarfs, neutron stars, and black holes. As time allows, we will talk about the types and distribution of galaxies, including the remaining mysteries about the universe. We will explore the history of our understanding of cosmology, ending with our modern ideas about the origin, structure, and fate of the universe. In all areas, students are expected to write and speak about their understanding and present their knowledge to their classmates often. We will schedule evening observing sessions twice each quarter for naked-eye, binocular, or small telescope observations. This course may be taken independently or in conjunction with Planetary Astronomy in the fall. *Prerequisite or concurrent: any level physics.*

BIOLOGICAL, CHEMICAL AND PHYSICAL GASTRONOMY I (Grades 11–12, one semester) encompasses biology, chemistry, and physics as well as potentially touching on geology, geography, history, and culture. Students will inquire into how and why we eat what we eat to help students connect the lab sciences that they have already mastered to topics that touch their lives every day. Various methods of evaluation and assessment from designing and executing controlled experiments, analyzing data, writing reports, presenting to an audience, and producing video will be used. Topics may include chemical, biological, and physical structure of foods, the path of food from farm to table, and how food interacts with human body systems including the digestive and sensory systems.

BIOLOGICAL, CHEMICAL AND PHYSICAL GASTRONOMY II (Grades 11–12, one semester) encompasses biology, chemistry, and physics as well as potentially touching on geology, geography, history, and culture. Students will inquire into how and why we eat what we eat to help students connect the lab sciences that they have already mastered to topics that touch their lives every day. Various methods of evaluation and assessment from designing and executing controlled experiments, analyzing data, writing reports, presenting to an audience, and producing video will be used. Topics may include food preservation, chemical reactions and applied physics in food preparation, and the interactions of food with human body systems including the immune and sensory systems.

CONSERVATION GENETICS (Grades 11–12, one semester) is an introduction to next generation DNA sequencing technologies and will provide students with molecular lab, bioinformatics, and data analysis skills. Students will learn how to sequence, assemble, and annotate whole genomes of native Hawaiian taxa. They will also learn how diversity is measured through analysis of genetic sequences and how that information can be applied to help conserve threatened species. Molecular genetics has had a large impact on our ability to manage endangered species and populations, resolve taxonomic uncertainty, and define management units. Taxa studied may include microbes, plants, or animals depending on the projects available.

ENVIRONMENTAL SCIENCE (Grades 11–12, one semester) integrates physical, biological, and information sciences to study the environment and uses methods to identify, control, and prevent disruption of natural processes and loss of biodiversity by human impacts. This environmental science course will focus on understanding both global and local environmental change. Students will collect physical, chemical and biological data, and apply the analyses of these data to design solutions to the deterioration of our Hawaiian environment.

EXPLORATIONS IN CHEMICAL ANALYSIS I - ENVIRONMENTAL CHEMISTRY (Grades 11–12, one semester) is a 2nd year chemistry course immersing students in investigating chemistry concepts to greater depths via real world applied chemistry from lysozyme chemistry used in cancer research to contaminants in and around the watershed. This course introduces environmental issues of pollution in water, soil, and air, quantifying their presence with the introduction of quantitative laboratory techniques and properly treating data with statistical analysis. Possible topics and skills applicable to environmental problems and solutions such as renewable resources, catalysis, extraction, green chemistry, nanotechnology, electrochemistry, photovoltaic cells, solar energy, materials chemistry, photoelectric effect, spectrophotometry, gravimetric analysis, acid base chemistry, and lysozyme crystallization are examined. With heighted laboratory techniques and skills, students will create, examine, and conduct a short research project of their interest. *Grade of B- or better in previous science course, Math Alg 2 completed.*

EXPLORATIONS IN CHEMICAL ANALYSIS II - FOOD CHEMISTRY (Grades 11–12, one semester) is a 2nd year chemistry course focusing on the chemistry of food. Students expand and explore first-year chemistry concepts to greater depths in real world applied chemistry from coagulation techniques in making tofu to quantifying macro-mineral content in foods. Laboratory techniques and skills include titrations, chromatography, spectroscopy, gravimetric analysis, data and statistical analysis. Introduction to food chemistry – content of macrominerals, food dyes, coagulation, emulsions, food packaging, and caloric content assist to explore methods in chemical analysis techniques. Studies will cover nanotechnology, spectroscopy, organic chemistry, redox reactions, acid base chemistry related to food chemistry. Explorations in Chemical Analysis I and II are independent of one another, teaching laboratory technique and skills specific to the content learned. Students may take both Explorations in Chemical Analysis courses in non-sequential order for separate credit. After introduction of laboratory technique and skills, students will create, examine, and conduct a short research project of their interest. *Grade of B- or better in previous science course, Math Alg 2 completed.*

GLOBAL HEALTH (Grades 11–12, one semester) 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 social determinants of health, the biology of infectious diseases, understanding the statistics and quantitative measures associated with health, and the increase in prevalence of non-communicable diseases.

HUMAN ANATOMY AND PHYSIOLOGY (Grade 12, one year) is for students interested in understanding how their body works and in pursuing a health career Students will investigate the structures and functions of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous, cardiorespiratory, immune, digestive, and excretory. Emphasis will be placed on the physiological functions and interrelationships among these systems as they relate to exercise, nutrition and health. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, model building, and multimedia presentations.

MARINE BIOLOGY (Grades 11–12, one semester) investigates the biology and ecology of the major marine phyla, including microbes, algae, invertebrates, fishes, and marine mammals. Class discussions, laboratory experiments, and field studies will help students gain an understanding and appreciation of the role of marine organisms in the environment. Topics include classification of marine organisms, primary production and ocean food webs, 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 current sustainability and conservation issues in the marine environment.

MATERIALS SCIENCE (Grades 11–12, one semester) will investigate the properties of metals, ceramics, plastics, composites, and modern materials, connecting the structure of a material to its performance for specific design needs. Students will engage in laboratory experiments and an examination of materials on a molecular level to understand the chemistry and physics involved in their properties. Case studies of materials advances will give us a better understanding of the science, materials, and design involved in our society. Design projects will also help students to understand the process of solving a problem through engineering and materials selection.

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. Students will conduct independent research projects within the surrounding nearshore environment and will have opportunities to learn about and discuss current issues impacting the oceans and our climate.

» ADVANCED PLACEMENT

For information on pre-requisites for the AP courses below, please consult the acceleration guidelines on page 6 of this catalog. All AP Science courses are year long.

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. Mastery of material and skills will be frequently assessed via written reports and summative essay questions. This course is reading and writing intensive.

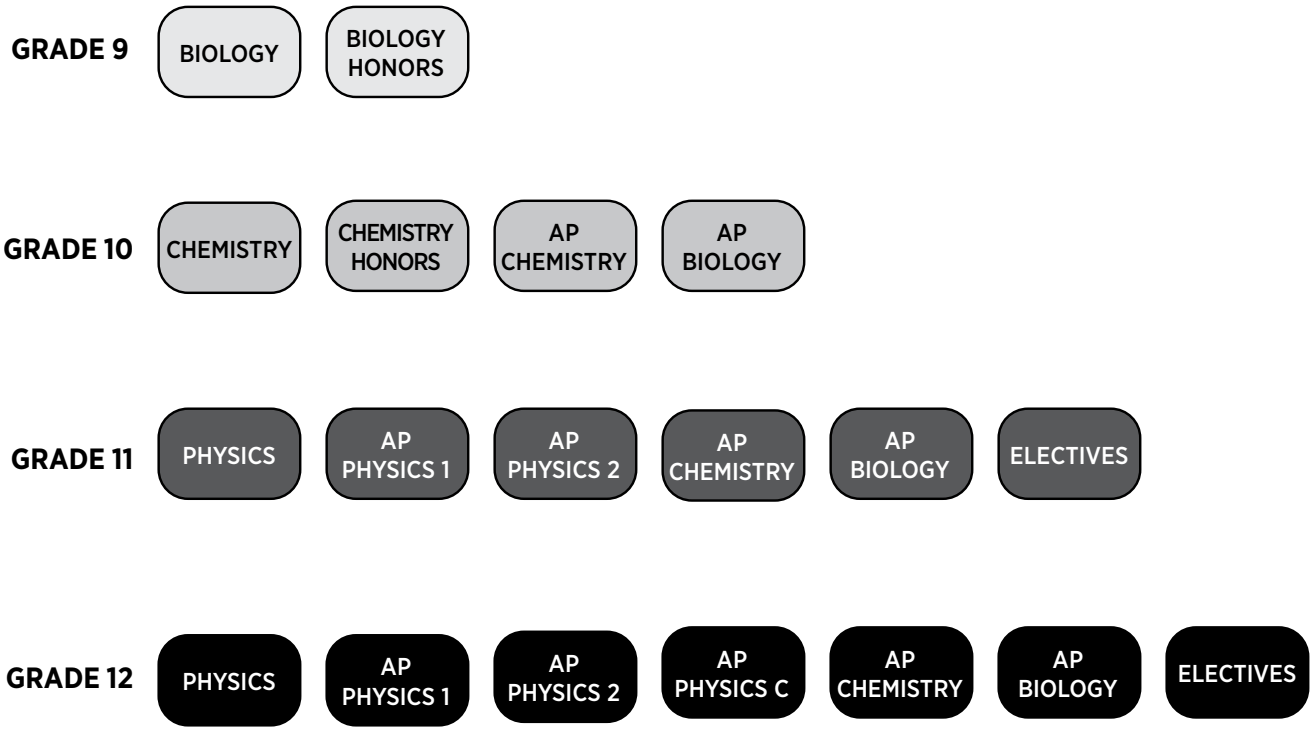
ADVANCED PLACEMENT CHEMISTRY (Grades 10–12) covers many of the topics found in a typical first-year college general chemistry course, with an emphasis on developing and demonstrating skills students will need for success in college. Such skills include robust mastery of content, curiosity, time management, efficiency, discipline, motivation, and self-advocacy. The course is designed around the specific recommendations of the College Board. Within the broad range of college-level topics, memorization and formulaic problem-solving are deemphasized in favor of developing a deeper and more creative understanding of chemistry. In addition, most laboratory sessions in AP Chemistry are more rigorous than high-school level. Pre- and post-lab assignments require time and careful preparation; students learn how to handle a variety of specialized laboratory equipment and are required to keep a lab notebook. AP Chemistry also emphasizes the development of scientific writing skills: students learn how to explain concepts using clear and concise language and gain experience writing effective laboratory reports. AP Chemistry differs qualitatively from the usual secondary school chemistry course in that typical AP exam questions often cover multiple concepts at once. Such questions require breadth of knowledge and a big-picture grasp of chemistry. Most class exams comprise actual AP Chemistry questions written by the College Board, so students are well prepared for the May AP Exam.

ADVANCED PLACEMENT PHYSICS 1 (Grades 11–12) is equivalent to the first-semester of an algebra-based college physics course. It covers Newtonian mechanics, including oscillations. The course deemphasizes memorization and numerical problem-solving, focusing instead on developing a rigorous conceptual understanding of fundamental concepts. Much of the material is hands-on with activities and laboratories that require students to structure investigations, conduct experiments, and communicate in clear, scientific language. The course prepares students to take the AP Physics 1 exam in May, develops key laboratory investigation skills, and equips them 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, optics, atomic and nuclear physics. The course deemphasizes memorization and numerical problem-solving, focusing instead on developing a rigorous conceptual understanding of fundamental concepts. Much of the material is hands-on with activities and laboratories that require students to structure investigations, conduct experiments, and communicate in clear, scientific language. The course prepares students to take the AP Physics 1 exam in May, develops key laboratory investigation skills, and equips them for future work in the sciences.

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.

COURSE SEQUENCE



WORLD LANGUAGES

The ʻIolani World Language Department provides sequences in seven languages: Chinese, French, Hawaiian, Japanese, Korean, Latin, and Spanish.

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 and cultures.

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 focuses on building proficiency in Mandarin Chinese. Simplified Chinese characters are mainly used. The objective of these courses is to develop skills in listening, speaking, reading, and writing, which will allow students to communicate effectively with Chinese speakers in a variety of contexts. Throughout the program, students will enhance their knowledge of Chinese culture through interacting with authentic cultural artifacts, participating in cultural activities, and giving presentations about people and places in the Chinese-speaking world. From the early levels, students will learn to talk about personal interests, families, school life, and move into discussing more advanced topics such as global challenges. Technology is actively used in the classroom to facilitate the language learning process. AP Chinese Language and Culture and/or Chinese V Honors can be taken towards the end of the sequence.

FRENCH introduces students to the language through the "5Cs" set forth by the World-Readiness Standards for Learning Languages–Communication, Culture, Comparison, Connections and Communities. With an emphasis on communication and functional language ability, the French program prepares students to live in a global world by developing their proficiency in listening, speaking, reading and writing. The program uses a variety of teaching resources including e-texts, on-line guided practice, videos, podcasts, research projects, and Internet activities to expose students to authentic material. Additional technology and learning apps provide enrichment opportunities for students to engage with the language and improve their speaking proficiency. Cultural activities are introduced to explore the relationship between the practices and perspectives of the francophone world. Starting in Level II, the students divide into regular and accelerated sections. French IV, French IV Honors, AP French Language and Culture, and French V Honors may be taken in the fourth or fifth year. All French students have the opportunity to participate in the National French Contest.

HAWAIIAN, one of Hawai'i's two official languages and the language of our school's founders, reinforces 'Iolani's important connection to Hawai'i's land and heritage. The objective of the program is to provide students with the ability to communicate effectively in the target language by developing listening, reading, speaking and writing skills in Hawaiian and cultivating a deeper understanding of Hawaiian culture. The program aims to provide students with the ability to not only communicate meaningfully, but also gain a greater awareness of Hawaiian worldview as expressed through the language. Curriculum is supplemented by drawing upon the rich resources available in Hawai'i including Hawaiian language newspapers and documents from the 19th century, audio recordings of native speakers, stories and poetry written by native speakers, and various other source materials. The Hawaiian language program continues to grow and has expanded to levels I through IV and V Honors.

JAPANESE begins with commonly used phrases and everyday vocabulary and progresses to technical vocabulary and honorific speech appropriate to business dealings in real life. For written language, Hiragana and Katakana and basic Kanji are covered in the first year. Kanji increases in difficulty from Level II. Shodo (Japanese calligraphy) is introduced in Japanese III. Lessons are regularly enhanced through cultural presentations and projects based on AP themes such as science and technology, Japanese pop culture, travel, holidays and celebrations, and global challenges. Elective Levels IV and V are conducted entirely in Japanese. Upper levels consolidate Japanese learned at lower levels and mold the language into an asset which will prove useful to students in their future endeavors. Japanese used in the real world is introduced via authentic materials. In general, holistic language is the focus of the program. Select students take the annual National Japanese Examination.

KOREAN will be offered starting from the '24-'25 school year with Level I. Our entry-level Korean I course is designed specifically for students who are eager to embark on a journey to learn the beautiful Korean language and explore its rich culture. In this course, students will start with the fundamentals of the Korean writing system, Hangul, and develop essential skills for communication. They will learn common greetings, introductions, and expressions, enabling them to engage in basic conversations. Throughout the course, students will gain proficiency in listening, speaking, reading, and writing, all aligned with the ACTFL proficiency goal of Novice Mid. In addition to language skills, students will be introduced to Korean culture, customs, and traditions, offering them a holistic understanding of the language and its context.

WORLD LANGUAGES (CONTINUED)

LATIN endows students with a richer English vocabulary and greater precision and versatility in English written and oral expression. Through the study of Latin, students also develop a thorough understanding of the history, mythology, culture, and enduring legacy of ancient Rome and Classical civilization. Latin I and II cover the fundamentals of Latin grammar, syntax, and vocabulary, while also training students to read increasingly more challenging texts by Roman prose and poetry authors. In Latin III and IV, students read, interpret, and discuss authentic, unadapted texts from a range of important Roman writers, including Caesar, Catullus, Cicero, Ovid, Pliny, and Vergil. AP Latin, which may be taken after Latin III or IV, concentrates on the in-depth study of two texts: Vergil's Aeneid and Caesar's commentaries on the Gallic Wars. Latin V is offered to students in their sixth overall year of study and focuses on texts drawn from the rich corpus of Latin lyric poetry. All students take the National Latin Exam annually.

SPANISH gives students a working command of the language through personal involvement and understanding, incorporating in the curriculum the national content standards for foreign language education in the 21st century. Along with culture, the four language skills (reading, writing, listening and speaking) are incorporated into every lesson with emphasis on the use of Spanish for practical communication to givestudents the opportunity to continue developing their communicative skills to prepare them to live in a global world. The program uses diverse materials such as e-texts, workbooks, videos and the Internet to expose students to authentic materials. From Level II on, the students divide into regular and accelerated sections. Advanced Placement Spanish Language and Culture and Advanced Placement Spanish Literature may be taken in the fourth or fifth year, and Spanish V Honors in the fifth year. Honors and AP Spanish students take the National Spanish Exam (NSE) annually. The NSE is optional for students in other Spanish classes.

ADDITIONAL COURSES

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

LANGUAGE, CULTURE, AND SOCIETY (Grades 11 and 12) is a course that delves into the intricate relationship between language and culture in diverse societies around the world. Through the lens of linguistics and anthropology, students will explore topics that include varieties in linguistic expression, language acquisition, language and cognition, and technology's impact on language. This course also explores language preservation efforts and the role of language in shaping interpersonal dynamics and identities related to gender, ethnicity, and class.

PSYCHOLOGY (Grades 11 and 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. The course culminates with the AP examination in May.

AP RESEARCH is typically taken in Grade 12. Students design, plan and conduct a year-long research-based investigation on a personally-chosen subject. AP Research students share their research through participation in the ʻIolani Science Fair and other state/international science fairs. The assessment culminates with a 5,000-word academic thesis paper, as well as a public presentation. Students must obtain a final score of three or higher and fulfill other requirements (listed in the "AP Capstone" section below) to be able to qualify for the AP Capstone Diploma. Students must have successfully completed AP Seminar to take this course.

AP CAPSTONE is a new program developed by the College Board. It consists of two full year AP Courses: AP Seminar and AP Research. Students who successfully complete these two courses in addition to four other AP exams, all receiving a score of 3 or higher, will receive an AP Capstone Diploma. Those that complete only AP Seminar and AP Research with a score of 3 or higher receive the AP Capstone Certificate.