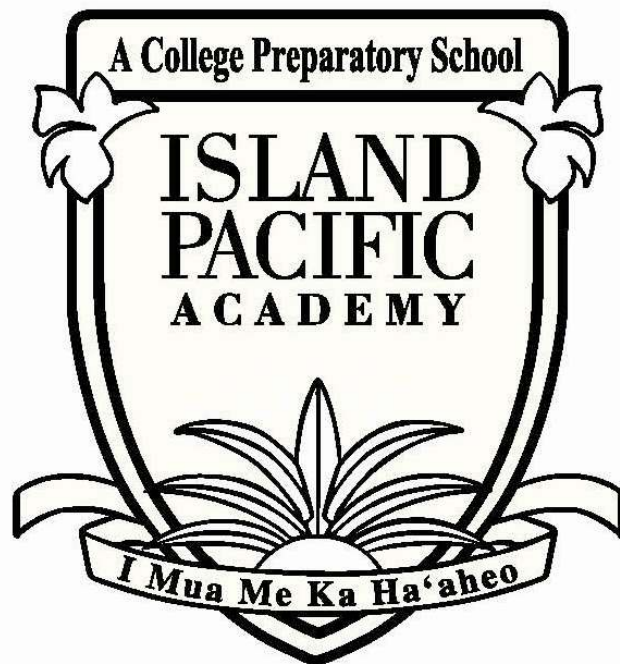


# Island Pacific Academy Upper School



Course Guide  
2010 – 2011

## **READ CAREFULLY!**

The Upper School offers a variety of courses each academic year intended to prepare students for college, meet graduation requirements, and pique student interest. While graduation requirements are demanding, students have the flexibility to choose a range of courses within division requirements and according to their own schedule and interests.

### **SCHEDULING COURSEWORK:**

Continuing US students will schedule their courses in April after meeting with their Advisor. Rising freshman will schedule their courses in May, and new US school students will schedule their courses throughout the summer (by appointment-to schedule, call 674-3564). Course selection must be pre-approved by a student's assigned advisor. Instructor consent is required for prerequisite and advanced courses. Parents must also sign-off on course request forms.

Course Request Forms must be returned to the US office upon their completion, after on-line course enrollment via Edline (please refer to "Registering for Classes with Edline" handout in your course registration packet available in April).

Art and certain Science offerings have enrollment limits of 15 students.

While we make every attempt to enroll students in their preferred courses, it is not always possible due to scheduling conflicts, particularly in the junior and senior years. Students should plan ahead by creating a list of alternate choices. Specialty courses are first come-first served. All course request forms will be time-stamped as they are returned to ensure a fair process. In some cases, Upper Classmen will receive priority in scheduling in order to guarantee that they will meet graduation requirements. Finalized schedules for continuing students (current US students and rising freshmen) will be available by the end of May. Book orders will be processed on-line at MDS Direct (information forthcoming).

## **COMPLETED REGISTRATION FORMS ARE DUE**

**Wednesday, May 26, 2010**

### **SPECIFIC SCHEDULING REQUIREMENTS:**

All Students must begin their world language instruction in their freshman year.

All students, regardless of their participation in ILH athletic programs, must take one year of PE 100 in either their freshman or sophomore year (Class of 2012 and all subsequent classes) in order to satisfy their Health requirement.

All students must fulfill their VPA100 requirement by the end of their sophomore year.

Most Advanced Placement courses require students to take the AP exam in May. Parents should be aware that there is a cost incurred by parents associated with this exam, and that AP texts are often considerably more expensive than standard texts.

## NOTE TO STUDENTS AND PARENTS:

Our curriculum is designed to challenge opinion, to expand awareness of important social and political issues, and to prepare students for the diversity and rigor of the university curriculum. Most importantly, we seek to foster a consciousness within our students of why they believe what they believe and an awareness of how they know what they know. In doing so, we do not shy away from controversial subjects, issues, or ideas which tend to create polarized viewpoints. Controversial topics usually center on values and beliefs often considered private rather than public. Thus, those ideas which either confirm or question deeply held values are controversial. They are usually issues of social significance and have national and international implications. It is precisely for this reason, for their intrinsic educational and moral value, that we are willing to look deeper into hotbed issues and problems.

Controversy in and of itself is not reason enough to omit particular topics, ideas, theories, art forms, etc. from our curriculum. Evolutionary theory, for example, is a highly controversial subject; it is also the backbone of modern biological science. Therefore, we choose to explore this theory in great depth to ensure that each of our students has a solid foundation in the biological sciences and is adequately prepared for university study. Works such as *Native Son*, *The Catcher in the Rye*, *1984*, and *Black Like Me*, have been challenged because of their adult themes and language, yet the literary and artistic value of these novels is widely recognized. When possible at the time of publication, these works are listed in advance in the *Course Descriptions* section of this guide.

All materials offered as part of our courses are thoroughly reviewed by our instructors and pre-approved by the principal. Our faculty adheres to the following guidelines when considering the inclusion of potentially controversial materials or topics within their classroom curriculum:

- *The issue or material should contribute to the development of critical thinking and techniques for examining other controversial issues.*
- *The issue should be related to course content and aid in achieving course objectives.*
- *The issue should be of continuing significance.*

## GRADUATION REQUIREMENTS:

All students are required to take a minimum of five courses each semester, not including physical education. Each full semester of instruction within a core subject area counts as one academic unit. Courses in mathematics and foreign languages require sequential enrollment. Introductory coursework or proof of competence must be completed prior to enrollment in advanced coursework and some Fine and Performing Arts courses. Forty-two Upper School academic units are required for graduation including:

- 8 units of literature and composition, including *Origins I-II*.
- 8 units of social sciences, including 2 units of American history.
- 8 units of mathematics, including Algebra II and Geometry.
- 6 units of laboratory science, including 2 units each of a life and physical science.
- 6 consecutive units of a single world language.
- 4 units of visual and performing arts.

Four units of Health and Physical Education are academic requirements. Participation in intermediate, junior varsity, and varsity athletics may be substituted for as many as 2 P.E. units. Graduating seniors are required to have at least 100 hours of documented community service (Class of 2011 and all subsequent classes) approved by the Academic Dean. Most courses require semester final examinations for completion.

Some courses have prerequisites for enrollment and/or require instructor consent. A (GB) designation is used to indicate *Great Books*-centered coursework. A designation of (R) indicates a course required for graduation.

#### **COURSE CODES:**

GB = Great Books  
IC = Instructor Consent  
P = Prerequisite  
R = Required

#### **AREAS OF STUDY-COURSEWORK FOR THE COMING YEAR:**

##### ***Humanities and Social Sciences (HSS)***

The goal of the Humanities and Social Sciences program is for all students to develop an understanding of and appreciation for the various social, cultural, political, and economic forces that have shaped: (1) individual, family, and group beliefs, actions, and interactions; and (2) local, state, regional, national, and international institutions, practices, and relationships over time. Students are challenged to develop a balanced understanding of human cultures and relations; to problematize the forces of continuity and change; interpret human ideas and actions within their particular historical context; interrogate the role of human memory, myth, artistic expression, artifice, and written observation in human history; develop a broad awareness of the interrelatedness of human culture through comparative, interregional, thematic, and interdisciplinary study; compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change; interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding; and construct reasoned judgments about specific cultural responses to persistent human issues.

HSS 100: Problems in World History I (R)

HSS 200: Problems in World History II (R)

HSS 300: United States History

HSS 301: Advanced Placement United States History (IC)

HSS 401a: Advanced Placement U.S. Government and Politics (IC)

HSS 401b: European History (GB)

HSS 430: Theory of Knowledge (IC)(GB)

##### ***Electives (EL)***

There will be limited learning community offerings for the 2008-09 school year, which will be posted at the beginning of the school year. A number of 2007-08 learning communities have been converted to regular coursework, e.g. Digital Art, and will receive formal letter grades.

EL 100: Na 'Ao'ao Hawai'i/Hawaiian Ways I/II

EL 200: SWAT "Students Who Assist with Technology" Service Learning Course

EL 300: Publications: Newspaper

### ***English: Literature and Rhetoric (ELR)***

The Literature and Rhetoric program is designed to introduce students to the masterworks of world literature and the nuances of composition in the English language. Coursework challenges students to develop their competencies in literary analysis, logical and persuasive argumentation, and style.

Through the *Great Books* emphasis, students are exposed to the three major genres of literature—poetry, drama, and fiction, and the variety of writing forms (narrative, expository, and persuasive) and citation styles, including footnotes, endnotes, and discipline-specific citation formats (MLA, APA, Chicago, etc.). Junior and Senior is reading and writing intensive.

Upper Division coursework includes a number of great works that contain adult themes.

ELR 100: Freshman English Composition (R) (GB)

ELR 200: Critical thinking with regards to writing, reading, and speaking (R)

ELR 300: English Language and Composition-American Emphasis (GB)

ELR 301: Advanced Placement English Language and Composition (GB)

ELR 401: Advanced Placement English Literature and Composition (GB)

ELR 410: Creative Writing Within Mythological and Psychological Realms of Literature (GB)

ELR 420: American Literature – Nature

### ***Mathematics (MAT)***

Mathematics is a language of logic and deductive thinking. Classes are developed in a spiraling manner so that essential concepts are covered at every level to various depths and degrees. Students are required to not only to perform various procedures, but to be able to effectively communicate the “why and how” of their solution methodology. Tests and papers focus on the concepts covered and students are required to extend their thinking to a deeper conceptual level.

Each year in May, all students will take a diagnostic test. These scores, along with a teacher recommendation, will be used to place the students in the most appropriate coursework. In addition, students must receive a grade of “C” or higher in the second semester to advance in their coursework.

MAT 101: Standard Level Algebra I

MAT 102: Higher Level Algebra I (P)

MAT 200: Standard Level Algebra II (P)

MAT 202: Higher Level Algebra II (P)

MAT 300: Geometry (P)

MAT 350: Statistics and Finance (P) (IC)

MAT 400: Introductory Calculus (P) (IC)

MAT 401a: Advanced Placement Calculus AB (P) (IC)

### ***Natural Sciences (NS)***

The goal of the Upper School science program is for all students to cultivate and achieve scientific literacy by developing a balanced understanding of a variety of concepts in the physical, chemical, and biological sciences and by engaging rigorously in the process skills of science through inquiry-based, hands-on laboratory science and real-world applications. With this in mind, the Science Department offers a variety of introductory and advanced coursework in Physics, Chemistry, and Biology and their sub-disciplines.

NS 100: Foundations of Science

NS 200: Physics I (P)(IC for Freshmen)

NS 300: Chemistry I (P)

NS 400: Advanced Biology I (P)

NS 410: Biology II (P)(IC)

NS 401a: Advanced Placement Biology (P)(IC)

NS 420: Chemistry II (P)(IC)

### ***Physical Education (PE)***

The general purpose of physical education is to provide each student the opportunity to participate in a variety of activities. These activities are designed so the student can learn to develop fundamental skills in

team and lifetime sports, develop an understanding of changes which occur in the human body as a result of physical activity, and develop a positive attitude toward fitness.

PE 100: Health and Physical Education

***Study Hall (SH)***

Students may sign-up for no more than two study hall periods per semester. Study halls are intended to be a quiet work space that supports students in the successful completion of their coursework.

SH9: Freshman Study Hall

SH10: Sophomore Study Hall

SH11-12: Unsupervised Study Hall for Upperclassmen

***Visual and Performing Arts (VPA)***

The Visual and Performing Arts program is designed to introduce students to the aesthetic and cultural aspects of artistic creation and interpretation. Students are invited and challenged to explore the facts, symbols, and techniques of art in relation to other disciplines including the sciences and humanities. All students will develop not only the vocabulary but also the skill to make and analyze visual and performing art.

VPA 100: Introduction to Visual and Performing Arts (R)

VPA 210: 2-Dimensional Art (P)

VPA 220: 3-Dimensional Art (P)

VPA 240: Chorus I/II

VPA 250: Hula Halau

VPA 260: Yearbook (IC)

VPA 270: Piano/Guitar

VPA 401: Advanced Placement Studio Art (P) (IC)

***World Languages (WL)***

Our world language courses introduce students to the languages and cultures of the world. Every effort is made to present opportunities to use languages in a variety of contexts: for self-expression in everyday situations, for basic survival needs in native-speaking language communities and for personal enjoyment. To this aim, lessons center on linguistic, communicative and cultural goals.

The communicative approach that we take in our courses focus on learning to use basic language forms, i.e., grammar and vocabulary, in meaningful contexts across both spoken and written genres. Curriculum is designed to develop students' abilities to interpret (not merely read or listen), communicate (not merely give and receive information), and perform (not merely write or speak) in a foreign language.

WL 100a: Spanish I

WL 150a: Spanish Foundations (IC) (P)

WL 200a: Spanish II (P)

WL 300a: Spanish III (IC) (P)

WL 400a: Spanish IV (IC) (P)

WL 500a: Advanced Placement Spanish Language (IC) (P)

WL 100b: Japanese I

WL 150b: Japanese Foundations (IC) (P)

WL 200b: Japanese II (P)

WL 300b: Japanese III (IC)(P)

WL 400B: Japanese IV (IC) (P)

## COURSE DESCRIPTIONS

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### *Humanities and Social Sciences*

*Standard junior-level US History offerings are all one-semester courses. Students not enrolled in the Advanced Placement U.S. history course must take two units of standard US courses to complete their graduation requirement in American history.*

#### **HSS 100: Problems in World History I**

Required Freshman Course

Culture is simultaneously one of the most unifying and divisive issues, both in past and present times. Cultural beliefs give those who follow them a sense of self-worth and belonging, but they also work to exclude those who do not share one's particular viewpoint, especially with regards to religion. All of the major religions of the world ostensibly preach a message of peace, but many of them have found their belief systems appropriated by factions intent on using them for violent purposes, whether it be the Christian Crusaders in the medieval period or Islamic extremists in the late twentieth century. Examining how individuals manipulate religious teachings for their own ends will be only a small aspect of this course. The main focus of this course will be on understanding the ideological and historical developments surrounding the major religions of the world and

creating an increased awareness of the humanism that binds these religions and the philosophical issues and social forces that push them apart. Why and how people utilize culture will be a issue we will explore closely, not in attempt to determine which culture is “superior” but rather to examine how culture affects one’s lifestyle and choices. Using primary and secondary source materials and engaging in classroom discussions, short papers, and research projects, this class will analyze the origins and development of global cultures with special attention paid to the role of religion in people’s lives.

### **HSS 200: Problems in World History II**

#### Required Sophomore Course

We are in a new millennium facing many changes and challenges. Taking a unique viewpoint of important and seminal developments throughout modern world history, this course examines numerous topics that have influenced and continue to influence the interactions of people through the world today. Some of these topics include the struggle for democracy, imperialism and decolonization, revolution, and the impact of war. Through presentations, group projects, discussions, and other activities students will confront the intricate historical and contemporary connections between the nations of the world. A heavy emphasis will be placed on argument development, writing, speaking, and critical thinking skills. Course materials will include primary sources, Great Books selections, academic articles, and other relevant media resources.

### **HSS 300: United States History (GB)**

This course will focus on the development of the United States from a collection of scattered colonial outposts into a global superpower. Our study will focus less on names, places, and dates and more on the major themes of American History. The course will emphasize issues such as power, conflict, change, race, gender, and laws as the goal of the course is for students to understand how these issues and others worked to create and shape American society. Some topics covered will include European settlements in North America, slavery, religion, trade, gender roles, social and cultural customs, American expansion, the Civil War, Reconstruction, the world wars, and the black freedom struggle. In addition to online primary sources, there will be a general textbook and historical novels for students to use.

### **HSS 301: Advanced Placement United States History (GB)**

(Instructor Consent Required)

The United States Advanced Placement (AP) section will aim to prepare students for the AP exam in May 2011 and will focus on the United States from the colonial period to the present day. The AP section will be an intensive study with an emphasis on understanding major historical developments and trends and the roles various historical actors played in the seminal changes that have altered the United States. Instructor Permission is required to enroll in the AP section, which is a two-semester course.

### **HSS 401a: Advanced Placement U.S. Government and Politics**

(Instructor Consent Required)

“If men were angels, no government would be necessary.” This course is designed to help students explore James Madison’s assessment of human nature and the need for government. In this year-long course students develop an analytical perspective of the American government by examining the philosophical and historical aspects of constitutional principles and applying them to contemporary issues. Through writing, research, debate, and participation in the *We the People: The Citizen and the Constitution* program, students will interpret American politics. Students will analyze the impact of families, schools, and media in perpetuating and changing political beliefs. Institutions, their relationships to government, and the policy processes of

national government are examined. Students study civil rights and civil liberties, as well as the strengths and weaknesses of the Supreme Court decisions as tools of social change. This two-semester course is designed to encourage civic participation and also to prepare students for the AP Exam in May 2011.

### **HSS 401b: European History (GB)**

(Instructor Consent Required)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students will take this class in preparation for the AP European History exam in May 2010.

### **HSS 430: A Theory of Knowledge (GB)**

(Instructor Consent Required)

Is knowledge possible? Does it come from reason or from experience? What is the ultimate substance of the world? Is it material or ideal? Are human actions free or determined? Does God exist? Why is there evil? Are moral norms relative or absolute? These are but a few of the questions that philosophers, and therefore philosophies, aim to resolve or, at the very least, better understand. This general course will introduce you to the foundations of western philosophy, monotheistic theology, and scientific methodology. We will focus on some specific concepts philosophers use to articulate their experience and the world we live in. In addition, the course will provide a preliminary orientation about the notion of philosophical argument, its various forms and the ways arguments should be analyzed. This is a discussion-based course that relies heavily on discussion, readings, short-response papers and projects.

### **HSS 440: History in Film**

(Not offered in 2010-2011)

Yes, we will watch movies...and you can bring popcorn! That being said, this is an academic course. We will explore how history is translated into film, for better and worse. We will consider not only historical inaccuracies and anachronisms in film, but how film itself becomes a kind of "historical knowledge", factual or counterfactual, in the public conscience and in public discourse. Do these "improvements" and/or alterations of history undermine HISTORY, or is this simply part of a regular revisionist process normally dominated by experts within the academy? Does film as a medium personalize and amplify human problems in a way that traditional history can not?

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## ***Electives***

### **EL 100: Na 'Ao'ao Hawai'i/Hawaiian Ways I/II**

An engagement with Hawaiian culture both historical and contemporary, this course focuses on aspects of the Hawaiian life cycle broken into quarters: Birth, Youth, Adulthood, Seniority. Students will design and make

projects as well as present stories and lessons in response to their learning about vocabulary, history, religion, arts, sports, family, and more. Students will be integrally involved in both planning for and participating in May Day celebrations. No prerequisite. May be repeated for credit.

**EL 200: SWAT “Students Who Assist with Technology” Service Learning Course**  
(Instructor Consent Required)

This course will allow students to apply and develop their technology skills through supporting and training faculty, students, and school staff. Students will apply the 21<sup>st</sup>-century skills of collaboration and communication in scheduling training and support sessions with teachers. For instance, students might provide assistance with audio and video podcasting equipment and software for an IPA Elementary class or help prepare a Skype videoconference session for a Middle School class. SWAT team students will collaborate closely with the IPA Technology Department to acquire resources and training. Students will also apply the 21<sup>st</sup>-century skills of problem solving and critical thinking when troubleshooting technical errors. Students who take this course must have a serious interest in technology and must be self-directed and responsible.

**EL 300: Publications--Newspaper**

This course will allow students to apply their journalistic skills and knowledge toward the publication of school newspaper as well as assist the yearbook staff in its efforts. The newspaper’s policies, journalistic principles, and guidelines have been clearly established, and students taking this course must agree to the terms of each of these founding documents in order to contribute ethically and responsibly to further the progress of this student-led publication. Students can expect to contribute to planning, writing, editing and publishing news, graphics and photography, design and layout and production. Throughout this year-long course, students will learn about ethical journalism and avoiding plagiarism, practice interviewing skills, learn how to use sources effectively and strengthen their writing skills to produce multiple editions of the student newspaper. All students should also expect to sell advertising to local merchants to help pay for publication. There will be a textbook in this course to give students a source for practice and reference.

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***English: Literature and Rhetoric***

**ELR 100: Freshman Composition (GB)**  
(Required Freshman Course)

This course will focus on a variety of literary genres and include classical and modern works. Through their readings, students will explore dramas, novels, poetry, short stories, and plays and will hone their analytical skills. Grammar development as well as reading and vocabulary comprehension will be stressed as the aim is to create knowledgeable and fluid writers comfortable with various genres. Writing assignments may include journals, personal narratives, essays, short stories, poems and literary criticisms. The year-long goals are to help students develop their written voices and create a love of reading classical works.

**ELR 200: Critical Thinking with Regards to Writing, Reading, and Speaking**

What does it mean to be a quality reader, writer, and thinker? This course will focus on the development of critical thinking skills applied in the context of literary genres: poetry, drama, short story, and novel. One emphasis will be close reading (annotating, reading techniques, and identifying how information is conveyed)

while another emphasis will involve writing in the genres we are studying. The third focus of the course will be on learning to think: students will be asked to use the world around them as fodder for discussion and reflect regularly upon the decisions they make as they write, read and speak.

**ELR 300: English Language and Composition-American Emphasis (GB)**

(Junior Requirement if not enrolled in ELR301)

This course will focus on further application of writing skills learned during freshman and sophomore coursework, with more in-depth emphasis on research skills, and applying effective strategies and skills to expository, narrative, and argumentative writing styles. Students will demonstrate an increased understanding of written English as well as a growing maturity in their writings as they progress through the course, recording their own ideas about the process of composition through critical analysis of other writing and reading resources. Students will continue working on vocabulary development, grammar use, and spelling, among other writing conventions to improve the quality of their work as they move through the draft, revision, and publishing stages of writing. We will read a number of American short poems, plays and novels diverse in subject matter and in the period of their publication. These works contain a variety of mature themes. Students will be required to read Great Books, and summer reading is expected.

**ELR 301: Advanced Placement English Language and Composition**

(Instructor Consent Required)

Throughout this rigorous college-level composition course, students will learn to analyze and interpret both full texts and samples of prose, poetry, and fiction, in order to identify and explain an author's use of rhetorical strategies and techniques. Students internalize and consciously apply these techniques to their writing. They will produce a range of essay genres: descriptive, analytical, and argumentative. The latter, especially, introduces a complex idea and develops it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions. Students will learn to create and sustain arguments based on readings, research, and/or personal experience. Upon completion of the course, students should be able to demonstrate understanding and mastery of standard written English as well as a stylistic maturity in their own writings. Students should likewise be able to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, and editing and review. The AP English Language and Composition exam will be offered to students in May 2011.

**ELR 401: Advanced Placement English Literature and Composition (GB)**

(Instructor Consent Required)

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature, both classic and contemporary. The course focuses on themes of tragedy, heroism, and modernism in the search for identity and meaning, past and present. Through the close reading of a wide variety of poetry, prose, fiction, and drama, students can deepen their understanding of the ways writers use language to provide both cultural meaning and aesthetic pleasure for their readers. In preparation for the AP Literature and Composition exam in May, 2011, students will also consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**ELR 410: Creative Writing within Mythological and Psychological Realms of Literature (GB)**

This course will allow students to discover and develop their written voice through both analysis and composition of poetry, fiction, and drama. In addition to developing their own voice, students will examine the

creative efforts of writers from various spectrums and backgrounds. The reading of literature will play an equally significant role in framing students' creative efforts. In addition to a major emphasis on poetry, we will read a fascinating variety of short stories, novels, and plays, both contemporary and classic, that embody mythological and psychological themes. This student-centered course emphasizes both interpreting and understanding these texts as well as experimenting with various writing genres and creating numerous finished products. Students will utilize their knowledge of key writing skills to both construct vibrant and original works as well as fashion lively interpretive essays.

### **ELR 420: American Literature – Nature**

“I went into the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.” --Henry David Thoreau, *Walden*

Literature asks us to more carefully reflect on who we are and how we live. In this course we will analyze a variety of texts that invite us to contemplate the questions and answers nature has provided for generations of American writers and artists. Beginning with the early Americans and considering the ways in which native cultures relate to the land in fundamentally different ways from Western cultures, we will move forward in the American tradition, analyzing a myriad of texts to explore the various facets of America's relationship with nature. Although the core of this course is rooted in a careful study of American texts, we will also reflect on contemporary environments, considering our connection to current environmental initiatives in Hawaii today, and how these influence our personal relationships with the land.

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## ***Mathematics***

*Each year in May, all students will take a diagnostic test. These scores, along with a teacher recommendation, will be used to place the students in the most appropriate coursework. In addition, students must receive a grade of “C” or higher in the second semester to advance in their coursework.*

### **MAT 101: Standard Level Algebra I**

Algebra I is an extensive study of algebraic properties and operations with the real number system. Topics include factoring, polynomials, linear and quadratic equations and inequalities, radicals, exponents, and systems of equations and inequalities

### **MAT 102: Higher Level Algebra I**

This course focuses on the content of Algebra I with increased emphasis on problem solving and applications with additional performance expectations.

### **MAT 200: Standard Level Algebra II**

Algebra II is designed to extend students' algebraic knowledge and skills. Topics that are covered are domains, graphs, and properties of polynomial functions, rational functions, exponential functions, matrices and mathematical modeling with real world data.

### **MAT 202: Higher Level Algebra II**

This course focuses on the content of Algebra II with increased emphasis on applications and problem solving. This course will also include the study of right triangle and unit circle trigonometry.

### **MAT 300: Geometry**

Geometry is the study of two and three dimensional figures, transformations, right triangle trigonometry, ratio, proportion, similarity, circles, area and volume.

### **MAT 350: Statistics and Finance**

(Prerequisite: Algebra II and Geometry)

This is a senior level course designed for students who may not choose to major in sciences, computer science, or engineering. The statistics portion of the course will cover experimental design, displaying data, probability, and inference. The finance portion of the course is designed to help prepare students to manage their finances once they leave home. Topics will include credit, loans and personal budgeting.

### **MAT 400: Introductory Calculus with Trigonometry**

(Instructor Consent Required)

This is a course that builds the skills necessary for success in Calculus. The course includes the expanded study of polynomial functions, logarithmic and exponential equations, and trigonometry. The course will include an introduction to sequences, series, limits and differentiation. (Instructor Consent Required)

### **MAT 401a: Advanced Placement Calculus AB**

(Instructor Consent Required)

This course covers all topics included in the Calculus AB topic outline as it appears in the AP Calculus Course Description. The course includes the study of differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions with emphasis on applications. The objective of this course is to give students the understanding of calculus concepts, related mathematical skills and appropriate technology necessary for success on the Advanced Placement Exam and in subsequent college mathematics courses.

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## ***Natural Sciences***

### **NS 100: Foundations of Science**

(Usual Freshman Course)

This course provides a foundation of scientific methods and skills for high school science; students will also practice the study skills necessary for success in more advanced science courses. The subject matter of the course may vary from year to year, depending on students' background; there will be a focus on life science in 2010-11.

### **NS 200: Physics I**

(Prerequisite: Successful Completion of a High School Algebra Course)

You can't fully enjoy a game unless you know its rules. This introductory physics course is designed to do just that, give the student the tools to understand the rules of the physical environment in which they live: why a roller coaster is so much fun, and why a seat belt is a good idea to use when stopping a car suddenly; why a spoon looks bent when standing in a glass of water and that satellites and base balls follow the same rules of motion. Physics will provide students a better appreciation of the richness of nature's basic rules. Although

mathematics is a very important component for mastery in physics, the main focus will be the basic ideas and concepts of physics (mechanics) presented in simple and comprehensible terms. Students will perform laboratory experiments, discuss their results, and write up their conclusions in lab reports. Course evaluation is based on a combination of homework, quizzes, lab reports, participation and final exams.

### **NS 300: Chemistry I**

(Prerequisite: Successful Completion of Physics)

Chemistry deals with the fundamental nature and reactions of matter. It is the core science that forms the basis of our understanding of both biological systems and our physical world. In this course students will study a wide range of topics including, atomic structure and patterns of the periodic table; chemical bonding; kinetic theory of matter; thermodynamics; equilibrium; rates of chemical reactions; acid-base theory; oxidation - reduction reactions and organic chemistry. Students will develop an understanding of atomic structure and use their knowledge of this to predict and explain the properties of matter. They will be able to discover the three-dimensional structure of molecules and the importance that organic compounds have in our daily life. There is a large practical aspect in this course, which allows the student to develop a range of experimental skills and an appreciation of the scientific method.

### **NS 400: Advanced Biology I**

(Prerequisite: Successful Completion of Chemistry)

Biology deals with the structure and function of living things, at levels from the individual cell to entire ecosystems. This course is the last in the basic laboratory science sequence, taken by juniors and seniors who have had Physics and Chemistry. It covers the principles of biochemistry, cell biology, genetics, and evolution, at a more advanced level than in a course intended for 9<sup>th</sup>-graders. It also includes a brief survey of the diversity of life, as well as units focusing on plant biology, human biology, and/or ecology; emphasis will vary, based on students' previous background. The laboratory program includes both experimental and observational work.

### **NS 401a: AP Biology**

(Prerequisite: Grades of B or higher in Chemistry, plus teacher recommendation)

This course covers the material of a first-year college biology majors' course; it requires a commitment to work at a rapid pace and with a greater degree of independence than in the usual high school course. Additional class time is also required. Topics covered in the previous biology course are reviewed and studied in greater depth; some topics only touched on in the first-year course are covered much more extensively. The first semester will focus on cell biology, genetics, and evolution; plant biology, human physiology, and ecology will be major topics in the second semester. Lab work includes the prescribed AP Biology curriculum, with additional lab projects as time permits.

### **NS 410: Biology II**

(Prerequisite: Successful completion of Chemistry)

This course provides an opportunity for a second year of biology at the high school level. There will be a review of basic principles of cell biology, genetics, evolution, and ecology; additional topics will depend on the background of students and teacher, and may vary from year to year. Plant biology and human physiology will likely be major components of the course in 2010-11.

## **NS 420: Chemistry II**

(Prerequisite: Successful completion of Chemistry)

This course provides an opportunity for a second year of chemistry at the high school level. Topics to be studied will depend on the background and interests of students and teacher, and may vary from year to year. Possibilities include kitchen chemistry, drugs and medicines, organic chemistry, etc.

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## ***Physical Education***

### **PE 100: Health and Physical Education**

IPA seeks to empower all students to sustain regular, life long physical activity as a foundation for a healthy, productive and fulfilling life. Upper School physical education classes challenge students physically and mentally through a variety of sports and activities, including football, volleyball, soccer, and basketball. Students are also introduced to non-traditional athletics such as ultimate Frisbee and other team building activities. This program will be supplemented with cardiovascular exercise and strength training. A classroom component will provide the students the basics of health care and nutrition, giving the students the knowledge necessary for lifelong health.

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## ***Visual and Performing Arts***

### **VPA 100: Introduction to Visual and Performing Arts (R)**

Introduction to Visual and Performing Arts welcomes students to a range of artistic practices. Using the textbook, *Perceiving the Arts*, students gain familiarity with 2- and 3-dimensional visual art, film, and performing arts through technical and historical lessons. Students make, study, and discuss art, and grading is based on visual as well as textual assignments including flashcards, sketchbooks, class work and papers. At the end of the year, every passing student will have the opportunity to continue in either Performing Arts or Visual Arts upper-level courses. Both hands-on as well as theoretical investigations into the nature of art will be the main modes of learning. Exploration of materials, creation and completion of studio projects originating inside and outside the classroom, and initiation into critical aesthetic thinking are hallmarks of this course.

### **VPA 210: 2-Dimensional Art**

(Prerequisite: VPA 100)

2-Dimensional Art focuses on the elements and principles of visual art that relate to painting and printmaking. These aspects will be introduced through hands-on exercises as well as reading and writing assignments. Further instruction will center on which materials and techniques work best to achieve likeness and/or expression, accurately apply color, improve drawing, and compose sophisticated images. Projects include portraiture, still-life, landscape, relief printing, and digital photography. Students who complete this course satisfactorily will come away with works for a portfolio to present for college admission.

### **VPA 220: 3-Dimensional Art**

(Prerequisite: VPA100)

This course focuses on the development of a student's creativity, craftsmanship, and artistic vocabulary through the study, creation, and discussion of sculptural work. Students will have the opportunity to create 3-dimensional art using traditional and contemporary methods. Sculptural projects include various constructions using found objects, casting, and carving. Ceramic projects include both hand-built objects and wheel thrown vessels. Concepts and historical understanding will be introduced through limited readings, lectures, and research assignments. Experimentation and creativity will be encouraged. Students who complete this course satisfactorily will come away with a basic portfolio to present for college admission.

### **VPA 230: Digital Art**

(Prerequisite: VPA100)

(Not offered in 2010-2011)

Digital Art will build on skills developed in VPA 100 in terms of composition, communication, and creativity. Using digital cameras as well as the latest in electronic image processing hardware, software and printing tools, students will plan, execute and edit projects in the field and in the studio in order to push the boundaries of traditional thinking in the new medium of digital art. An emphasis will be placed on building a body of work that explores one or more themes so students will finish the course with a cohesive portfolio of prints and/or DVDs of video or motion works.

### **VPA 240: Chorus I/II**

Upper School Chorus I/II is a combined and continuing course wherein students may begin or further their voice and choral training. For those enrolled in the beginning Section I, class time will be spent learning the basics of vocal performance and members of the continuing Section II will progress toward singing madrigals, cantatas, jazz, arias, art songs, and solo works. Both sections will practice together on large choral works. Participation in producing a performance is required for all students. Students will also learn to create basic studio recordings.

### **VPA 250: Hula Halau**

In this year-long, worth one VPA unit over two semesters, US students will have the opportunity to join the hula halau and focus on learning and performing hula while also learning mele and 'olelo. Featuring occasional guest kumu, this course will be held one afternoon per week and will enrich students with hula primarily as well as other Hawaiian performing arts. Students must pass one small ho'ike at the end of each semester as well as perform in May Day as well as the annual Upper School Ho'ike in May to complete the course and earn their unit. No pre-requisite. May be repeated.

### **VPA 260: Yearbook**

(Instructor Consent Required)

This course focuses on an introduction to the principles of yearbook journalism culminating in the production of the 2010 140-page yearbook for Island Pacific Academy. This course will engage students in the basics of yearbook production including graphic design, copywriting and editing, photo composition, interviewing techniques, Ad sales, and organizational and management skills. The number of students is limited. Admission is by permission of the instructor. Co-listed with Publications: Newswriting and Yearbook. Please refer to the elective offering for the description for students enrolling through that department.

### **VPA 270: Piano/Guitar**

Piano/Guitar. This new course will combine class lessons for each instrument. The lessons will be structured for beginning students, although more advanced students will continue their studies in technique, control, and musicianship. Electronic keyboards are provided in the classroom; however, guitar students are expected to provide their own instrument as the school has few available. Students will learn to accompany themselves while singing, begin (or continue) their fundamentals of music training in a safe, low-pressure, fun environment.

### **VPA 301: Advanced Placement Art History**

(Prerequisite: VPA100, One 200 level VPA course and Instructor Consent)

(Not offered in 2010-2011)

AP Art History will prepare students for college art history courses and the AP Art History exam. It will refine their writing and analytical skills. Following the national AP art history syllabus, AP Art History demands that students be prepared to work within a rigorous and pre-defined set of criteria as well as to push their limits in terms of work-load. Lots of memorization, writing, and tests characterize this course. Beyond the standardized work are amazing stories and beautiful art that students will marvel at and appreciate throughout their lives. AP Art History students will make special museum visits so they may see more art first-hand.

### **VPA 400: Independent Study**

(Prerequisite is two 200-level courses, junior or senior status, and permission of the instructor. Limited to 2 students per instructor)

(Not offered in 2010-2011)

Designed for the self-directed student, IS allows an upper-level art student to work on individual projects in 2-D, 3-D, Digital, Art History, Music, etc. Scheduling will be arranged so that students will audit another currently offered VPA offering so as to make the most efficient use of instructors' time. Projects will be assigned on a quarterly or semester basis and be created in conjunction with the instructor. Students must design their own syllabi, grading rubric, and assessments. In addition, students will write at least 15 pages per semester about their art and its historical and/or aesthetic context.

### **VPA 401: AP Studio Art**

(Pre-requisite is one 200-level course, junior or senior status, and/or permission of the instructor.)

This alternate year offering is for students who wish to pursue visual art at the collegiate level while still in high school. Following the national AP rubric, this course requires students to build a portfolio of work in three categories for submission to be assessed by the AP program. Focusing primarily on two-dimensional art, students will have a chance to investigate themes fundamental to design and content within the visual arts while they work hard on developing their own style. Assignments will explore the elements and principles of art as well as require extensive yet rewarding homework.

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## ***World Languages***

### **WL 100a: Spanish I**

Spanish I is an introduction to basic grammar patterns of the language, which requires no previous knowledge of Spanish. The students will learn to speak, read, write, and understand elementary Spanish through the study of various themes such as family and friends, pastimes, daily activities, outings, and celebrations. They will also learn to describe their interests, hobbies, future goals, talk about the latest news, and even talk about staying fit and healthy. They will be able to strike up a basic conversation with new people they meet, ask people about their interests and activities, and tell them about their own. Students will be introduced to different cultural perspectives on things such as favorite activities, school, meals, family and celebrations, shopping, etc.

### **WL 150a: Spanish Foundations**

(Prerequisites: Spanish I or equivalent and/or teacher recommendation)

This second year introductory Spanish course focuses on communication and grammar. It is a transitional class offered to those students who have taken the language Level 1 class previously. The goal of this course is to complete the material from Spanish I by strengthening and solidifying fundamental language skills to enable students to articulate smoothly into Spanish II.

### **WL 200a: Spanish II**

(Spanish I, Spanish Foundations or equivalent with at least a C average and Instructor Consent Required)

Spanish II continues to emphasize the grammar skills necessary for communications as well as develop students' knowledge and understanding of Hispanic culture. In Spanish II students will continue to extend their abilities through the study of pertinent themes such as health and the environment. Students will also learn to talk about their past, express opinions, and discuss issues relevant to the community at large. Level II emphasizes present, preterit, imperfect, perfect tenses and subjunctive. A more complex pattern of speech and grammar is employed to expand the students' communication skills. This year we are going to "visit" cities of the Hispanic World, including Segovia, Mexico City, San Juan, Santiago, Cuzco, Buenos Aires, Santo Domingo, San José, as well as Miami and El Paso in the USA.

### **WL 300a: Spanish III**

(Successful Completion of Spanish II and Instructor Consent Required)

Spanish III develops students from the Novice level of oral proficiency to the Intermediate level, where they can create with language, participate in more challenging conversations, and communicate successfully in basic survival situations. Students at this level are expected to be familiar with basic Spanish vocabulary and to have a good grasp of most basic grammar concepts (subject/verb agreement; conjugation of the present, preterit, imperfect and future indicative tenses; subject and direct object pronouns), as well as some control over certain of the more complicated concepts (subjunctive vs. indicative; preterit vs. imperfect tenses; use of direct object pronouns; use of indirect object pronouns; *por* and *para*; conjugation of the conditional tense; future and conditional tenses; the use of formal and informal commands; the proper use of *ser* and *estar*). This year we will be introducing the culture through geographical areas like Castilla-La Mancha, The Caribbean, North and South of Mexico, The Andes and the South Cone.

**WL 400a: Spanish IV**

(Successful Completion of Spanish III and Instructor Consent Required)

Spanish IV is an introductory course to the Advanced Placement Spanish class. In this class students will review and use their knowledge of grammar through Spanish literature. One goal of this class is to have students describe, narrate, and present information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two to three minutes in length. Another important goal is to learn how to write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue with control of grammar and syntax.

**WL 401a: Advanced Placement Spanish Language**

(Previous levels of Spanish successfully completed and Instructor Consent Required)

This course will prepare students for the AP exam in May and is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.

**WL 100b: Japanese I**

This course is for students with no prior knowledge of the Japanese language. Japanese language, culture and customs are introduced to help students understand life in Japan. Simple phrases and basic writing systems, *hiragana* and *katakana*, are introduced, and students will learn how to use Japanese word processing.

**WL 150b: Japanese Foundations**

(Japanese I or equivalent and Instructor Consent Required)

This 2nd year, introductory Japanese course focuses on communication skills regarding familiar everyday situations for those students who have prior Japanese language experience. Students engage in activities to build on their language skills in reading, writing, listening and speaking. The goal is to complete the material from Japanese I to enable students to articulate smoothly into Japanese II.

**WL 200b: Japanese II**

(Japanese I, Japanese Foundations or equivalent with at least a C average and Instructor Consent Required)

This course continues the development of linguistic abilities begun in the Japanese I course. Topics remain largely the same as in Japanese I, but students develop more sophistication in their speaking and listening skills. The tasks and activities utilized in the class encourage students to become more active linguistic participants using Japanese. Approximately 100 new kanji are introduced, and students learn to read and recognize authentic written material.

**WL 300b: Japanese III**

(Successful Completion of Japanese II and Instructor Consent Required)

This is a lower-intermediate course designed to teach students how to use language in real-life situations for various communicative purposes. Students continue to develop their oral proficiency in Japanese while increasing their ability to read and write. Topics selected for this course are: Classmates, Community, Everyday Life, Weather and Climate, Hobbies and Leisure Activities, Food and Shopping as relevant to students' lives and interests. This course includes a variety of pair work, small-group work, and interviews during which students can practice using language in a low-stress atmosphere.

**WL400b: Japanese IV**

(Successful Completion of Japanese III and Instructor Consent Required)

This course is an intermediate course designed to support the development of all four skills of language learning towards higher level language ability. Students continue to further develop language skills and increase knowledge of culture in this course. Emphasis is placed on developing communication strategies such that students may express themselves fully and make spontaneous responses through extensive oral and written practice.