

Upper School Curriculum Guide



THE PRIORY



2018 - 2019

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ST. ANDREW'S SCHOOLS

THE PRIORY ♦ THE PREP ♦ THE PRESCHOOL

VISION

Our vision is to help children learn and grow – to be their personal best, engaged in the world and inspired to making it more humane and just.

MISSION

St. Andrew's Schools actively engage and educate students in a culture of care, love, and service. Every child is known, challenged, understood, and empowered to strive for the highest.

Honoring our founder, Queen Emma Kaleleonālanī, and grounded firmly in our Hawaiian heritage and spiritual values, St. Andrew's fosters broad-minded awareness in every arena with a personalized curriculum that encourages children to discover their most expansive and courageous selves.



Our Core Values

Our Hawaiian and Episcopal heritage is fundamental to the school's mission and vision. We celebrate Queen Emma's example of love, hope, faith, and service which inspires us all.

Strive for The Highest – Kūlia i ka Nu'u

Pono

We value integrity and a shared sense of responsibility to create a more equitable and just world.

Ho'omanawanui and Lokomaika'i

We strive to be a compassionate, kind, and loving community that respects the worth and dignity of every individual.

'Imi Na'auao

We believe in the transformative power of an education that inspires each child to strive for the highest.

Aloha

We encourage independent thinking, diverse perspectives, and individuality that enrich and strengthen our community.

We foster meaningful relationships that allow members of our school community to experience and embrace the interconnectedness and diversity of our world.

Mālama

We nurture the intellectual, emotional, physical, and spiritual well-being of every member of our community.

The Middle School Program

Middle school experiences are rooted in St. Andrew’s Schools’ mission and vision-to engage and educate our students in a culture of care, love and service, and to challenge them to strive to be their individual best, most expansive and courageous selves.

The curricular and co-curricular experiences in middle school seek to intentionally cultivate each student’s growth physically, socially, intellectually, and emotionally. The program is thoughtfully crafted to provide a warm, nurturing school environment, encourage student voice and choice, and foster increased autonomy and independent decision-making.

Middle School Academic Program

The middle school academic program is designed with many real-world, active, and developmentally appropriate curricular experiences that are taught with increasing complexity as our students move up through the grade levels. ¹ middle school teachers set high academic standards to challenge students while addressing the specific needs of preadolescent and adolescent girls. Middle school students explore their interests and develop their talents in a well-rounded, rich learning environment as they engage in opportunities for interdisciplinary learning and showcase their work to the community.

Middle School Academic Program Progression

6 th grade	7 th grade	8 th grade
English 6	English 7	English 8
Math 6	Pre-Algebra	Pre-Algebra or Algebra I
Science 6	Science 7	Science 8
Social Science 6: Pacific History	Social Science 7: American History	Social Science 8:
Passport to the World: Mandarin and Japanese	Passport to the World:	Geography
Physical Education 6	Latin and Spanish	Passport to the World:
Art 6	Physical Education 7	Hawaiian and French
Religious Studies 6 & 7	Art 7	Physical Education 8
Choice of Music	Religious Studies 6 & 7	Art 8
	Choice of Music	Religious Studies 8
		Choice of Music

Student Life

Middle School students enjoy an array of co-curricular and extra-curricular opportunities to build community and school spirit, explore their interests, hone their talents and skills, and develop their leadership opportunities through class activities and camp, student government, clubs, and athletics.

Activity Periods

Middle school students participate in activity periods three days each week. This block of time fosters growth in their knowledge of choir, hula and mindfulness, RULER, and allows time for students to meet to discuss important class business and build community.

¹ ASCD, <http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth.aspx>

Camps

Each fall, middle school students in grades six and eight participate in an overnight camp at the Mālaekahana beach houses on O‘ahu’s North Shore. Student class officers work with their classmates to plan activities that cultivate sisterhood between grade levels. Camp is coordinated and hosted by St. Andrew’s Schools’ chaplain who facilitates activities that cultivate the spiritual growth of students in the Episcopal tradition. Students look forward to this experience as an opportunity to bond with each other.

Middle School Student Council

The Middle School Student Council serves as a counterpart to the High School Student Council and provides leadership training and experience to students in grades six through eight. Members are responsible for planning various socials and other events for middle school students. The student body of grades five through seven elects its officers in the spring for the upcoming school year. Elected offices are president, vice-president, recording secretary, corresponding secretary, and treasurer. Additionally, grades six through eight elect an executive board of officers to organize and oversee class activities. Elected offices include president, vice-president, secretary, treasurer, and historian. Middle School Student Council helps plan a series of small events in the fall to honor MOYA, Month of the Young Adolescent, a social, and the Middle School Banquet in the spring.

Clubs

We encourage students to participate in leadership roles in school clubs and organizations and promote a healthy balance between academic and extracurricular activities. These organizations meet during afternoon break within the school day or occasionally after school. Some upper school clubs are open to middle school students. Middle school clubs include Robotics Team and Coding Club, Companions of St. Andrew’s, Hui Hau‘oli, Mindfulness and speech and debate (practice only). During the fall, students participate in a club drive in order to learn more about the particular clubs that we offer and decide if they would like to sign up.

Intermediate Athletics

The Priory is a member of the Interscholastic League of Honolulu (ILH), a league in which private schools, in grades seven through 12, participate in sports at a competitive level. In order to provide playing opportunities for larger team sports, The Priory will sometimes join the Pac-5 organization. The Pac-5 program consists of 19 small schools that combine together to participate in sports that may otherwise not be offered. Sports offered at the middle school level, either through ILH or Pac-5 include cross country, volleyball, soccer, swimming, wrestling, track, softball, water polo, and judo.

Grade five and six students can participate on a girls’ basketball team in the Christian School Athletic League (CSAL). CSAL provides schools opportunities for students to learn fundamental sports skills and prepare for intermediate athletics. Through student participation, the league fosters camaraderie, sportsmanship, and fun. Each girl plays in every game. While the league records game scores, it does not publish win-loss records or determine league champions. School officials, coaches, parents and students are expected to support and promote Christian values by playing honorably, displaying good sportsmanship, and practicing self-discipline.

Points of Pride

Academic Fair

All grades six and eight students participate in Academic Fair and begin to build research experience and practice the scientific method. Guided by their faculty mentor, our students make observations, develop a research question, formulate a hypothesis, design and conduct experiments, analyze data, and draw conclusions. They feature their work for the school community and judges from the scientific community during our annual Academic Fair.

STEAM:Ed Up!

St. Andrew's Schools' STEAM:Ed Up! program integrates science, technology, engineering, art, and math to challenge students to solve interesting problems and engage in devising solutions to real-life issues in innovative and organic ways. Students use design thinking, engineering design process (EDP), and the scientific method to frame questions, ideate, design, build and test solutions, and reflect to build higher order thinking skills that are crucial to success in school and in life.

Our students:

- Think critically like a **S**cientist
- Develop and implement like a **T**echnologist
- Design and build like an **E**ngineer
- Create like an **A**rtist
- Analyze and problem-solve like a **M**athematician



Stevens Global Leadership

In a fast-paced, ever changing, and fluid world, our students must cultivate the character, capabilities, and will to contribute to a bright future. The Stevens Global Leadership Program offers engaging and challenging learning experiences where students:

- Investigate the world beyond their immediate environment, deeply engaging in inquiry about significant global issues that affect peace
- Recognize, articulate, and explain multiple perspectives, aware and respectful of how religious, cultural, geopolitical and historical backgrounds shape individual viewpoints, including their own
- Construct and articulate their own unique perspectives about how the world works based upon sustained inquiry of global issues that affect peace
- Communicate and engage with audiences of diverse backgrounds, recognizing and overcoming linguistic, ideological, cultural, and geographic barriers
- Take action through networking, collaboration, negotiation, and/or compromise, seeing themselves as positive, powerful agents for peace (locally, regionally, and/or globally)
- Cultivate awareness and engage in thoughtful reflection to instill an empathetic, peace-building mindset

Passport to the World

Passport to the World offers students a chance to experience a variety of cultures before students delve into deeper language commitments in high school. Students engage in lessons and activities about the language,

culture, and customs of Mandarin, Japanese, Hawaiian, French, and Spanish-speaking countries and explore Latin, the source of Romance languages. No matter what language(s) students choose to study, Passport to the World prepares students for a multicultural world, allows them to emotionally experience “otherness” through language use, fosters a love for languages in general, cultivates an open and curious mind for cultural diversity, highlights the connections existing between language and culture, and lays the foundation for a rigorous and accelerated language curriculum in high school. Passport to the World courses are aligned to the Stevens Global Leadership Learning Outcomes.

Performing Arts

During the school day, middle school students participate in performing arts and may choose from choir, band, or orchestra. Students develop a lifelong love of a particular musical medium which they can continue to develop throughout high school. Our students’ hard work and dedication to their craft are enjoyed by family and friends during our Christmas and spring concerts. Theater also offers the opportunity for students to delve into the performing arts and is offered as an extra-curricular, after school activity culminating in two annual performances. Finally, during our annual May Day celebration, all of our students share with family and friends the skills developed in choir and hula through mele and hula.

Social and Emotional Learning

Social and emotional learning is an integral part of our student's experience here at St. Andrew's Schools. Educational research shows that students with higher emotional intelligence are better prepared to manage their emotional lives so that they can focus, learn, and perform well while in school and beyond. The Priory Middle School implements lessons and activities aligned to the developmental needs of its students.

Our students develop healthy relationships with self, others, and the earth through learning various evidence-based practices such as mindfulness and the RULER Program. Students engage with practical skills to enhance and broaden awareness and cultivate emotional intelligence. They are given opportunities to strengthen their connections through loving-kindness and gratitude practices while growing more familiar with their best selves. Emphasis on social and emotional well-being affords students a well-rounded educational experience.

Courses Offered by Department

ENGLISH

By creating a language-rich environment in the classroom and through the use of internet resources, the upper school English program develops crucial reading, speaking, listening, and writing skills. At each grade level, students read and study a variety of genres, familiarizing themselves with the characteristic use of literary devices and rhetorical strategies in different eras and cultures. Students analyze literary and expository texts, developing critical thinking skills as well as an appreciation for and an ability to apply textual and oral conventions. Through increasingly complex research and writing assignments, students learn to synthesize and document sources, construct and support valid arguments, and develop a distinctive and appealing voice and style. Vocabulary and grammar are a major focus at every level.

Courses

English 6 (ENENG06)

Grade 6, Year Term

Students reinforce spelling and grammar skills, develop more sophisticated vocabulary, and write in a variety of modes, including descriptive, narrative, creative, and expository. The literary works chosen for the sixth grade are integrated with the Pacific Rim social studies course and reflect the regions and eras studied. Listening and speaking skills are practiced and reinforced through oral presentations.

English 7 (ENENG07)

Grade 7, Year Term

Designed to accompany the emergence of abstract thinking as it occurs at this developmental level, students evaluate the structure of short stories as well as their content. More complex poetry is introduced as a way of viewing differing human experiences and perspectives. Expository writing is emphasized as a way of integrating other subject material offered in seventh grade. Constructing various types of essays stimulates the skills to conduct research, compare and contrast information, and make conclusions about the subject.

English 8 (ENENG08)

Grade 8, Year Term

As grade eight students complete their middle school years, their literary experience reflects more adult concepts and issues. Types of literature studied at this level include novels, short stories, poetry, as well as an introduction to Shakespeare. Various modes of writing are explored, with emphasis on mechanics, organization, concept development, and vocabulary.

MATHEMATICS

Mathematics has a greater impact on our society than ever before. It provides the framework for our advancing technology and has grown in importance in our everyday lives. With these new challenges, students need to meet a new standard of mathematical literacy. Clearly, the scope of today's classroom must go beyond mastery of facts and skills to experiences using multiple techniques and strategies derived from strong conceptual understanding. This new mathematical literacy incorporates active involvement with today's problems and applications in the form of careful thought, discernment of patterns, and experimentation.

Students become acquainted with simple number theory, algebra, and geometry. With these building blocks, students can acquire more sophisticated skills and understanding to address complex mathematical challenges.

Policies

A failed math class receives no credit and the student may not advance to the next course in the sequence without first repeating and passing the failed course. The failed course may be repeated during the following school year, or, with written approval, may be retaken during summer school. However, if the student receives a D+ or below, the department strongly recommends that the student retake the course in order to improve her understanding and her foundations in the subject before taking the next math course in the sequence.

A scientific calculator is required in Math 6 and Pre-Algebra courses.

Most colleges today expect students to be proficient in the use of graphing calculators, so a graphing calculator is required in Algebra I, Geometry, Algebra II with Trigonometry, Pre-Calculus and AP[®] Calculus. It is recommended that students who do not have a calculator purchase the TI-Nspire CX CAS. However, if a student owns a TI-84 or 84 plus, they may also be used in the course.

Courses

Math 6 (MAGM606)

Grade 6, Year Term

Requirement: Scientific Calculator such as TI-Nspire CX CAS

This course of study includes a wide range of general math topics designed for today's middle school students. Problem solving is emphasized; hands-on projects are included to enhance student interest in the application of mathematics and understanding of the underlying concepts that are significant for success in future college preparatory courses.

Pre-Algebra (MAPALGAB)

Grades 7 and 8, Year Term

Requirement: Scientific Calculator such as TI-Nspire CX CAS

Topics in Pre-Algebra center around the application of arithmetic skills learned in earlier grades and an increased study of algebraic concepts. Pre-Algebra students will experience a one-year Pre-Algebra program to best prepare for Algebra I.

Algebra I (MAAL1HS)

Grades 8, Year Term

Prerequisite: Pre-Algebra

Requirement: Scientific Calculator such as TI-Nspire CX CAS

A course in which students learn basic algebraic skills. Topics include: proportions, variations, linear equations, systems of equations, inequalities, exponents and exponential equations, functions, transformations of graphs, and quadratic functions. Application of algebra skills is emphasized.

PERFORMING ARTS

The performing arts department provides an extensive program of music, dance, and theater designed to create in the student an enjoyment, understanding and appreciation of these arts. The student develops her "aesthetic responsiveness" through in-depth involvement in the creative process.

In implementing the program, the goal is for the highest performance levels to be achieved within an atmosphere that encourages experimentation and development of the performing arts.

Policies

- Students must be available to participate in activities outside the school day. Concerts are considered semester and final exams for the course; therefore, participation is mandatory.
- Rental or purchase of instrument or uniform may be required

Courses

Middle School Choir (PAMSCH)

Grades 6-8, Year Term

Requirement: purchase of a choir uniform

This course is designed to introduce students to the fundamentals of choral singing, as well as provide an introduction to sight-reading and general musicianship. Students will explore music of various styles, time periods, and cultures while learning the history and meaning behind individual pieces. Participation in school chapel services, choral festivals, school-related events and semester concerts is mandatory.

Beginning Band (PABB712)

Grades 6-8, Year Term

Requirement: rental or purchase of an instrument

Designed to introduce the student to the fundamentals of music through the use of a selected band instrument. Rhythm analysis, note reading, and other aspects of music theory will be an integral part of this class. No previous musical experience is necessary.

Intermediate Band (PAIB6MS)

Grades 6-8, Year Term

Prerequisites: one-year experience and department recommendation

Requirement: rental or purchase of an instrument

Open to students with at least one year of band study, Intermediate Band is designed to refine and develop their performance skills. This class emphasizes small solo and ensemble groups to encourage independent playing. Participation in the O'ahu Band Directors Association Solo and Ensemble Festival and the Parade of Bands is mandatory.

Advanced Intermediate Band (PAAIBMS)

Grades 6-8, Year Term

Prerequisites: two years' experience and department recommendation

Requirement: rental or purchase of an instrument

Advanced Intermediate Band is open to the seventh through twelfth grade student with more than two years of playing experience. This course emphasizes sight-reading and independent performance opportunities. Students are exposed to and prepare a wide variety of instrumental music. Performance includes participation in the Solo and Ensemble Festival and the Parade of Bands.

Beginning Strings (PABS6MS)

Grades 6-8, Year Term

Requirement: rental or purchase of an instrument

Students will have the opportunity to begin study on violin, viola, cello, or bass. No previous musical experience is necessary. Emphasis will be placed on instrumental technique, practice skills, music reading, musicianship,

theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year.

Intermediate Strings (PAIS6MS)

Grades 6-8, Year Term

Prerequisites: one-year experience and/or department recommendation

Requirement: rental or purchase of an instrument

Open by audition to students with at least one year (or equivalent) of string playing experience. Emphasis will be placed on improving instrumental technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year. Private instruction will be encouraged.

Advanced Intermediate Strings (PAAIS8MS)

Grades 6-8, Year Term

Prerequisites: two years' experience and/or department recommendation

Requirement: rental or purchase of an instrument

Open by audition to students with at least two years (or equivalent) of string playing experience. Emphasis will be placed on improving instrumental technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year. Private instruction will be encouraged.

PHYSICAL EDUCATION

The physical education department provides a variety of sports and dance activities to develop each student's physical fitness and motor coordination. To instill a lifetime appreciation for physical activity, the department helps each student to develop skills and knowledge of the various activities. Finally, the physical education department provides opportunities for peer socialization, thereby allowing for leadership and sportsmanship qualities to develop.

Policies

- The Priory P.E. uniform is required and available for purchase from the school's uniform supplier.
- Students are required to wear socks and athletic shoes with non-marking soles for physical education classes.
- Students must rent combination locks from the physical education department to secure personal belongings in the locker room facility. The rental fee is \$5.00.
- The physical education grade is dependent upon daily in-class participation and cooperation by the student, written tests, and cardiovascular/fitness tests. It is important, therefore, that students participate and cooperate during class time, and that they complete assigned make-up tasks when they are unable to participate or are absent from school.

Courses

Physical Education & Health 6 (PEPEH06)

Grade 6, Year Term

Designed to reinforce and refine the team sport skills introduced in fourth and fifth grades as well as working to improve cardiovascular strength. Kinesthetic awareness of one's body continues to be taught through dance.

Students will also develop cognitive knowledge by learning rules and regulations of selected individual, dual, and team sports. The health portion of this course is designed to help students develop a comprehensive understanding of the body's systems and complete personal hygiene. In addition, students spend time developing decision-making skills, and exploring the realms of peer pressure. Discussions defining puberty and drugs will be an area of focus in this class.

Physical Education 7 & 8 (PEPE078)

Grades 7 and 8, Year Term

This course is designed to reinforce and refine team sport skills, while improving cardiovascular strength. Kinesthetic awareness of one's body continues to be taught through various physical activities. Students will also develop cognitive knowledge by learning rules and regulations of selected individual, dual, and team sports. The health program "Making Proud Choices" is a five-week curriculum designed to provide students with information regarding the prevention of teen pregnancy as well as the prevention of sexually transmitted diseases/ infections.

RELIGIOUS STUDIES

As an Episcopal school, Christian tradition informs St. Andrew's Schools' religious studies program. Inclusivity and respect for diversity are integral to the religion curriculum. The religious studies department employs a scholarly approach that offers students the opportunity to explore theological themes and a diversity of faith traditions. The goal of the department is to equip students with a foundation of biblical and religious literacy that will serve them both in their academic career and in real world experiences.

Courses

Religious Studies 6 & 7 (RERE607)

Grades 6 and 7, Semester Term

Curriculum taught in school years beginning with an even year, e.g. 2018-2019, 2020-2021

This introductory course will offer an overview of the Hebrew Scriptures and biblical traditions. Students will study the ancient cultures and geography that give context to the prominent stories in the Hebrew Scriptures. This course will use the historical critical approach to studying scripture in order to demonstrate the significance of the stories and events and their influence throughout history.

Curriculum taught in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

This introductory course will take an academic approach to the New Testament and focus on the literary and historical relevance of the Christian sacred texts. Students will examine references to Hebrew Scripture, explore different genres, and study the teachings of Jesus as central tenets of the Christian tradition. The goal is to familiarize students with principal characters and stories of the New Testament while allowing them to think critically about the implications they have on contemporary society.

Religion 8 (RERE808)

Grade 8, Semester Term

This semester course will be an introduction to five of the major world religions, including Buddhism, Hinduism, Judaism, Islam, and Christianity. Students will explore the beliefs and practices of each of these faith traditions. Students will gain a deeper understanding of the world of the world's major religions and its significance in the contemporary cultural landscape while enhancing students' global perspective.

SCIENCE

To stimulate an inquiry approach towards life and the world around us, the science department offers each student the physical and natural science materials to involve her in the "real" world of science. Students are encouraged to explore the many ways that the principles learned can be of value to their everyday lives. The science department stresses that science is not just a multitude of facts but awareness of and about the universe. The goal is to encourage and support individuals in their quest towards finding out why science is the way it is and how it can affect them. Several science courses integrate science, math, technology, the arts, and mathematics (STEAM) into the curriculum, and students use the scientific method and Engineering Design Process (EDP) to engage in inquiry, exploration, problem-solving, and discovery as they learn about the world around them.

Courses

Science 6 (SCSC606)

Grade 6, Year Term

Requirement: Science Fair participation

The sixth-grade science course begins with environmental science. The emphasis is on populations studies, ecosystems, biomes, and living resources. This is followed by an emphasis on the scientific method, laboratory safety, scientific measurement, data collection and analysis, scientists, and scientific literacy. Students then select a topic of interest and apply the above skills in completing a long-term project that will be presented at the school's Academic Fair. Students also explore a survey of STEM topics such as earth the water planet, freshwater resources, ocean zones, atmosphere weather patterns, climate, and climate change.

Science 7 (SCSC707)

Grade 7, Year Term

The seventh-grade science course develops students' understanding of and ability to participate in scientific inquiry and provides them with a conceptual foundation needed for high school physical science coursework. Throughout the year, students will be exposed to a survey of chemistry, physics, engineering design process, and robotics topics and will develop laboratory skills and confidence in the laboratory setting.

Science 8 (SCSC808)

Grade 8, Year Term

Requirement: Science Fair participation

Develops students' understanding of and ability to participate in scientific inquiry and prepares them for high school biological science coursework. Throughout the year, students will experience a survey of biology topics including cell structure and function, cellular energy, cell reproduction, genetics, evolution, and the classification of life.

SOCIAL SCIENCE

The social science department presents its courses in a manner that encourages appreciation of the past and present cultures, an understanding of our political, economic and social institutions, and a working knowledge of the democratic process. A questioning attitude, the development of critical thinking and analytical skills and intellectual curiosity are encouraged. The role of the person as an individual and as a member of social and cultural groups is emphasized. The department strives to achieve this through a sequential approach to social studies.

Courses

Social Science 6 - Pacific History (SSPRS6)

Grade 6, Year Term

Social Science 6 comprehensively studies the Pacific Rim and explores the history, culture, economics, politics, geography, and hazards in the world. Topics focus on descriptions Pacific Rim countries, the history of past conflict, and prospects for the future. Also, the course provides an overview of the different Pacific Island groups represented in Hawai'i.

Social Science 7 - American History (SSAMHX7)

Grade 7, Year Term

Designed to dovetail with the language arts program in the seventh grade using art, literature, diaries, original documents and speeches, students learn about the events of 20th century America. In addition to the development of more abstract thinking skills, the students are encouraged to formulate and articulate a point of view regarding a democratic society and the concept of participatory citizenship.

Social Science 8 - Geography (SSGEOG8)

Grade 8, Year Term

Students learn the basic principles of geography, both physical and cultural, with an emphasis on Africa, the Middle East and South Asia. They explore global issues articulated around the United Nations Sustainable Development Goals to transform our world, such as zero hunger, good health, clean water and sanitation, affordable and clean energy, decent work and economic growth, reduced inequalities, sustainable cities, responsible consumption and production, and climate action. This course is aligned to the Stevens Global Leadership Learning Outcomes.

VISUAL ARTS

The primary educational focus is the student as an artist in the fine arts context. To this end, all of our classes present the fine arts as the subtle marriage between two distinct disciplines: image making and technical proficiency. We believe that the fine arts can be a lifelong resource, stimulus, and vehicle for expression and growth. A belief in the student/ artist and her attempt to develop and be accountable for her art governs our curriculum and our methods.

Policies

- Student selected works may be shown at St. Andrew's Schools' annual art show, The Priory display boards, or entered into contests.

Courses

Art 6 & 7 (VAART67)

Grades 6 and 7, Semester Term

This course will build skills in basic art media while developing an understanding of the elements and principles of design. The artwork of the masters will be studied with an emphasis on personal vision and expression of the individual. Students will explore the relationship among visual art, other art forms, and other subject areas.

Visiting art displays and museums in our rich downtown area will be a final touch to a wonderful semester of art exploration.

Art 8 (VAART08)

Grades 8, Semester Term

This course will build skills in basic art media while developing an understanding of the elements and principles of design. The artwork of the masters will be studied with an emphasis on personal vision and expression of the individual. Students will explore the relationship among visual art, other art forms, and other subject areas. Visiting art displays and museums in our rich downtown area will be a final touch to a wonderful semester of art exploration. Students will also be exposed to visual storytelling. Upon completion of this unit, students are certified through ‘Ōlelo, granting them access to the production facilities, resources, and equipment they are trained to use.

WORLD LANGUAGES

As the nations of the world are growing more interdependent, we must learn to become good stewards and good citizens of the world. Good communication is a vital part of this process. Language being strongly tied to our sense of identity, learning to function in another language creates an emotional space where students can experience reality from someone’s else perspective. Such experiences and knowledge align with the Stevens Global Leadership Learning Outcomes, educating the next generation of globally aware citizens who able to understand different realities and to contribute to a more just and peaceful world. Through the study of world languages, students will take the necessary steps toward becoming successful and productive members of this global community.

Courses

The Passport to the World program seeks to cultivate an in-depth exposure to a variety of languages and cultures. Students will experience semester-long language and culture courses in French, Hawaiian, Japanese, Latin, Mandarin and Spanish.

The goals of this program are to:

- prepare students for a multicultural world, no matter what language(s) they choose to study for fluency later;
- foster a love for languages and cultivate an open, flexible and curious mind;
- highlight the connections that exist between languages and cultures;
- provide an in-depth exposure to the above languages and cultures; and
- lay the foundation for a rigorous and accelerated language curriculum starting in high school.

Passport to the World: Japanese & Mandarin (WLPWJA) and (WLPWMA)

Grade 6, Semester Term

Passport to the World: Latin & Spanish (WLPWLT) and (WLPWSP)

Grade 7, Semester Term

Passport to the World: French & Hawaiian (WLPWFR) and (WLPWHA)

Grade 8, Semester Term

English as a Second Language (WLESLUS)

Grades 6-12, Year Term, \$\$

ESL services are assessed a fee which is added to the student's tuition.

Enrollment in this course may be required by the school based on the student's English proficiency as determined by the LAS Links and demonstrated by her academic progress. This course provides language support for students whose primary language is not English. ESL assists students in gaining English Proficiency to facilitate their transition into the regular curriculum.

Middle School Curriculum Plans

Grade 6 Curriculum Plan

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SOCIAL SCIENCE	Pacific geology and geography	Western Pacific Rim	Oceania Pacific exploration and colonization	History of the Hawaiian Kingdom
ENGLISH	Vocabulary Writing process Narrative writing Grammar Literary analysis Reading: <u>Half and Half</u> and <u>The Girl-Son</u>	Vocabulary Research writing Cross curricular w/ Academic Fair Grammar Literary analysis Reading: <u>A Jar of Dreams</u>	Vocabulary Creative writing- Poetry Grammar Literary analysis Reading: <u>The Whale Rider</u>	Vocabulary Persuasive writing Creative writing Grammar Literary analysis Reading: <u>Year of Impossible Goodbyes</u>
MATHEMATICS	Decimals Whole numbers Number theory Fractions	Rational numbers Irrational numbers Percents Units of measurements Integers	One variable Equations 2D figures Symmetry Transformations	Geometry Graphs Probability Pre-algebra Algebraic equations
SCIENCE	Environmental Science Populations and communities Ecosystems and biomes Living resources Land, air, and water Resources Energy resources Science fair STEM	Earth Mapping Weathering and soil Erosion and deposition Geologic time Science fair STEM	Earth's Waters Water planet Freshwater Resources Ocean motions Ocean zones STEM	Weather and Climate Atmosphere Weather factors Weather patterns Climate and Climate change STEM
WORLD LANGUAGE Passport to the World: Mandarin and Japanese Semester Classes	Japanese Geography Sound system Basic greetings Character/kanji Cultural activities	Japanese Character/kanji (Picture-grams) All about myself Culture activities End of semester project: cultural presentation	Mandarin Geography Sound system Basic greetings Character/kanji Cultural activities	Mandarin Character/kanji (picture-grams) All about myself Culture activities End of semester project: cultural presentation

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;">ART and RELIGIOUS STUDIES</p> <p style="text-align: center;">Semester Classes</p>	<p>Art An exploration in visual art mediums and techniques while focusing on artists from the realist and impressionist eras. Elements and principles of design, 2D art - drawing, painting, and mixed media</p>	<p>Art 3D Art - Sculpting, carving, and mixed media Art history</p>	<p>Religious Studies Hebrew Scriptures, even years New Testament, odd years</p>	
<p style="text-align: center;">MUSIC</p>	<p>Choice of: Band, choir, or orchestra</p>	<p>Christmas concerts</p>	<p>Solo and ensemble festivals</p>	<p>Spring concerts</p>
<p style="text-align: center;">PHYSICAL EDUCATION</p>	<p>Volleyball Soccer Football Tennis</p>	<p>Badminton Basketball Dance Softball</p>	<p>Health</p>	<p>Games Health</p>
<p style="text-align: center;">ASSESSMENT & EVALUATION</p>	<p>Portfolios, Quizzes, Tests, Projects, Observation, Peer and Self-assessment</p>			

Grade 7 Curriculum Plan

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SOCIAL SCIENCE 20 th Century American History	Founding of the nation History day-research skills	Immigration and Industrialization History Day- Research writing	History Day presentation Imperialism WWI	Roaring Twenties Great Depression WWII Pearl Harbor Japanese internment camps Atomic bomb Civil rights movement
ENGLISH	Novel Study <u>Bud, Not Buddy</u> <u>A Wrinkle in Time</u> Writing: Narrative Expository Research Journals Vocabulary Grammar: parts of speech	Novel Study <u>The Giver</u> Writing: Descriptive Persuasive Research Journals Vocabulary Grammar: parts of speech	Novel Study <u>Out of the Dust</u> Writing: Poetry Journals Vocabulary Grammar: proofreading	Novel Study <u>To Kill a Mockingbird</u> Writing: Response to literature Friendly letter Journals Vocabulary Grammar: building effective sentences
MATHEMATICS Pre-Algebra	Number theory Properties of numbers Integers Fractions Exponents and square Roots	Ratios and rates Percents Consumer math Problem solving Estimation	Coordinate plane One-variable equations Two-variable equations Probability	Linear functions Pythagorean Theorem Geometry 2D figures Algebra
SCIENCE	Scientific method Measurement Graphing Astronomy Challenger Space Center	States of matter Elements and the Periodic Table Atoms and bonding Chemical reactions	Acids, bases, and solutions Organic Chemistry Motion Forces	Newton's Laws Rocketry Pressure in fluids Work and machines Robotics Energy
WORLD LANGUAGES Passport to the World: Latin and Spanish Semester Classes	Latin Why Latin? Connections to English and Romance languages Roots and suffixes Intro to translation Seasonal celebrations	Latin Roots and suffixes Latin and sciences Latin and arts Intro to translation Intro to Romance languages,	Spanish Spanish Speaking World Spanish speaking countries. Chapter 1 Vistas (vocabulary)	Spanish Spanish-speaking world Famous Spanish- speaking people Chapter 1 from Vistas (grammar)

		cognates and derivatives Seasonal celebrations	Holidays and culture	Holidays and culture
ART and RELIGIOUS STUDIES Semester Classes	Art An exploration in visual arts using different mediums and techniques; focus on artists from the realist and impressionist eras Elements and principles of design 2D art - drawing, painting, and mixed media	Art 3D Art - sculpting, carving, and mixed media Art history	Religious Studies Hebrew Scriptures, even years New Testament, odd years	
MUSIC	Choice of: band, choir, or orchestra	Christmas concerts	Solo and ensemble festivals	Spring concerts
PHYSICAL EDUCATION	Weekly mile run Grade mile run Ultimate Frisbee skills/ tournament Weight lifting activities Basketball skills/ tournament	Weekly mile run Table tennis skills/ tournament Football skills/ tournament	Fitness testing Weekly mile run Soccer skills/ tournament Making Proud Choices health program	Weekly mile run Softball skills/ tournament Volleyball skills/ tournament
ASSESSMENT and EVALUATION	Portfolios, Quizzes, Tests, Projects, Observation, Peer and Self-assessment			

Grade 8 Curriculum Plan

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SOCIAL SCIENCE <i>Geography</i>	Looking at the world -- basic physical and human aspects of geography Map reading skills Fresh water	Impact of living well on people and the planet Globalization The five themes of Geography Current events	Physical and cultural geography of Africa Poverty and recovery in Africa Current events	Physical and cultural geography of the Middle East and South Asia Current events
ENGLISH	Writing process Summer reading Journals Writing paragraphs Friendly letter Free reading Grammar Vocabulary <u>Under the Blood</u> <u>Red Sun</u>	Journal <u>Anne Frank and Me</u> Opinion piece Compare and contrast essay Free reading Grammar Vocabulary	Journal <u>Midsummer Night's Dream</u> <u>The Shadow</u> <u>Spinner</u> Free reading Literary analysis Impact: short stories and poetry Book review Grammar Vocabulary	<u>The Outsiders</u> Oral interpretation Free reading Grammar Vocabulary
MATHEMATICS <i>Algebra I</i>	Properties of numbers Operations with rational numbers Fraction and decimal operations Solving two-step equations Problem-solving w/ equations Triangles: similarity, scale drawings, Pythagorean Theorem Graphing inequalities on a number line Solving multi-step inequalities Compound inequalities	Absolute value equations and inequalities Graphs and functions Equations and functions Linear equations in three forms: point/slope, standard form and slope/intercept direct and inverse variations Parallel and perpendicular lines Real world applications of linear equations	Basic probability: experimental and theoretical Compound probability Ratios, proportions and percents Percent change permutations and combinations Systems of equations: graphing, substitution, elimination systems of inequalities: graphing review laws of exponents, zero and negative exponents	Evaluating scientific notation using Laws of exponents Exponential functions: growth and decay Polynomial operations Factoring polynomials Quadratic equations: solving and factoring Discriminant, Quadratic formula, Completing the square Graphing quadratic equations
SCIENCE	Scientific method Measurement Graphing Characteristics of life Cell structure/function	Cellular respiration Photosynthesis DNA and protein synthesis Cell division Science Fair	Genetics and evolution Classification of life Monerans and viruses Protists Fungi	Plants Animals Human physiology

	Science Fair			
WORLD LANGUAGES Passport to the World: French and Hawaiian Semester Classes	French: The French speaking countries “Adomania” interactive program Cultural activities and seasonal celebrations		Hawaiian: Geography Pī‘āpā Greetings Basic sentence structure	Hawaiian: Ali‘i and Queen Emma Genealogy Family Basic sentence structure
ART and RELIGIOUS STUDIES Semester classes	An exploration in visual arts using different mediums and techniques Focus on artists from the realist and impressionist eras Design elements and principles 2D art - drawing, painting, and mixed media	3D art - sculpting, carving, and mixed media Art history	World Religions Introduction to five of the major world religions: Buddhism, Hinduism, Judaism, Islam, and Christianity	
MUSIC	Choice of: band, choir, or orchestra	Christmas concerts	Solo and ensemble festivals	Spring concerts
PHYSICAL EDUCATION	Fitness testing Weekly mile run Ultimate Frisbee skills/ tournament Weight lifting activities Basketball skills/ tournament	Fitness testing Weekly mile run Table tennis skills/ tournament Football skills/ tournament	Fitness testing Weekly mile run Soccer skills/ tournament Making proud choices health program	Fitness testing Weekly mile run Softball skills/ tournaments Volleyball skills/ tournament
ASSESSMENT and EVALUATION	Portfolios, Quizzes, Tests, Projects, Observation, Peer and Self-assessment			

HIGH SCHOOL ACADEMIC PROGRAM

The High School academic program is crafted to provide students with a rich variety of opportunities to personalize their learning experience. Our rigorous, college preparatory program is designed to empower students to discover and cultivate their individual talents and passions, practice the concepts and skills they learn in a variety of settings, and think critically and deeply as they engage in meaningful and relevant work. They pursue a line of inquiry deeply, actively problem-solve and create solutions, taking action to contribute to our local, national, and global community. They express their creativity and originality in a variety of ways, whether it is through film, painting, graphic design, music, engineering or science fair projects. Through our challenging and inspiring program, our students develop the character and mindset to reflect, persist, and succeed in college, career, and life.

Personalized Schedule

Schedules are tailored to students' individual interests and provide a variety of learning experiences, incorporating face-to-face and online learning, independent research and study opportunities, elective courses, and courses at the collegiate level.

❖ Honors Distinction Courses

Students may academically distinguish themselves through honors-level curriculum and assessments. Students who exhibit a positive attitude, a growth mindset, and complete honors-level assignments and discussions will receive an honors designation at the end of each quarter. Honors distinction is noted on the student's transcript if she fulfills Honors requirements for both quarters of the semester. Courses eligible for honors designation are denoted in the curriculum guide. Students interested in pursuing this distinction must work with their instructor to meet the requirements.

One Schoolhouse Partnership



St. Andrew's Schools partners with One Schoolhouse to offer a diverse suite of rigorous credit-bearing online courses. One Schoolhouse courses are designated in the curriculum guide by the One Schoolhouse logo. Elective courses are available for a discounted, "consortium" fee with dollar signs \$\$ next to the credit allowance. A St. Andrew's Schools mentor guides students in their learning and ensures that students are on track. *For current consortium rates visit <https://www.oneschoolhouse.org/tuition--policies.html>.*

iPriory

Several courses have been designated iPriory courses. The Priory continues to redefine learning beyond the confines of physical space and time by leveraging technology. iPriory courses use a combination of face-to-face, online, and flexible grouping and meeting arrangements to individualize the learning experience.

Hawai'i Pacific University Partnership

Our college advancement program allows students the opportunity to take elective classes for credit at Hawai'i Pacific University. Eligibility is determined by the college counselor and upper school principal in the spring for the following school year. Eligible juniors and seniors may register with the College Counselor and Registrar. Interested students may make inquiries with the College Counselor.

POINTS OF PRIDE

PRIORY IN THE CITY

“Downtown Honolulu is the New Classroom”

The Priory is footsteps from the seat of government, businesses, nonprofit organizations, arts and cultural centers and healthcare systems. Our Priory in the City Program leverages the school’s downtown Honolulu location to nurture the next generation of women leaders through networking, mentoring, and internships in the heart of the city. Priory in the City students:

- Visit a variety of workplaces, hear from guest speakers, learn from professionals, and begin to consider their career interests
- Undergo a series of assessments to better understand their strengths and connect their abilities with potential professions and college paths
- Receive a personally tailored workplace learning experience suited to their interests, talents, and aspirations with a mentor.

STEAM:Ed Up!

St. Andrew’s Schools’ STEAM:Ed Up! program integrates science, technology, engineering, art, and math to challenge students to solve interesting problems and engage in devising solutions to real-life issues in innovative and organic ways. Students use design thinking, engineering design process (EDP), and the scientific method to frame questions, ideate, design, build and test solutions, and reflect to build higher order thinking skills that are crucial to success in school and in life.

Our students:

- Think critically like a **S**cientist
- Develop and implement like a **T**echnologist
- Design and build like an **E**ngineer
- Create like an **A**rtist
- Analyze and problem-solve like a **M**athematician



Stevens Global Leadership

In a fast-paced, ever changing, and fluid world, our students must cultivate the character, capabilities, and will to contribute to a bright future. The Stevens Global Leadership Program offers engaging and challenging learning experiences where students:

- Investigate the world beyond their immediate environment, deeply engaging in inquiry about significant global issues that affect peace
- Recognize, articulate, and explain multiple perspectives, aware and respectful of how religious, cultural, geopolitical and historical backgrounds shape individual viewpoints, including their own
- Construct and articulate their own unique perspectives about how the world works based upon sustained inquiry of global issues that affect peace
- Communicate and engage with audiences of diverse backgrounds, recognizing and overcoming linguistic, ideological, cultural, and geographic barriers
- Take action through networking, collaboration, negotiation, and/or compromise, seeing themselves as positive, powerful agents for peace (locally, regionally, and/or globally)

- Cultivate awareness and engage in thoughtful reflection to instill an empathetic, peace-building mindset

Distinction in Global Leadership

The Distinction in Global Leadership recognizes students who have completed and excelled in rigorous academic coursework and service learning opportunities that are aligned to the Stevens Global Leadership Learning Outcomes. Students' high school transcripts will reflect the Distinction and they will be recognized at commencement with a blue cord, which signifies peace. Please refer to Appendix I for specific requirements.

Distinction in Global Leadership Application Process

Students applying for Global Leadership Distinction must complete the Distinction in Global Leadership Application process by early April of the school year. Please refer to Appendix II for detailed requirements.

Independent Inquiry and Independent Study

Independent Inquiry

Independent Inquiry is a graduation requirement available to high school students to pursue a sustained line of inquiry on a topic that they are interested in, curious, or passionate about with the guidance of a faculty mentor. Students are required to present their findings to a wider audience through a department-approved competition or fair. Students in grades 10-12 are eligible to apply for Independent Inquiry.

Independent Inquiry helps students become engaged in a sustained, iterative process of inquiry, critical thinking, problem-solving, self-reflection, and creation by investigating a student-generated central question.

Students engage in decision-making throughout the process by effectively framing a focused research question; locating, obtaining, and evaluating information for analysis and synthesis; analyzing and evaluating arguments, evidence, and claims; making connections and inferences among disparate pieces of information; identifying further lines of questions for investigation; and drawing well-reasoned conclusions based on their research. They exercise their creativity by developing a polished, well-designed product that the student can feel proud to share with a wider audience. Moreover, students develop their oral presentation skills as they present their projects and field questions in a professional manner to wider audience. Finally, students have the benefit of gaining success skills such as time management, self-advocacy, collaboration, flexibility, adaptability, and resilience, all necessary for managing a sustained, long-term, and academically rigorous independent project.

To participate in the Independent Inquiry course, students must

- Meet with potential faculty mentors to discuss subjects/topics of interest by the deadline.
- Review the Independent Inquiry process (below) to gain an understanding of the expectations for Independent Inquiry
- Complete the Independent Inquiry Application Form by the deadline.
- Students enrolled in Independent Inquiry must:
 - Check-in with faculty mentors at least once per week
 - Actively be in communication with faculty mentors on progress of the project
 - Actively submit Independent Inquiry-related work into Canvas on time, and negotiate deadlines when necessary
- Hold themselves to high academic standards
- Exhibit academic honesty and integrity
- Present their working papers/projects at the January Academic Fair and their revised, completed works at the April Student Exhibition event

For further information on the Independent Inquiry process, please refer to Appendix III.

Independent Study

Independent Study is an elective course where students pursue/ research a subject in more depth and in a more independent manner than would be possible in a traditional course. The Independent Study instructor and student collaborate to set learning goals and expectations that focus on the mastery of specific content and skills through sustained study of a particular field or discipline.

To participate in the Independent Study course, students must

- Meet with potential faculty mentors to discuss subjects/topics of interest by the deadline
- Complete the Independent Study Application Form by the deadline.

Students enrolled in independent study must:

- Check-in with faculty mentors at least once per week
- Set learning goals throughout the year with faculty mentors
- Complete a project or set of assessments that demonstrate mastery/ proficiency of skills as outlined by the learning goals.
- Actively be in communication with faculty mentors on progress

ACADEMIC GUIDELINES AND POLICIES

Graduation Requirements

A minimum of 24 credits is required for graduation. Generally, a semester class is one half (½) credits, and a year-long class is one (1) credit. Students must fulfill the required number of credits in the designated subject areas during high school to graduate as described in the table below.

Subject	Required Credits
English	4
Social Science	4
World Language ²	3
Mathematics	3
Science	3
Physical Education	2½
Religious Studies	1
Performing/ Visual Arts	1
Independent Inquiry	½

Maximum Credit Allowance per Grade Level

Year	Grade Level	Number of Credits
Freshmen	9	7
Sophomore	10	7.5
Junior	11	7.5
Senior	12	8.0

Required Courses

Freshmen will be assigned to at least five academic core courses in English, math, science, social science, and world languages as well as design thinking. Sophomores and juniors will be assigned to at least five academic core classes in English, math, science, social science, and world languages. All sophomores, juniors, and seniors will be enrolled in our Priory in the City Program.

Adding and Dropping Courses

Students have the opportunity to add or drop elective courses in early August and the first week of school. The add/ drop form will be available in early August, during computer registration period.

² Or up to level-four language

Course Change Procedures

If a semester course is dropped after the last day of the first quarter, or a yearlong course is dropped after the last day of the second quarter, a WP (withdrew passing) or WF (withdrew failing) may be recorded for each subsequent grading period.

JV/ Varsity Credit

Students may fulfill up to 1.5 credits of your PE requirement by playing a junior varsity or varsity level sport. If you are contemplating playing a sport for JV/ Varsity PE credit, you **MUST** check with the athletic director for instructions and forms before the season starts.

Study Hall

- All freshmen are assigned to study hall. Freshmen who earn honor roll or Head of School for Quarter 2 will be released from study hall for Quarter 3.
- Sophomores are assigned to study hall during Quarter 1. Students may be released from study hall if they remain in good academic standing by the end of Quarter 1.
- Any high school student who may need designated time to study and seek assistance from teachers during the school day may be assigned to study hall at any time as determined by her teachers, counselor, and upper school principal.

HIGH SCHOOL COURSE REGISTRATION INFORMATION

The course request process begins in late January with the publication of the St. Andrew’s Schools, The Priory Upper School Curriculum Guide.

Throughout the course of February, academic staff meet with students in group and individual settings to guide students in the course registration process. During Guidance period, students peruse the curriculum guide and are asked to fill out the **Course Registration Worksheet** and **Curriculum and Student Activities Planning Guide**. These are initial course request and planning sheets that help our academic staff and College Counselor guide the student in crafting a personalized schedule that is academically rigorous and tailored to students’ interests. Parents are asked to review the Course Registration Worksheet with their daughter and sign off. Students are also encouraged during this time to apply for One Schoolhouse and Advanced Placement courses and inquire about opportunities to take courses at Hawai’i Pacific University.

Students are then assigned to one-on-one appointments with our academic staff, and the requests are input into PowerSchool. Students will bring home their **Course Request Confirmation Forms** for final review and signature from parents, due by **March 12**.

Important Dates and Deadlines

January 31	The Priory Upper School Curriculum Guide published
February 15	Deadline for student applications for Advanced Placement and One Schoolhouse courses
February 23- March 12	Incoming 9 th -12 th grade students meet with academic staff; Turn in signed Course Registration Worksheet and Curriculum and Student Activities Planning Guide
March 5	Deadline for student applications for independent inquiry and independent study courses
March 12	Deadline for turning in signed Course Request Confirmation Forms
May 31	Summer reading and assignments published on portals
May 31	Textbook list published on portals
June 1& 2	Book buyback and donations
Week of July 16	Student schedules posted to PowerSchool
August 9 & 10	Computer registration and add/ drop period for high school

Sample High School Course Plan

Department	Courses by Grade, Credit							
	9 th Grade	CR	10 th Grade	CR	11 th Grade	CR	12 th Grade	CR
English	English 9	1	English 10	1	American Literature	1	British World Literature	1
Social Science	World History I	1	World History II	1	US History	1	US Government	½
							Hawaiian History	½
Science	Conceptual Physics	1	Chemistry	1	Any life science or physical science elective course	1		
World Language	World Language	1	World Language	1	World Language	1	World Language	1
Math	Geometry	1	Algebra II w/Trigonometry	1	Math Elective	1		
Religious Studies			Religious Studies Elective	½		½	Religious Studies Elective	½
Physical Education	Health	½	Fitness for Life	½	HS PE or JV/Varsity Sport	½	HS PE or JV/Varsity Sport	½
	HS PE	½						
Performing/ Visual Arts	Art or Music Elective	½	Art or Music Elective	½	Art or Music Elective	½	Art or Music Elective	½
Priory in the City			Priory in the City - Sophomores	½	Priory in the City - Juniors	½	Priory in the City - Seniors	1
Design Thinking/ Independent Inquiry/ Independent Study	Design Thinking	½	Independent Inquiry	½			Independent Study	½

Instructions and Tips on Course Planning

- Think about what you want your high school transcript to convey about you to the college admissions committee when you are planning out your course requests.
- Balance required courses and elective courses. Please keep track of whether or not you're fulfilling your graduation requirements as you request your courses.
- Fill out your **Curriculum and Student Activities Planning Guide**. Think about what your interests are and what academic areas you'd like to explore. Please use this sheet to guide your request for courses so that you can balance your academic life with your extracurricular interests and responsibilities.
- Fill out your **Course Registration Worksheet**, up to seven credits for freshmen, and up to 7.5 credits for sophomores, juniors, and eight credits for seniors. You'll be asked to review this worksheet with your parents and turn it in at the time of your one-on-one academic counseling session with either Ms. Hirasuna or Ms. O'Brien. As you are filling out this worksheet:
 - Rank your requested courses in order of preference and importance to you on the worksheet.
 - Make sure you have alternates listed for graduation requirements.
 - Consider taking HPU courses through our college advancement program. See Ms. O'Brien for more information.
- Once you have completed your one-on-one academic counseling session with Ms. Hirasuna or Ms. O'Brien, you will need your parents' final sign-off on the **Course Request Confirmation Form**.

COURSES OFFERED BY DEPARTMENT

✂ Denotes courses offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021.

☒ Denotes courses offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022.

❖ Denotes course offers an option for honors work and designation.



Denotes a laboratory science course.



Denotes course that fulfills Distinction in Global Leadership requirements.



ONE SCHOOLHOUSE
partners in innovation

Denotes courses that are offered by the One Schoolhouse. Families are responsible for paying the discounted consortium rate for elective One Schoolhouse courses. For current rates visit oneschoolhouse.org.

The Priory is committed to offering a full and enriching academic program for all of our students. In some cases, when enrollment for a specific course is very low, we will substitute a course that, from the school's perspective, will provide the student not only with challenging learning experiences but also a competitive college profile.

Course	Term Length	Credit
ENGLISH		
English 9 ❖	Year	1
English 10 ❖	Year	1
American Literature ❖	Year	1
British & World Literature	Year	1
AP® English Literature & Composition	Year	1
Competitive Speech	Semester	½
Debate	Semester	½
Creative Writing ✂	Semester	½
Words on Film ✂	Semester	½
Reading and Writing Lab	Semester	½
Research and Research Writing ☒	Semester	½
DESIGN THINKING		
Design Thinking	Semester	½
INDEPENDENT INQUIRY AND INDEPENDENT STUDY		
Independent Inquiry	Year	½
Independent Study	Semester/Year	½ or 1
JOURNALISM		
Journalism -Newswriting	Year	1
Journalism – Yearbook	Year	1
MATHEMATICS		
Algebra I	Year	1
Geometry ❖	Year	1

Course	Term Length	Credit
Algebra II with Trigonometry ❖	Year	1
Pre-Calculus ❖	Year	1
Calculus ❖	Year	1
AP® Calculus AB	Year	1
AP® Calculus BC  ONE SCHOOLHOUSE <small>partners in innovation</small>	Year	1
AP® Computer Science A  ONE SCHOOLHOUSE <small>partners in innovation</small>	Year	1
AP® Computer Science Principles	Year	1
AP® Statistics/Statistics  ONE SCHOOLHOUSE <small>partners in innovation</small>	Year	1
Intro to Computer Programming	Semester	½
Computer Programming	Year	1
Personal Finance	Semester	½
PERFORMING ARTS		
Beginning Band	Year	1
Intermediate Band	Year	1
Advanced Intermediate Band	Year	1
Select Wind Ensemble	Year	1
Chamber Choir	Year	1
Beginning Strings	Year	1
Intermediate Strings	Year	1
Advanced Intermediate Strings	Year	1
Chamber Strings	Year	1
Theater	Semester	½
AP® Music Theory  ONE SCHOOLHOUSE <small>partners in innovation</small>	Year	1
PHYSICAL EDUCATION		
Fitness for Life	Semester	½
Health	Semester	½
High School Physical Education	Semester	½
JV/Varsity Sport Credit	Semester	½
PRIORY IN THE CITY		
Priory in the City – Sophomores	Semester	½
Priory in the City – Juniors	Semester	½
Priory in the City – Seniors	Semester	1
RELIGIOUS STUDIES		
Controversies ☒	Semester	½
Philosophy ✂	Semester	½
Practical Theology ☒	Semester	½
World Cultures & Religions ✂	Semester	½
SCIENCE		
Conceptual Physics ❖	Year	1
Chemistry ❖	Year	1
Biology ❖	Year	1
AP® Biology	Year	1
AP® Chemistry ☒	Year	1
AP® Physics ☒	Year	1
AP® Environmental Science ✂	Year	1

Course	Term Length	Credit
Behavioral Science ☒	Semester	½
Engineering	Semester	½
Forensic Science ☒	Semester	½
Microbiology	Semester	½
Neuroscience  ONE SCHOOLHOUSE partners in innovation	Year	1
Oceanography ☒	Semester	½
Physiology	Semester	½
SOCIAL SCIENCE		
World History I	Year	1
World History II	Year	1
Hawaiian History	Semester	½
Hawaiian Ethnographic Study: Ka Leo o Kaleleonālani		
United States Government	Semester	½
AP® U.S. Government	Year	1
United States History	Year	1
AP® United States History	Year	1
AP® Art History/Art History  ONE SCHOOLHOUSE partners in innovation	Year	1
AP® Macroeconomics  ONE SCHOOLHOUSE partners in innovation	Year	1
AP® Microeconomics  ONE SCHOOLHOUSE partners in innovation	Year	1
AP® Psychology/Psychology  ONE SCHOOLHOUSE partners in innovation	Year	1
Controversies*	Semester	½
Global Girls-Global Action	Year	1
Model UN & Global Affairs	Year	1
Philosophy ☒	Semester	½
STUDENT SERVICE		
Student Service	Semester/Year	½ or 1
VISUAL ARTS		
Studio Art I, II ❖	Semester	½
Visual Storytelling	Semester	½
Graphic Design ❖	Semester	½
Photography I, II ❖	Semester	½
Honors Photography Portfolio I, II, III ❖	Year	1
Honors Portfolio Art I, II, III ❖	Year	1
WORLD LANGUAGES		
English as a Second Language	Year	0
French IV, V	Year	1
Hawaiian I, II, III, IV, V	Year	1
Japanese I, II, III, IV, V, AP®	Year	1
Mandarin I, II, III, IV, V	Year	1
Spanish I, II, III, IV, V, AP®	Year	1

Tips on Reading the Curriculum Guide

Please consider the following as you plan your courses for next year. Some courses run every other year, have prerequisites that must be fulfilled, are restricted to certain grade levels, or have extra costs associated with them. As you read the course descriptions, be sure to check for the following:

- Are there any pre-requisites or grade restrictions? How many credits is the course? Will this course fit within your credit limit?

Curriculum Guide Course Example:

Creative Writing (ENCREHS) 

Grades 10-12, Semester, One Half (½) Credit

Offered only in school years beginning with even year, e.g. 2018-2019, 2020-2021

This introductory course complements grade-level English courses and provides an opportunity for students who are more right- than left-brained to shine. Students spend the first quarter writing fiction and the second quarter writing poetry. Among other skills, students learn to construct a narrative line, develop imagery patterns, and use rhyme and syntax to evoke sensory and affective responses.

- Year the course is offered: When is the course offered, 2018-2019 or 2019-2020?
 -  Denotes courses offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021.
 -  Denotes courses offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022.
- One Schoolhouse course: Is it a One Schoolhouse course? If so, are there additional costs associated with taking the course?

 **ONE SCHOOLHOUSE**
partners in innovation Denotes courses that are offered by the One Schoolhouse. Families are responsible for paying the discounted consortium rate for elective One Schoolhouse courses. For current rates visit oneschoolhouse.org.
- Is it a laboratory science course?

 Denotes a laboratory science course.
- Does the course count towards Distinction in Global Leadership?

 Denotes course that fulfills Distinction in Global Leadership requirements.
- Does the course offer Honors Distinction?
 -  Denotes course offers an option for honors work and designation.

ENGLISH

By creating a language-rich environment in the classroom and through use of Internet resources, the upper school English program develops crucial reading, speaking, listening, and writing skills. At each grade level, students read and study a variety of genres and familiarize themselves with the characteristic use of literary devices and rhetorical strategies in different eras and cultures. Students analyze literary and expository texts developing critical thinking skills as well as an appreciation for and an ability to apply textual and oral conventions. Through increasingly complex research and writing assignments, students learn to synthesize and document sources, construct and support valid arguments, and develop a distinctive and appealing voice and style. Vocabulary and grammar are a major focus at every level.

Graduation Requirements

- Four (4) credits of grade level English

Procedure and Criteria for Placement in AP[®] Sections

The English Department determines the roster for the following year and notifies students, who may accept or decline this placement.

The following criteria are used:

1. Students consistently earn A's and B's in English classes.
2. Students read well, value the literature they read, and enthusiastically discuss what they read.
3. Students write logically and coherently, display strong skills in grammar and usage, and are committed to the process of writing, e.g. editing and rewriting.
4. Students willingly and voluntarily share insights (oral and written) and recognize their responsibilities as contributing class members.

Courses

English 9 (ENENG09) ❖

Grade 9, Year Term, One (1) Credit

Students closely study literary and non-literary texts, including periodicals, speeches, lyrics, advertisements, film, myths, short stories, poetry, novels, and a Shakespeare play. They develop critical discussion and creative speaking skills through the study of dramatic reading, explanatory discussion, as well as formal persuasive speaking. Critical reading, research, and analytical skills are assessed through oral performances, presentations, essays, and tests. Students also intensely focus on building vocabulary and discipline specific terminology and learning and applying fundamental grammar principles.

English 10 (ENENG10) ❖

Grade 10, Year Term, One (1) Credit

English 10 offers readings in a variety of literary forms, including poetry, drama, short story, and novel. Emphasis is placed upon the foundations of critical analysis in the development and appreciation of good writing. Oral and written communication skills, including grammar, vocabulary, and syntax are developed and refined.

American Literature (ENAML11)



Grade 11, Year Term, One (1) Credit

American Literature introduces students to the many voices, themes, and styles which characterize it and represents the American experience. Through reading, writing, oral communication, critical analysis, and creative interpretation, students will trace the literary roots of our nation and continue the journey of self-discovery and adventure.

British & World Literature (ENBWL12)

iPriory

Grade 12, Year Term, One (1) Credit

Through reading, writing, oral communication, critical analysis, and creative interpretation, students will trace and explore the development of the English language and its impact on the world of literature. British & World Literature will introduce students to selected classics in British and World Literature, emphasize the importance of writing, and prepare students for college. Throughout the course, students will hone their skills in dramatic reading and presentation, as well as develop their skills in critical oral interpretation. Students will engage in independently designed creative and critical oral activities as well.

Advanced Placement English Literature & Composition (ENAPENLT)

iPriory

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: department recommendation

This college level course is built around rigorous analysis of selected literature. Its goals include the development of a critical perspective and conscious writing style. Reading and writing assignments are numerous and varied with representation from many genres and eras. Students take the national College Board AP® Exam. This course may be taken in lieu of American Literature or British & World Literature.

Competitive Speech (ENSPHTM)

iPriory

Grades 9-12, Semester Term, One Half (½) Credit

Students learn and engage in a variety of speaking opportunities via their participation in the Hawai'i Speech League as an active member on the Priory Speech Team. Students meet twice a month with the team during activity sessions, collaborate face-to-face and digitally with the teacher and teammates at separately scheduled times, and work independently to prepare for tournaments. Students are required to attend several tournaments throughout the year. Speech encourages the development of poise, confidence, and articulation before an audience. Students learn to think both critically and creatively as well as hone their skills in independent learning and time management.

Debate (ENDEBHS)

iPriory

Grades 9-12, Semester Term, One Half (½) Credit

Students learn the fundamentals of debate, rhetorical skills, critical thinking and listening skills via their participation in the Hawai'i Speech League as an active member on the Priory Debate Team. Students meet twice a month with the team during activity sessions, collaborate face-to-face and digitally with the teacher and teammates at separately scheduled times, and work independently to prepare for tournaments. Students are required to attend several tournaments throughout the year. Preparation includes conducting research, taking notes to summarize, question and clarify information, as well as practicing in mock-debate settings. Students are required to attend several tournaments throughout the year.

Creative Writing (ENCREHS)



Grades 10-12, Semester Term, One Half (½) Credit

Offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021

This introductory course complements grade-level English courses and provides an opportunity for students who are more right- than left-brained to shine. Students spend the first quarter writing fiction and the second quarter writing poetry. Among other skills, students learn to construct a narrative line, develop imagery patterns, and use rhyme and syntax to evoke sensory and affective responses.

Words on Film (ENWOFHS)



Grades 10-12, Semester Term, One Half (½) Credit

Course offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021

By viewing, discussing, and writing about film, students develop a broader understanding of its multiple roles as art, entertainment, and propaganda. Course content ranges from analysis of specific films to film history and major developments in theory and criticism.

Reading and Writing Lab (ENWRE1HS)

Grades 9-12, Semester Term, One Half (½) Credit

Students study sentence structure, spelling rules, and grammar that will strengthen basic skills; they develop comprehension strategies while reading both fiction and nonfiction.

Research and Research Writing (ENRRWHS)



Grades 10-12, Semester Term, One Half (½) Credit

Course offered only in school years beginning with an odd year, e.g. 2019-2020

Prepares students for college-level research and research writing, complements grade-level English courses, and develops technological as well as cognitive skills. Students will learn database management and library and Internet research skills.

DESIGN THINKING

Graduation Requirement for Class of 2022 and Beyond

- One half (½) credit

Policies

- All freshmen are assigned to Design Thinking
- Students who matriculate into the high school during their sophomore year and beyond are not required to take Design Thinking as a graduation requirement
- Design Thinking is highly recommended to prepare for independent inquiry and independent study

Design Thinking (DSNTHNK)



Grades 9-12, Semester Term, One Half (½) Credit

Students learn about the Design Thinking process: empathize, define, ideate, prototype, and test. A teaching team from various disciplines will utilize the UN Sustainable Development Goals to assign a theme and using

their mastery of design thinking and transdisciplinary ideas, knowledge, and skills, students will tackle local and global issues that are related to the theme. In the process, students will develop empathy with people in the community and cultivate a passion for improving the lives of others. At the end of the course, students will present their final project and submit a self-reflection.

INDEPENDENT INQUIRY AND INDEPENDENT STUDY

Graduation Requirement

- One half (½) credit of Independent Inquiry

Policies

- Students are required to schedule individual sessions with the Independent Inquiry/ Independent Study mentor to set learning goals receive guidance on putting together their project.
- Students are required to submit an Independent Inquiry application or independent study application form and secure a faculty mentor. For detailed information, how to apply and the independent inquiry process, see Appendix III of The Priory Upper School Curriculum Guide.

Independent Inquiry (SSINDRE)

iPriory

Grades 10-12, Year Term, One Half (½) Credit

Prerequisite: application and approval process; Design Thinking (*DSNTHNK*) highly recommended

Formerly Independent Research, Independent Inquiry is available to students who would like to pursue a sustained line of inquiry on a topic that they are interested, curious, or passionate about with the guidance of a faculty mentor.

Independent Study (INDSTUD)

iPriory

Grades 9-12, Semester or Year Term, One Half (½) or One (1) Credit

Prerequisite: application and approval process; Design Thinking (*DSNTHNK*) is highly recommended

Students have an opportunity to pursue/research a subject in more depth and independence than possible in a traditional course. The Independent Study instructor and student collaborate to set learning goals and expectations that focus on the mastery of specific content and skills through sustained study of a particular field or discipline.

JOURNALISM

Graduation Requirement

- Not required for graduation.

Courses

Journalism - Newswriting (ENJRNNW)

iPriory

Grades 9-12, Year Term, One (1) Credit

An introduction to the craft of journalism, as journalists, students are taught to cherish traditional journalistic values: ethics, concern for the community, hard work, and honesty. Students develop their news writing skills as

they work together as editors, reporters, designers, and photographers. They publish the online newspaper *Ke Kukui*.

Journalism - Yearbook (ENJRNYB)

iPriory

Grades 9-12, Year Term, One (1) Credit

Prerequisite: teacher approval

Students will produce the school's yearbook. By creating the yearbook, students develop the writing skills needed for feature writing and school event coverage as well as journalistic photography. They also learn the publication/graphics software and computer skills necessary to produce book publications.

MATHEMATICS

Mathematics has a greater impact on our society than ever before. It provides the framework for our advancing technology and has grown in importance in our everyday lives. With these challenges, students need to meet a new standard of mathematical literacy. The scope of the classroom must go beyond mastery of facts and skills to experiences using multiple techniques and strategies derived from strong conceptual understanding. Mathematical literacy incorporates active involvement with contemporary problems and applications in the form of careful thought, discernment of patterns, and experimentation.

At the beginning, students become acquainted with simple number theory, algebra, and geometry. With these building blocks, they acquire more sophisticated skills and understanding to address complex mathematical challenges.

Graduation Requirement

- Three (3) credits
- Students must take Algebra II with Trigonometry as one of the three credits

Policies

A failed class receives no credit and students may not advance to the next course in the sequence without first repeating and passing the failed course. The failed course may be repeated during the following school year, or, with written approval, may be retaken during summer school. However, if students receive a D+ or below, the department **strongly recommends** that students retake the course in order to improve her understanding and her foundations in the subject before taking the next math course in the sequence.

Most colleges today expect students to be proficient in the use of graphing calculators, so a graphing calculator is required in Algebra I, Geometry, and Algebra II with Trigonometry, Pre-Calculus, Calculus, and AP[®] Calculus AB. It is recommended that students that do not have a calculator purchase the TI-Nspire CX CAS. However, if a student owns a TI-84 or 84 plus, they may also be used in the course.

Procedure and Criteria for Honors or Advanced Placement

- Students must receive departmental approval for entrance into AP[®] Courses
- All students will have the option of working towards honors distinction. However, honors will be based on a list of criteria determined by the department and the individual instructor.

Courses

Algebra I (MAAL1HS)

Grade 9, Year Term, One (1) Credit

Prerequisite: Pre-Algebra

Requirement: Scientific Calculator such as TI-NSpire CX CAS

Students learn the basic skills of algebra. Topics include: proportions, variations, linear equations, systems of equations, inequalities, exponents and exponential equations, functions, transformations of graphs, and quadratic functions. Application of algebra skills will be utilized in real-world applications.

Geometry (MAGEOHS)

iPriory ❖

Grades 9 and 10, Year Term, One (1) Credit

Prerequisite: Algebra I (MAAL1HS)

Requirement: Scientific Calculator such as TI-NSpire CX CAS

An in-depth, formal study of the ideas of geometry. Topics include inductive and deductive reasoning, tools of geometry, line and angle properties, triangle and polygon properties, circles, area, Pythagorean Theorem, volume and surface areas. Students will have the option of earning honors distinction by following a list of qualifications determined by the instructor and the department.

Algebra II with Trigonometry (MAAL2HS)

iPriory ❖

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Geometry (MAGEOHS)

Requirement: Scientific Calculator such as TI-NSpire CX CAS

Taught in the context of real-world data, Algebra II explores the advanced use of operations and properties of algebra. Logarithms and trigonometry are also introduced.

Pre-Calculus (MAPCAHS)

iPriory ❖

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Algebra II with Trigonometry (MAAL2HS)

Requirement: Scientific Calculator such as TI-NSpire CX CAS

Pre-Calculus expands upon algebra, geometry, and trigonometry through the study of vectors, conic sections, matrices and determinants, polar coordinates, sequences and series. This course will focus on the application of concepts through group work.

Calculus (MACLSHS)

iPriory ❖

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Pre-Calculus (MAPCAHS)

Requirement: Scientific Calculator such as TI-NSpire CX CAS

This course develops the concepts of limits, derivatives, integrals, and applications of derivatives and integrals of the major algebraic and transcendental functions.

Advanced Placement Calculus AB (MACAPHS)

iPriory

Grades 11 and 12, Year Term, One (1) Credit

Prerequisites: Pre-Calculus (MAPCAHS) and department recommendation

Requirement: Scientific Calculator such as TI-NSpire CX CAS

This course is a study of limits and differentiation and integration of polynomial, rational, trigonometric, exponential, logarithmic and other transcendental functions and their applications. Topics are similar to the Calculus course but covered in greater depth; the course also includes AP[®] Calculus test preparation exercises. All advance placement students take the national College Board AP[®] Exam.

Advanced Placement Calculus BC(OSGAPCA)



Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: Pre-calculus and One Schoolhouse summer course Transition to AP[®] Calculus BC, which covers those topics, and approval.

The AP[®] Calculus BC course is a standard course in the calculus of a single variable. The goal is to teach conceptual reasoning, enabling students to present a solution algebraically, geometrically, numerically or verbally. Emphasis is placed on a clear understanding of the concepts as well as their applicability in real world situations. All of the topics in the AP[®] Calculus BC syllabi are covered, as well as additional topics as time permits. Major topics include limits, continuity, derivatives and applications, integrals and applications, first order linear differential equations, inverse trigonometric functions, transcendental functions, infinite series, Taylor polynomials, vectors, parametrically defined functions, and polar coordinates. This student-centered course features discussions, reflections, and projects that help students to master the course material in an engaging way. Students enrolled in this course are thoroughly prepared to take the AP[®] exam in the spring.

Advanced Placement Computer Science A (OSGAPCS)



Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: Algebra II and Trigonometry (MAAL2HS) and Introduction to Computer Science (MAINTCP), previous programming experience with instructor permission, or the One Schoolhouse summer course Preparing for AP[®] Computer Science and iOS App Development, application, and approval.

The AP[®] Computer Science course introduces the key concepts and techniques of object-oriented programming in Java. The analytic, critical-thinking, and problem-solving skills developed in this course transfer to programming in other languages on a variety of platforms. This course is designed with the idea that programming should be fun, engaging, and intuitive. Students work creatively and collaboratively with their classmates and develop a solid foundation from which to launch into a wide range of computer science areas. In today's world, having an understanding of programming concepts as well as the ability to approach problems with a "programmer's eye" have become essential skills for students and professionals. This course prepares students for the AP[®] Computer Science A exam in May.

Advanced Placement Computer Science Principles (MAAPCSP)

iPriory

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Introduction to Computer Programming (MAINTCP) or teacher approval

"If you learn about computer science, you have the ability to change the world." Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. This course is as much about creativity as it is about syntax. Students will come to understand how the Internet functions, how to look at their world in terms of data, how instructions are given to a computer, and apply their knowledge and skills to create their own original applications that solve a problem or serve a purpose in their lives and the lives

of others. With its unique focus on creative problem solving and real-world applications, AP[®] Computer Science Principles prepares students for college and career.



Statistics (OSGSTAT) and
Advanced Placement Statistics (OSGAPST)

Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: Algebra II and Trigonometry (MAAL2HS), application, and approval

AP[®] Statistics will help students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Each student will be expected to learn how to articulate methodology, data description, and conclusions and to provide constructive comments on reports by classmates. Much of the knowledge learned in this course will come through experiential activities that challenge students to design, administer, and tabulate results from surveys and experiments. Students will often work in small collaborative groups to explore problems and share ideas. Active participation, in the form of individual and group projects, peer review of student work, and discussion board conversations, are key to student success. Students may select the AP[®] or non-AP track in this course. Advanced placement students will be expected to delve deeper into the topics, take AP-style assessments, and prepare for the AP[®] exam in the spring.

Computer Programming, Introduction (MAINTCP)

iPriory

Grades 9-12, Semester Term, One Half (½) Credit

A project-based course that covers the fundamentals of computer programming, including data structures and algorithms. Through the study of multiple programming languages, students will gain proficiency in problem-solving using arrays, conditional structures, and iteration. During the second half of the course, students will complete an independent programming project of her own choosing. This course will prepare students for further study of Java, the language used for the AP[®] Computer Science exam.

Computer Programming (MACOMP)

iPriory

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Introduction to Computer Programming (MAINTCP) or teacher approval

What's your idea for an app? Design and create applications that solve a problem or serve a purpose from information to communication, decision-making, and/or entertainment. This is a one-year project-based course that provides advanced instruction in computer programming.

Personal Finance (MAPFI11)

Grades 9-12, Semester Term, One Half (½) Credit

Based on each student's financial goals, students will be able to research their own career ambitions and find a suitable one that matches their personality and talents. Based on this career, students will understand and create a living budget that projects the type of lifestyle it will afford them. This class will introduce students to the concepts, tools, and applications of personal finance that are important to reaching their personal life goals.

PERFORMING ARTS

The Performing Arts Department provides an extensive program of music, dance, and theater designed to nurture in students an enjoyment, understanding and appreciation of the arts. Students develop their "aesthetic responsiveness" through in-depth involvement in the creative process. In implementing the program, the goal is

for the highest performance levels to be achieved within an atmosphere that encourages experimentation and development of the performing arts.

Graduation Requirement

- One (1) credit in either performing or visual arts

Policies

1. Students must be available to participate in activities outside the school day. Concerts are considered exams for the course; therefore, participation is mandatory
2. Rental or purchase of instrument and/ or uniform may be required

Courses

Beginning Band (PABB712)

Grades 9-12, Year Term, One (1) Credit

Requirement: rental or purchase of an instrument

Beginning band introduces students to the fundamentals of music through the use of a band instrument. Rhythm analysis, note reading, and other aspects of music theory will be an integral part of this class. No previous musical experience is necessary.

Intermediate Band (PAIB6MS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: one-year experience playing a band instrument

Requirement: rental or purchase of an instrument

Open to students with at least one year of band study, this class is designed to refine and develop their performance skills. Intermediate band emphasizes small solo and ensemble groups to encourage independent playing. It is mandatory for students to participate in the O'ahu Band Directors Association Solo and Ensemble Festival and the Parade of Bands.

Advanced Intermediate Band (PAAIBMS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: two years' experience playing a band instrument

Requirement: rental or purchase of an instrument

Open to students with more than two years of playing experience, advanced intermediate band emphasizes sight-reading and independent performance opportunities. Students are exposed to and prepare a wide variety of instrumental music. Performance includes participation in the Solo and Ensemble Festival and the Parade of Bands.

Select Wind Ensemble (PASWEHS)

Grades 9-12, Year Term, One (1) Credit

Prerequisites: three years' experience playing a band instrument and department recommendation

Requirement: rental or purchase of an instrument and purchase of a uniform

Offered daily during 0 period, 7:00-7:40am

Designed for the serious high school band musician who wishes to be challenged by advanced instrumental literature, Select Wind Ensemble continues to develop the skills necessary to correctly interpret and perform more challenging literature. It is mandatory for students to participate in the O'ahu Band Directors Association Solo and Ensemble Festival and the Parade of Bands.

Chamber Choir (PAHSSCH)

Grades 9-12, Year Term, One (1) Credit

Requirement: purchase of a choir uniform

Chamber Choir will emphasize proper vocal technique and performance skills through a wide variety of choral music. The curriculum includes sight-singing and music theory as well as music history. Students must be available for occasional performances and or/rehearsals outside of the regular school day. Chamber Choir performs at school chapel services, Evensong services with the Cathedral of St. Andrew Choir, community concerts, semester concerts, and choral festivals.

Beginning Strings (PABS6MS)

Grades 9-12, Year Term, One (1) Credit

Requirement: rental or purchase of an instrument

Students will have the opportunity to begin study on violin, viola, cello, or bass. No previous musical experience is necessary. Emphasis will be placed on instrumental technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year.

Intermediate Strings (PAIS6MS)

Grades 9-12, Year Term, One (1) Credit

Prerequisites: one-year experience and/or department recommendation

Requirement: rental or purchase of an instrument

Open by audition to students with at least one year or equivalent of string playing experience. Emphasis will be placed on improving instrumental technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year. Private instruction is encouraged.

Advanced Intermediate Strings (PAAIS8MS)

Grades 9-12, Year Term, One (1) Credit

Prerequisites: two years' experience and/or department recommendation

Requirement: rental or purchase of an instrument

Open by audition to students with at least two years or equivalent of string playing experience. Emphasis will be placed on improving instrumental technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group will perform in several concerts throughout the year. Private instruction will be encouraged.

Chamber Strings (PACHAHS)

Grades 9-12, Year Term, One (1) Credit

Prerequisites: three years' experience and/or department recommendation

Requirement: rental or purchase of an instrument

Offered daily during 0 period, 7:00-7:40am

Open by audition to high school students who have had at least three years or equivalent of string playing experience. High caliber music and musicianship will be emphasized, along with advanced instruction in instrumental technique, music reading, theory, and ensemble skills. Students will continue to develop their practice skills and are expected to practice on a regular basis. This group will perform in several concerts throughout the year. Private instruction will be encouraged.

Theater (PATHEPT2)

Grades 6-12, Semester Term, One Half (½) Credit

This after-school program is open to students in grade 6 through grade 12. No previous theater training is required. Students will learn about and develop their theatrical performance skills as well as their theatrical production skills. Presents two performance pieces each school year. Interested students may audition for acting parts and/or register to be a production member in the program during the first week of each production period. Commitment, participation, attendance, punctuality, teamwork and cooperation are required to create an enthusiastic, efficient and effective theatrical ensemble.

Advanced Placement Music Theory (OSGAPMT)

Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: application and approval

This course cannot be taken to fulfill graduation requirements



AP® Music Theory introduces advanced concepts of music theory to students. The aim of this course is to improve students' performance, aural, analytical, and composition skills. AP® Music Theory is an intensive, fast-paced course that touches on aspects of melody, harmony, texture, form, musical analysis, and composition. This course also includes an aural section of sight-singing, melodic and harmonic dictation, and listening examples. Each student composes and performs original compositions, both as an individual and in a group setting. All students enrolled in this course take the Advanced Placement exam in the spring. Yet AP® Music Theory is not just about the exam; students experience growth in their performance skills and musicianship. This is a crucial course for anyone looking to pursue music professionally or for anyone who wants to pursue their passion in music.

PHYSICAL EDUCATION

The physical education department provides a variety of sports and dance activities to develop each student's physical fitness and motor coordination. To instill a lifetime appreciation for physical activity, the Physical Education Department helps each student to develop skills and knowledge of the various activities. Finally, the department provides opportunities for peer socialization, thereby allowing for leadership and sportsmanship qualities to develop.

Graduation Requirements

- Two and one half (2½) credits
- Students must take Fitness for Life and Health for one half (½) credit each for a total of one (1) credit

Policies

- The Priory P.E. uniform is required and available for purchase from the school's uniform supplier.
- Students are required to wear socks and athletic shoes with non-marking soles for physical education classes.

- Students must rent combination locks from the Physical Education Department to secure personal belongings in the locker room facility. The rental fee is \$5.00.
- For JV/Varsity Sport credit students must obtain all paperwork **within one week** of the season starting date and return all signed paperwork within two weeks of completed season.
- The physical education grade is dependent upon daily in-class participation and cooperation by the student, written tests, and cardiovascular/fitness tests. It is important, therefore, that students participate and cooperate during class time, and that they complete assigned make-up tasks when they are unable to participate or are absent from school.

Courses

Fitness for Life (PEF4LHS)

Grades 9-12, Semester Term, One Half (½) Credit

Designed to help students learn about the health-related physical fitness components and the benefits of healthy lifestyles including participation in regular physical activity and sound nutrition, Fitness for Life features activities that can be used for a lifetime and to help students find and plan activity programs that are personal and appropriate to their individual needs.

Health (PEHLTHS)

Grades 9-12, Semester Term, One Half (½) Credit

This is a comprehensive health course involving the study of the systems of the human body and its maintenance requirements.

High School Physical Education (PEHSGEN)

Grades 9-12, Semester Term, One Half (½) Credit

Designed for students who already have a background and/or knowledge of sports, high school physical education (P.E.) will provide a variety of sports activities to enhance each student's physical fitness level, skill development and game strategies. Students will gain knowledge of team and lifetime sports through game and tournament play. The department's goal is to provide opportunities for peer socialization, thereby allowing for leadership and sportsmanship qualities to develop regardless of skill level. The number of students in a class and available facilities determine the sports offered. Each section will focus on the team sports of basketball, volleyball and a racquet sport. Various fitness activities such as aerobic/boot camp, strength and agility training will be used to develop a student's cardiovascular training. Individual sports such as orienteering and archery will be taught according to venue availability. This course may be taken multiple times.

Junior Varsity/ Varsity Sport (PEVARSP)

Grades 9-12, One and One Half (1½) Credits

Restrictions: students who participate in a Priory or Pac-5 sport but attend "club" practices instead of Priory or Pac-5 practices will not be eligible

Students participating in any Varsity or Junior Varsity sport, either Priory or Pac-5, may earn up to one and one half (1½) credits, equaling three semesters of physical education (P.E.). To earn credit, students must participate in at least one season of Varsity or Junior Varsity sports. Students must obtain all paperwork within one week of the season starting date and return all signed paperwork within two weeks of completed season. Students must not have more than five excused absences (including injuries, illness, school functions and trips) or two unexcused absences from practices. Attendance at all matches is required. Students must not be suspended

from play for disciplinary or academic actions. Students must receive a varsity or junior varsity letter in the sport in order to receive credit. Credit will only be awarded after all requirements have been met and at the end of the season.

PRIORY IN THE CITY

“Downtown Honolulu is the New Classroom”

Priory in the City is the school’s signature program for 21st century learning and reflects our understanding that learning needs to be applicable to our lives. The Priory is footsteps from the seat of government, businesses, nonprofit organizations, arts and cultural centers and healthcare systems. Priory in the City leverages the school’s downtown Honolulu location to nurture the next generation of women leaders through networking, mentoring and internships in the heart of the city.

Graduation Requirement

- Two (2) credits

Policies

- Priory in the City - Sophomore, Junior, and Senior in grades 10-12 are required for graduation.
- Students who transfer into high school during their junior year are not required to take Priory in the City - Sophomores (SSPIC10) to graduate.
- Students who transfer into high school during their senior year are not required to take Priory in the City - Sophomores (SSPIC10) or - Juniors (SSPIC11).

Courses

Priory in the City - Sophomores (SSPIC10)

iPriory

Grade 10, Semester Term, One Half (½) Credit

This course is a series of downtown field trips exposing students to the realities and resources of the city and state. Sophomores gain an awareness of people and places important to understanding what makes Hawai`i work politically, economically and socially. The Priory young women are trained in business etiquette, listening skills and public speaking.

Priory in the City - Juniors (SSPIC11)

iPriory

Grade 11, Semester Term, One Half (½) Credit

Priory in the City - Juniors involves group community service projects to explore opportunities in the private, nonprofit and government sectors. Juniors take self-assessments that help them understand their strengths, interests, and abilities to prepare for college and careers. Blended learning is an integral part of this course.

Priory in the City - Seniors (SSPIC12)

iPriory

Grade 12, Semester Term, One (1) Credit

Seniors will gain real-world experience through an internship and formal mentoring by a community member. Students explore potential careers, create a resume and letter of introduction, do a relevant and meaningful project at a professional workplace, and reflect on the experience by connecting workplace skills to their future. The Priory visualizes young women of influence who contribute to Hawai`i and the world. *Priory in the City* honors our founder Queen Emma by continuing her legacy of leadership and service.

RELIGIOUS STUDIES

As an Episcopal school, the Religious Studies Department at St. Andrew's Schools is informed by the Christian tradition. Inclusivity and respect for diversity are integral to the religion curriculum. The Religious Studies Department employs a scholarly approach that offers students the opportunity to explore theological themes and a diversity of faith traditions. Our goal is to equip students with a foundation of Biblical and religious literacy that will serve them both in their academic career and in real world experiences.

Graduation Requirement

- One (1) credit

Courses

Controversies (SSCTRVHS)

iPriory 



Grades 9-12, Semester Term, One Half (½) Credit

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022; this course may be taken for Social Science credit

Controversies introduces students to relevant issues in a fast-paced, global, and multicultural society. The course will raise awareness of pressing social, political, economic, and cultural issues and provide a common framework with which to analyze and discuss current events. Students will learn to understand the context in which groups live and interact and understand how controversies arise. Students will explore, evaluate, and relate current economic, political, social, and cultural problems, to history and religion and reflect on how the individual and group are affected. Critical thinking and writing skills as well as technology-related research and projects are emphasized.

Philosophy (SSPHIHS)

iPriory 

Grades 11 and 12, Semester Term, One Half (½) Credit

Offered years beginning with an even year, e.g. 2018-2019, 2020-2021; this course may be taken for Social Science credit

An introduction to philosophical thinking, students will examine epistemology, faith, political systems, and ethics and learn to think critically. Students will reflect on how historical and contemporary thinkers approach these topics and begin to develop their own philosophical model.

Practical Theology (REPRTH)



Grades 9-12, Semester Term, One Half (½) Credit

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

Practical Theology integrates Christian ethics with the examination and studies of six key areas of life common to every teen. Students engage in observations of their current culture as well as their own moral compasses and are challenged to learn strategies for making wise choices based upon sound ethical principles.

World Cultures & Religions (REWRHS)



Grades 11 and 12, Semester Term, One Half (½) Credit

Offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021; this course may be taken for Social Science credit

In this introductory survey of religious traditions, students explore, observe, and analyze across cultures and through time, the central human phenomenon of being religious.

SCIENCE

To stimulate an inquiry approach towards life and the world around us, the Science Department offers each student the physical and natural science materials to involve her in the practice of science. Students are encouraged to explore the many ways that the principles learned can be of value to their everyday lives. The Science Department stresses that science is not just a multitude of facts but awareness of and about the universe. The goal is to encourage and support individuals in their quest towards finding out why science is the way it is and how it affects them. Several science courses integrate science, math, technology, the arts, and mathematics (STEAM) into the curriculum, and students use the scientific method and Engineering Design Process (EDP) to engage in inquiry, exploration, problem-solving, and discovery as they learn about the world around them.

Many of our science courses are hands-on, inquiry-based laboratory courses including Conceptual Physics (SCCPHHS), Chemistry (SCCHEM), Biology (SCBIOL), Biology, Advanced Placement (SCPAB11), Chemistry, Advanced Placement (SCAPCHEM), Advanced Placement Physics (SCPAP11), Advanced Placement Environmental Science (SCENAPHS), Forensic Science (SCFORSC), and Microbiology (SCMIB12).

Graduation Requirement

- Three (3) credits
- Students must take two out of the three “core” science classes, Conceptual Physics, Chemistry, or Biology, by the end of junior year
-  Students may take one credit of science designated as ‘Laboratory Science’ course to fulfill the remainder of their graduation requirement
- High school students must take a year-long science course in 9th and 10th grade
- It is highly recommended that students take at least one physical science course and one life science course to fulfill their graduation requirement

Procedure and Criteria for Placement in Advanced Placement (AP) Sections

Students will fill out an application for Advanced Placement; the department will review it and come to a decision (for or against) the recommendation.

Courses

Conceptual Physics (SCCPHHS)



Grades 9-12, Year Term, One (1) Credit Physical Science

Includes an introduction to modeling physics, dimensional analysis and investigations, this course integrates science, math, technology, the arts, and mathematics (STEAM) into the curriculum. Students use the EDP (Engineering Design Process) in their projects to ask, imagine, plan, create and improve their projects as they acquire physics concepts. Topics include atomic structure, energy and states of matter, static electricity and electric current, waves, sound and light, mechanics and Newton’s Laws. Students who fulfill designated criteria, such as additional honors-level assignments, may earn honors distinction.

Chemistry (SCCHEM)



Grades 9-12, Year Term, One (1) Credit Physical Science

Prerequisite: Algebra I (MAAL1HS)

Investigates the basic principles of inorganic chemistry including an emphasis on the application of chemistry in the community. This course integrates science, math, technology, the arts, and mathematics (STEAM) into the curriculum. Students use the EDP (Engineering Design Process) in their projects to ask, imagine, plan, create and improve their projects as they acquire chemistry concepts. Students who fulfill designated criteria, such as additional honors-level assignments and discussions, may earn honors distinction.

Biology (SCBIOL)



Grades 9-12, Year Term, One (1) Credit Life Science

Covers general principles in modern biology with emphasis on advanced concepts such as molecular biology and genetics. This course will also explore human body systems and physiology concepts. This course integrates science, math, technology, the arts, and mathematics (STEAM) into the curriculum. Students use the EDP (Engineering Design Process) in their projects to ask, imagine, plan, create and improve their projects as they acquire biology concepts.

Advanced Placement Biology (SCBAP11)



Grades 11 and 12, Year Term, One (1) Credit Life Science

Prerequisites: Physiology (may be taken concurrently), Biology (SCBIOL), and department recommendation

A college-level course covering the same topics as Biology, but in greater detail. Laboratory investigations emphasize quantitative analysis. All students take the national College Board Advanced Placement exam.

Advancement Placement Chemistry (SCAPCHEM)



Grades 11 and 12, Year Term, One (1) Credit Physical Science

Prerequisites: Chemistry (SCCHEM), Algebra II with Trigonometry (MAAL2HS), and department recommendation

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

Equivalent to a general first year college-level chemistry course, covers the same topics as in Chemistry but in much greater depth as well as additional topics. Students enrolled in this course should also expect laboratory work most weeks. All students take the national College Board Advanced Placement exam.

Advanced Placement Physics (SCPAP11)



Grades 11 and 12, Year Term, One (1) Credit Physical Science

Prerequisites: Conceptual Physics (SCCPHHS), Calculus (MACLSHS), may be taken concurrently, and department recommendation

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

This is a college-level course that stresses critical thinking. Covers the same topics in Physics, but in much greater quantitative detail. All students take the national College Board Advanced Placement Exam.

Advanced Placement Environmental Science (SCENAPHS)



Grades 10-12, Year Term, One (1) Credit Life or Physical Science

Prerequisites: instructor permission

Offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021

Provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students in AP® Environmental Science will engage collaboratively to investigate the real-world problems that face our environment today such as biodiversity loss, energy conservation, and climate change. They will study not only our environment but also our role in it. Humans have made an enormous impact on the Earth, particularly in the past few decades, with our advances in technology, rapid population growth, and excessive energy use. Our own survival depends on developing practices that will achieve sustainable systems that are both economically and ecologically friendly. Therefore, much of the course will consist of ethical discussions and collaborative projects designed to investigate global environmental issues that affect the social well-being of society.

Behavioral Science (SCBHSC)



Grades 10-12, Semester Term, One Half (½) Credit Life Science

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

In this introduction to the science of behavior and mental processes, students will analyze and investigate human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation. This course integrates science, math, technology, the arts, and mathematics (STEAM) into the curriculum. Students use the EDP (Engineering Design Process) in their projects to ask, imagine, plan, create and improve their projects as they acquire behavioral science concepts.

Engineering (SCENGDP)

Grades 9-12, Year Term, One Half (½) Credit Physical Science

This course may be taken multiple times

This course explores the engineering design process (EDP) through project-based learning. In this process, students learn how to think, problem-solve, design, and create like engineers as they undertake engaging, hands-on projects based on engineering concepts. This course integrates science, math, technology, the arts, and mathematics (STEAM) into the curriculum. Each project will integrate science, technology, engineering, visual arts, and mathematics, as well as proper tool use and career opportunities.

Forensic Science (SCFORSC)



Grades 9-12, Semester Term, One Half (½) Credit Life or Physical Science

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

Encompasses various scientific disciplines, students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes.

Microbiology (SCMIB12)



Grades 10-12, Semester Term, One Half (½) Credit Life Science

Exposes students to the fundamental factors involved in microbiology including microbial morphology, taxonomy, biochemistry, pathology, and culture techniques.

Neuroscience (OSGNESC)



Grades 11 and 12, Year Term, One (1) Credit Life Science, \$\$

Prerequisites: Biology (SCBIOL), application, and approval

A spongy, three-pound mass of tissue – the brain – is the most complex organ of the human body. This single organ controls every aspect of the body, ranging from circulation and appetite to emotion and memory. Because the brain shapes our thoughts, beliefs, hopes, dreams, and imaginations, the brain is what makes us human. By the end of the first semester, students will understand the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language, as well as how the environment (stress, diet, exercise and time) impacts the brain. We will also explore brain diseases, disorders, and treatments. Armed with this solid foundation in neuroscience, students will spend the second semester learning to think like doctors. In this project-based class, students will engage in individual research projects and seminar-style problem solving. Utilizing neuroscience as a foundation to explore any human biology topic, students will be guided through a self-designed, long-term research project. Neuroscience is a foundational topic for all health-care professionals. This course is designed for students who are considering college majors in a medical or health related field, such as medicine, psychology, occupational therapy, neural or biomedical engineering, public health, lab neurobiology research, radiology or imaging, speech-language pathology, or kinesiology.

Oceanography (SCOCNHS)



Grades 9-12, Semester Term, One Half (½) Credit Life or Physical Science

Recommended that chemistry be completed or taken concurrently

Offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021

This laboratory course will expose students to the spectrum of Oceanography and explore geological, physical, chemical, biological and engineering information as it relates to the marine environment.

Physiology (SCHPH12)



Grades 10-12, Semester Term, One Half (½) Credit Life Science

This laboratory course will expose students to the spectrum of the human body systems and will make detailed explorations of human anatomy and human physiology, including pathology, the study of diseases. The relationships between each system and the body as a whole are investigated.

SOCIAL SCIENCE

The Social Science department presents its courses in a manner that encourages students to appreciate various cultures and understand how political, economic and social institutions work to shape society, throughout the world. Students will develop their critical thinking and analytical skills, while honing their intellectual curiosity. The Social Science department strives to achieve these goals through a sequential approach to history and analysis of current affairs in the local, national, and global community.

In conjunction with the Stevens Global Leadership Program, the Social Science department is committed to challenge students to become more globally aware citizens. Students will be exposed to learning experiences that will help them to better construct and articulate their own perspectives surrounding significant global issues that affect peace; recognize, articulate, and explain multiple perspectives regarding historical, religious,

cultural, and geopolitical backgrounds; and engage and collaborate with audiences of diverse backgrounds and consider other points of views that may challenge students' own perspectives.

A majority of the offered high school Social Science courses satisfy credits for St. Andrew's Schools' Distinction in Global Leadership. All courses that fulfill the distinction requirement are distinguished with a  next to the course title. Please refer to Appendix I and II for more information on the Distinction in Global Leadership requirements and application process.

Graduation Requirements

- Four (4) credits
- One (1) credit of World History I
- One (1) credit of World History II
- One (1) credit of US History or Advanced Placement US History
- One half (½) credit of US Government or one (1) credit of AP® US Government or Model UN & Global Affairs
- One half (½) credit of Hawaiian History

Courses

World History I (SSWHXI)

Grade 9, Year Term, One (1) Credit

Covers the rise of major civilizations, which shaped and influenced the political, social, technological, and cultural development of humankind. Particular emphasis is on ancient and medieval history, spanning prehistory through the sixteenth century with attention paid to the connection between geography, trade, religion, and developing political systems. This course will also encompass an overview of the development of world religions and cultures.

World History II (SSWHXII)

Grade 10, Year Term, One (1) Credit

An introduction to the major developments in world history from the emergence of the first global age (1450-1770 CE) to the present day, the focus will be on providing awareness and understanding of systems of government, the effect that geography has on societal and cultural development, and the effects of empire building. Particular stress is placed on identifying the major factors that have shaped the world cultures of today in a global context.

Hawaiian History (SSHXX12)

iPriory

Grades 10-12, Semester Term, One Half (½) Credit

This course studies the history of our state. It begins with the time period of the arrival of the first Polynesians to Hawai'i and traces its rich history through the monarchy, missionaries, the overthrow of the Hawaiian kingdom, and statehood. It includes a focus on Hawai'i's government, economic, and social history.

Hawaiian Ethnographic Study

Grades 10-12, Semester Term, One Half (½) Credit

Ka Leo o Kaleleonālani, the Voice of Queen Emma, is a survey course that explores the legacy of Queen Emma through global and local perspectives. Students will use ethnographic and historical research skills to gain an in-

depth understanding of the history and context of the life of Queen Emma through the history of Hawai'i. Students will explore how the historical development of The Priory, St. Andrew's Schools, The Cathedral of St. Andrew, and Queen's Health Systems relates to the socio-political context of the mid-1800s and Queen Emma's desire to better her people spiritually, physically, and emotionally. By the end of this course, students will be able to assess how Queen Emma's vision and legacy continues to be fulfilled in the twenty-first century.

United States Government (SSGOV12)

iPriory

Grades 11 and 12, Semester Term, One Half (½) Credit

This course examines the people, documents, institutions, and events that have shaped American government. Particular emphasis is placed on the history and structure of the U.S. Constitution. In addition, both civil and criminal law is reviewed. The goal is to create well-informed voting citizens with an understanding of their rights and responsibilities. Designated an iPriory course, students will engage in a variety of online, face-to-face, and flexible meeting arrangements that suit their individual needs.

Advanced Placement United States Government (SSAPUSG)

iPriory

Grade 12, Year Term, One (1) Credit

Prerequisites: A in U.S. History or B or higher in AP® U.S. History, submission of AP® U.S. Government Application, cumulative GPA of 3.5 or higher, and department recommendation

Designed to be the equivalent of a freshman college course, we will concentrate on building the necessary knowledge and skills in preparation for the Advanced Placement U.S. Government and Politics Exam. Students will gain in-depth knowledge of the foundations and structure of government, the institutions of government, political parties, political behavior, and the public policy process. Students will learn the nuts and bolts of the political and social forces and events that have shaped the government of the United States. Emphasis is laid on sharpening analytical skills, applying concepts to understand historical and current political trends and events, developing an appreciation for American government and fostering civic responsibility. All students take the national College Board AP® Exam. Designated an iPriory course, students will engage in a variety of online, face-to-face, and flexible meeting arrangements that suit their individual needs.

United States History (SSUSH11)

iPriory

Grade 11, Year Term, One (1) Credit

Students will study American history from the era of exploration and discovery to the present. We will take an in-depth look into the political, economic, cultural, and social forces that have shaped American society. Particular emphasis will be laid on refining critical thinking and analytical skills, writing skills, and interpretation of primary sources.

Advanced Placement United States History (SSUAP11)

iPriory

Grades 11 and 12, Year Term, One (1) Credit

Prerequisites: A in World History II (SSWHXII) submission of AP® U.S. History Application, cumulative GPA of 3.5 or higher, and department recommendation

An advanced course taught at the level of a freshman college course. Students will develop and refine the knowledge and skills necessary for the Advanced Placement U.S. History Exam. Students will study American history from the era of exploration and discovery to the present and take an in-depth look into the political, economic, cultural, and social forces that have shaped American society from multiple perspectives. Particular emphasis will be laid on sharpening critical thinking and analytical skills, writing skills, interpretation of primary sources and developing a sense of appreciation for American history and civic responsibility. All students take the national College Board AP® Exam.

Advancement Placement Art History/ Art History (OSGAPAH)



Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisite: Successful completion of one year of high school history, application, and approval

Students will examine and analyze major forms of artistic expression from a variety of cultures spanning 32,000 years of art. Beginning with global prehistory and ending with global contemporary art, students consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters an in-depth, holistic understanding of the history of art from a global perspective. Students may select the AP® or non-AP® track in this course. AP® students are expected to delve deeper into the topics, take AP®-style assessments, and prepare for the AP® exam in the spring.

Advanced Placement Macroeconomics (OSGAPME)



Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: Algebra II and Trigonometry (MAAL2HS), application, and approval

Introduces students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Students analyze the impact of fiscal and monetary policies as well as the debates surrounding the implementation of each. This course involves extensive reading, problem-solving exercises, online discussions, and research and writing about contemporary macroeconomic issues. Multiple modalities are employed for content presentation so as to encourage personalization; assessment evaluates each student's ability to utilize skill sets related to economic decision-making. Strong reading, algebra, and analytical skills are necessary for success, as is strong motivation. AP® Macroeconomics prepares students to become informed and thoughtful and thoroughly prepare students to take the AP® exam in the spring. AP® Macroeconomics is recommended for juniors and seniors.

Advanced Placement Microeconomics (OSGAPMI)



Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisites: Algebra II with Trigonometry (MAAL2HS) application, and approval

This course examines how individuals (such as consumers and producers) make decisions and how these decisions affect our everyday lives. Topics discussed include the forces of supply and demand, costs of production, consumer choice, and behavioral economics, amongst others. Throughout the course, students examine various models that are used to conceptualize how our economy operates and explore the role that government plays in a given economy. As an online, college-level course, significant emphasis is placed on independent work and individual accountability. Students complete collaborative projects, group discussions, problem sets, quizzes, and tests. The curriculum is developed to prepare students for the AP® Microeconomics examination in May. Strong mathematical reasoning skills and an interest in finance, business, or government aid students in this course. AP® Microeconomics is recommended for juniors and seniors.



Advanced Placement Psychology/ Psychology (OSGAPPS)

Grades 11 and 12, Year Term, One (1) Credit, \$\$

Prerequisite: application and approval

Introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. In this course, students are presented with the psychological facts, principles and phenomena contained within the major branches of psychology. The course includes a balanced examination of: Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders and Social Psychology. Students develop a thorough understanding of the many subfields contained within psychology and the connections between them. In addition, students are also exposed to the history, methodology and ethical practices associated with psychological research. Upon completion of this course students recognize the significance of psychology and its practical applications upon the world around them. Students engage collaboratively with their classmates in projects and real-world discussions. Students may select the AP® or non- AP® track in this course. AP® students are expected to delve deeper into the topics, take AP®-style assessments, and prepare for the AP® exam in the spring. Non-AP® students demonstrate mastery through projects and alternative assessments.

Controversies (SSCTRVHS)



Grades 9-12, Semester Term, One Half (½) Credit

Offered in school years beginning with an odd year, e.g. 2019-2020, 2021-2022

May be taken for religious studies credit

Introduces students to issues that affect us in a fast-paced, global, and multicultural society. The goal of the course is to raise awareness to pressing social, political, economic, and cultural issues and provide a common framework with which to analyze and discuss current events. Students will learn to understand the political, cultural, and historical context in which groups live and interact, and understand how controversies arise in those contexts. Students will explore, evaluate, and relate current economic, political, social, and cultural problems, to history and religion and reflect on how the individual and group are affected. Critical thinking and writing skills as well as technology-related research and projects are emphasized.

Global Girls-Global Action (SSGLOBG)



Grades 9-12, Year Term, One (1) Credit

May be taken more than once to fulfill the Independent Inquiry requirement

Students will conduct independent research and develop expertise on a global issue, as it affects the world as well as Hawai'i, and find a way to participate in positive change regarding this issue. In this yearlong course, students produce a research project; connect with students and/ or local/ international organizations that work on similar issues. This course would allow (but not limit) students to participate in Global Issues network (GIN) that would connect them with another GIN school somewhere in the world. Student participation in activities outside of the school day may be expected. This course may be taken to fulfill the Independent Inquiry requirement.

Model UN & Global Affairs (SSMUNHS)



Grades 10-12, Year Term, One (1) Credit

May be taken more than once

This course will focus on the issues, goals, and procedures of the United Nations and will prepare students for participation in Model United Nations conferences. Model United Nations students will engage in active

discussion about current global issues and negotiate solutions to world problems with fellow MUN participants. Emphasis is laid on research, analytical, critical thinking, writing, and presentation skills. This blended course will meet once a week but will primarily be conducted online. Monthly weekend practice sessions and travel for participation in Model UN conferences are required.

Philosophy (SSPHIHS)

iPriory ✨

Grades 11 and 12, Semester, One Half (½) Credit

Offered in school years beginning with an even year, e.g. 2018-2019, 2020-2021

This course may be taken for Religious Studies credit

An introduction to philosophical thinking, students will examine epistemology, faith, political systems, and ethics. The aim will be for students to think critically about these issues and questions. Students will reflect on how historical and contemporary thinkers approach these questions and begin to develop their own philosophical model.

STUDENT SERVICE

Graduation Requirement

- Not required for graduation

Course

Student Service (SSTSER)

Grades 9-12, Semester or Year Term, One Half (½) or One (1) Credit

Designed for students to assist in office and classroom settings at St. Andrew's Schools and as a way for students to give back to the community. Opportunities include service in the library, in a classroom or in an office here on campus. This is a pass/ fail course.

VISUAL ARTS

Courses provide students with the experience of practicing as studio artists; they master the process of image making while building technical proficiency. Students develop critical thinking skills required to compose and execute images that effectively communicate and express the student's intention. Our curriculum supports the student/artist to develop and be accountable for her art.

Graduation Requirement

- One (1) credit in either Performing or Visual Arts

Policies

- Select student works may be shown at St. Andrew's School's annual art show and display boards or entered into contests.
- Auditing is not permitted.

Courses

Studio Art I (VASA1HS) ❖

Grades 9-12, Semester Term, One Half (½) Credit

Students will explore materials, techniques and artist styles in the media of drawing, painting, ceramics, sculpture and two and three-dimensional design. This course provides an understanding for the students to analyze the dramatic potential in verbal communication by exploring the nature of creativity and its sources (ideas, concepts, imagination, dreams, theories) for the creation of images and relate art terms with actual processes by having hands-on experiences in the various mediums. Student artwork will reflect aesthetics and cultural and historical contexts. Students may choose honors distinction by completing additional pieces of work that display a creative and inventive use of the selected medium. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experiences.

Studio Art II (VASA2HS) ❖

Grades 9-12, Semester Term, One Half (½) Credit

Prerequisite: Studio Art I (VASA1HS)

Designed to build on skills in technique, composition/design, research, experimentation, and creative problem solving. Students will develop critical thinking, objective analysis of artwork, and the ability to communicate in the language of art. Students are encouraged to explore individual styles while producing a wide variety of work. They may choose honors distinction by completing additional pieces of work that display a creative and inventive use of the selected medium. Willingness to devote several hours per week of time to art production, research, and self-improvement is an important course requirement.

Visual Storytelling (VABFILM)

Grades 9-12, Semester Term, One Half (½) Credit

This course may be taken multiple times.

Introduces students to the basics of visual storytelling via the medium of film. Students will work on individual and group projects. The class covers the three stages of production, and how to plan and execute the communication of a message to target audiences. Participants use multiple types of production equipment, including HD camcorders, microphones, lighting instruments, and editing software. Distribution and promotion of completed works beyond airing on 'Ōlelo channels is also emphasized. Participants who complete the course become certified through 'Ōlelo, granting them access to the production facilities, resources, and equipment they are trained to use. While enrolled in this class, the school will provide the editing software.

Graphic Design (VABGRHS) iPriory ❖

Grades 9-12, Semester Term, One Half (½) Credit

This course may be taken multiple times.

Students will become familiar with the principles of graphic design and develop technical and artistic skills. Projects involve editing, drawing, painting, and typography with layout and design including logo design, business cards, advertising layout, and magazine covers. The school will provide the software for this class while enrolled in the class. Student should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Photography I (VABPHHS) ❖

Grades 9-12, Semester Term, One Half (½) Credit

Requirement: 35mm camera and digital camera

The technical and aesthetic possibilities of photographic expression are taught through class discussion, darkroom techniques and field trips. Students may choose honors distinction by completing an additional 10 pieces that display a creative and inventive use of the medium is required. Student should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Photography II (VASPHHS) ❖

Grades 9-12, Semester Term, One Half (½) Credit

Prerequisite: Photography I (VABPHHS)

Requirement: 35mm camera and digital camera

A study of the visual elements that create a photograph with emphasis on developing a personal style. Students may choose honors distinction by completing an additional 10 pieces that display a creative and inventive use of the medium is required. Student should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Honors Photography Portfolio I, II, III (VASPOHS, VAPA2HS, VAPA3HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Photography II (VASPHHS) and/or department recommendation

This year long course is designed specifically for students who plans to pursue an advanced art level or major in the visual photography arts. Emphasis is placed on creating a collection of work (portfolio) that represents the variety and quality of one's capabilities as an artist. We will explore a range of design techniques in the dark room and on the computer using various art materials and software programs such as Adobe Photoshop and Illustrator. Student should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Honors Portfolio Art I, II, III (VASPOHS, VAPA2HS, VAPA3HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Level II art course and/or department recommendation

This year long course is designed specifically for students who plan to pursue an advanced art level or major in the visual arts. The emphasis is on the execution and collection of a body of work (portfolio) that represents the variety and quality of one's capabilities as an artist. Visual problem solving, technique, perception and conception are stressed. Student should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

WORLD LANGUAGES

The World Language department first and foremost supports and nurtures students on their journey to proficiency in the language(s) of their choice. As stated by the American Council on the Teaching of Foreign Languages, this process goes along fostering curiosity and empathy for a large array of perspectives, faiths, thoughts, feelings, habits, esthetic choices, and traditions. Language being strongly tied to our sense of identity, learning to function in another language creates a subtle internal shift and an emotional space where students can experience reality from someone's else perspective. Such experiences and knowledge align with the Stevens Global Leadership Program's goals of educating the next generation of globally aware citizens, able to understand different realities and to contribute to a more just and peaceful world.

Graduation Requirement

- Students must take four consecutive years of language starting in seventh grade, or three consecutive years in high school.

Policies

- For bilingual and Japanese language school students, the teacher will determine the student's proper course level after the student takes the pre-registration, world language exam.
- Native speakers of a language may take that language as an elective but not to fulfill a language requirement.
- Students who would like to continue language study beyond the levels offered should apply for an independent study.

Courses

English as a Second Language (WLESLSUS)

Grades 6-12, Year Term, No Credit, \$\$

ESL services are assessed a fee which is added to the student's tuition. Enrollment in this course may be required by the school based on the student's English proficiency as determined by the LAS Links and demonstrated by her academic progress.

This course provides language support for students whose primary language is not English. ESL assists students in gaining English Proficiency to facilitate their transition into the regular curriculum.

French IV (WLFR4HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: French III (WLFR3HS)

The emphasis of this course is on speaking French in all classroom activities. This class is highly collaborative and focuses on authentic communication. Students do not use a textbook but self-generated material and authentic material found in French media and online.



French V (WLFR5HS)

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: French IV (WLFR4HS)

Prepares students for the French test in the college they attend. A variety of readings featuring French culture and excerpts from literature, as well as authentic films and video clips, are utilized to stimulate discussions and increase vocabulary. There is no textbook for this class; students will exclusively use authentic material selected by the teacher or themselves. The focus is no longer on French and the culture of French speaking countries, but any topics that is relevant to students' studies and life such as health, arts, leisure, relationships, history, government, global connections, professions, travels, family, sciences, and environment.



Hawaiian I (WLHA1HS)

Grades 9-12, Year Term, One (1) Credit

This course provides a basic understanding of the Hawaiian language and culture and creates a solid foundation for learning the language. Students will focus on pronunciation and spelling, and learn basic conversation through skits, short presentations, reading, games, and class work. Students will progress in the four skill areas of learning: listening, speaking, reading, and writing. Culture will also be taught through song and chant.

Hawaiian II (WLHA2HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Hawaiian I (WLHA1HS)

This course extends the basic understanding of the Hawaiian language and provides a solid foundation for continued learning in the language. Pronunciation, spelling, and advanced conversation will be reinforced through skits, short presentations, reading, games, and class work. This course will continue to cultivate the Hawaiian language with respect to all four areas of understanding: listening, speaking, reading, and writing.

Hawaiian III (WLHA3HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Hawaiian II (WLHA2HS)

This course builds on Hawaiian II grammar and sentence structure with an emphasis on listening, speaking, reading, as well as writing. Language structures and culture are reinforced using assignments, song and chant, and exposure to native styles of speaking through guest speakers and media. Short speeches, reading, writing, games, and class work will reinforce language and culture learning.

Hawaiian IV (WLHA4HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Hawaiian III (WLHA3HS)

This course builds on Hawaiian III grammar and sentence structure with an emphasis on listening, speaking, reading, writing, and literature analysis. Students will study a variety of Hawaiian language sources, including Hawaiian language newspapers and legends. Language structures and culture are reinforced using assignments, song and chant, and exposure to native styles of speaking through guest speakers and media. Students will converse, present, and discuss a variety of topics in Hawaiian.



Hawaiian V (WLHA5HS)

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Hawaiian IV (WLHA4HS)

This course builds on Hawaiian IV grammar and structure with an emphasis on speaking, conversation, writing, and literature analysis. These language structures are reinforced using newspaper and mo'olelo translation, in addition to exposure to native styles of speaking through guest speakers and media. Students will utilize a variety of native language sources, primarily Hawaiian language newspapers and legends. As in the earlier levels, language will be reinforced through song and chant. On a daily basis, students will converse, present, and discuss a variety of topics in Hawaiian.



Japanese I (WLJA108)

Grades 9-12, Year Term, One (1) Credit

This course introduces greeting expressions and culture along with vocabulary and structures needed for daily conversations and Japanese culture. Acquisition of listening and speaking for proficiency is emphasized. Mastery of hiragana and katakana is required by the end of the first semester. Simple kanji characters are introduced in the second semester.

Japanese II (WLJA2HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Japanese I (WLJA108)

Develops listening comprehension and speaking skills; students are expected to carry on everyday conversations in class. Reading and mastery of 90 kanji characters is required. Students will research Japanese culture and write compositions in Japanese.

Japanese III (WLJA3HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Japanese II (WLJA2HS)

Develops listening comprehension and speaking skills; reading and mastery of 150 kanji characters is required. Students will study Japanese culture, history, and geography.

Japanese IV (WLJA4HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Japanese III (WLJA3HS)

Speaking and listening for proficiency becomes the major focus. Students should be able to communicate with sufficient structural and phonological accuracy. Reading and writing skills will be polished and the mastery of 220 kanji characters is required.



Japanese V (WLJA5HS)

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Japanese IV (WLJA4HS)

Students will carry out everyday conversations in class using formal and casual types of speech. Reading and mastery of approximately 320 kanji characters is required. Students will share their writing pieces and opinions using methods used in online courses.

iPriory



Advanced Placement Japanese (WLAPJA)

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Japanese IV (WLJA5HS) and department recommendation

Students focus on Japanese culture and *keigo* (honorific forms). Reading and mastery of approximately 410 kanji characters is required. All students take the national College Board AP® Exam. Designated an iPriory course, students will engage in a variety of online, face-to-face, and flexible meeting arrangements that suit their individual needs.

iPriory



Mandarin I (WLMA1HS)

Grades 9-12, Year Term, One (1) Credit

A variety of academic activities lay the foundation in speaking, listening, reading, and writing. Students learn the basics of the language for oral and written communication, using a textbook and the accompanying workbooks. Focuses on the Chinese Pinyin Romanization system, Chinese simplified characters, and correct use of tones. Students work collaboratively in class using all of their language skills. Discussions and projects foster knowledge of Chinese culture and global awareness.

iPriory

Mandarin II (WLMA2HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Mandarin I (WLMA2HS)

iPriory

Emphasizes communicating in Chinese. Built upon the basic skills acquired in Mandarin I and use of authentic materials in Mandarin. Upon the mastery of learner's Chinese pronunciation system pinyin in Mandarin I, more characters will be introduced through reading and calligraphy. Focus on communication in Mandarin through technology (typing, reading, listening and speaking) and real-life interaction with native Chinese speakers (listening and speaking).

Mandarin III (WLMA3HS)

iPriory

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Mandarin II (WLMA3HS)

Builds on Mandarin II communication skills with a focus on a broader and deeper mastery of daily language usage through two textbooks (Learn Chinese with Me and Encounter). Students will develop a portfolio, give presentations, and exchange information with native Chinese speakers.

Mandarin IV (WLMA4HS)

iPriory



Grades 10-12, Year Term, One (1) Credit

Prerequisite: Mandarin III (WLMA4HS)

Built on Mandarin III skills and emphasizes listening, speaking, reading, writing, and literature analysis. Students will practice speaking, presenting, and writing in connected sentences in various topics and personal interests. Reading and writing of Chinese characters to communicate in daily life is emphasized.

Mandarin V (WLMA5HS)

iPriory



Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Mandarin IV (WLMA4HS)

Real-life communication is emphasized within the themes and recommended contexts of the College Board's Chinese Language and Culture curriculum framework. Offers students more opportunities to study and practice in-depth the complex structures of the language, using contemporary, authentic media. Students continue to cultivate interpretive, interpersonal, and presentational communication skills through collaborative and individual learning activities that promote mastery of the Chinese language.

Spanish I (WLSP108)

Grades 9-12, Year Term, One (1) Credit

Designed to establish a foundational understanding of the Spanish language through listening, speaking, reading and writing; the Spanish-speaking world and its cultures is introduced to students. The use of technology and authentic materials integrates the language and cultures to teach and motivate all students.

Spanish II (WLSP2HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Spanish I (WLSP108)

Expands on the concepts from Spanish I and introduces complex language structures and more in-depth cultural themes using authentic materials. Balances grammar and communication to foster language development within the student. Individual and group presentations enhance the student's understanding of the Spanish language.

Spanish III (WLSP3HS)

Grades 9-12, Year Term, One (1) Credit

Prerequisite: Spanish II (WLSP2HS)

Continues to expand on the concepts from previous courses and introduces more complex verb forms, new vocabulary, writing, and advanced conversational exercises. Students further their skills and cultural knowledge by responding orally and in writing to contemporary multimedia pieces. The use of technology and authentic materials in daily lessons, projects and homework cultivates the student's acquisition of the language. Students who wish to earn the honors designation additionally begin to explore the AP® Spanish course themes and essential questions through activities in and out of the classroom.

Spanish IV (WLSP4HS)

Grades 10-12, Year Term, One (1) Credit

Prerequisite: Spanish III (WLSP3HS)

Real-life communication is emphasized within the themes and recommended contexts of the College Board's Spanish Language and Culture curriculum framework. Offers students opportunities to study and practice in-depth the complex structures of the language using contemporary, authentic media. Students continue to cultivate interpretive, interpersonal, and presentational communication skills through collaborative and individual learning activities that promote mastery of the Spanish language. Students who wish to earn the honors designation explore the Advanced Placement Spanish course themes and essential questions in greater depth and breadth through activities in and out of the classroom.



Spanish V (WLSP5HS)

Grades 11 and 12, Year Term, One (1) Credit

Prerequisite: Spanish IV (WLSP4HS)

Continues the theme-based orientation of Spanish IV, offering students more opportunities to study and practice in-depth the complex structures of the language using contemporary, authentic media. Students cultivate interpretive, interpersonal, and presentational communication skills through collaborative and individual learning activities that promote mastery of the Spanish language. Real-life communication is emphasized within the themes and recommended contexts of the College Board's Spanish Language and Culture curriculum framework. Students who wish to earn the honors designation explore the AP® Spanish course themes and essential questions in greater depth and breadth through activities in and out of the classroom.



Advanced Placement Spanish (WLAPSPA)

Grade 12, Year Term, One (1) Credit

Prerequisite: Spanish IV (WLSP4HS) and department recommendation

The AP® Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to build proficiency across the three modes of communication. Culture is central to content as we explore essential questions within the themes and recommended contexts of the College Board's Spanish Language and Culture curriculum framework. All students take the national College Board AP® Exam.



Appendices

Appendix I - Distinction in Global Leadership

The Distinction in Global Leadership recognizes students who have completed and excelled in rigorous academic coursework and service learning opportunities that are aligned to the Stevens Global Leadership Learning Outcomes. Students' high school transcripts will reflect the Distinction and they will be recognized at commencement with a blue cord, which signifies peace.

To earn Distinction in Global Leadership for graduation, applicants must complete the following throughout her high school career:

1. Four (4) credits of the following courses:
 - a. A minimum of two (2) credits of
 - Global Girls-Global Action one (1) credit AND/OR
 - Model UN and Global Affairs one (1) credit
 - b. Repeatable throughout high school
 - c. If one of the above courses is taken for more than two years, then the class may fulfill the additional two (2) elective credits, as required in 1.d.
 - d. A minimum of two (2) credits of elective courses that meet the learning outcomes of the Stevens Global Leadership Learning Outcomes and Benchmarks.
 - World Cultures and Religions one half (½) credit
 - Controversies (½ credit)
 - Philosophy (½ credit)
 - Model UN and Global Affairs one (1) credit
 - Global Girls-Global Action one (1) credit
 - Any other elective in any discipline where the student can demonstrate the following:
 - Project reflective of three Stevens Global Leadership Learning Outcomes
 - Reflection of how the project aligns with three out of the six outcomes
 - Submission of project and reflection in Google Drive portfolio
 - For example: An Oceanography project that has an action component to increase awareness about the harmful effects of certain types of sunblock; Art History project that analyzes protest art throughout American history; Sculpture project in which pieces that depict peace are created and displayed in a public exhibition, etc.
2. Independent Inquiry: All independent inquiry projects must reflect goals of the Stevens Global Leadership Learning Outcomes
 - a. Independent inquiry may be fulfilled through participation in:
 - Academic Fair
 - Global Girls-Global Action course and Global Issues Network (GIN)
 - Independent Inquiry in academic area of interest (history, art, technology, engineering, etc.)
 - b. The independent inquiry project must:
 - Demonstrate and explain how the project may impact her study of the global, national, and/or local community(ies) for future research
 - Explain how the independent inquiry project connects to at least three of the six Global Leadership Learning Outcomes as part of Student Reflection
 - Fulfill all Independent Inquiry requirements in addition to Stevens Global Leadership Learning Outcomes requirements

3. Four (4) consecutive years of the same World Language in high school (or level V/AP)
 - a. Hawaiian
 - b. Japanese
 - c. Mandarin
 - d. Spanish
 - e. French

4. Minimum of two (2) years of involvement in a service-oriented club or class/student government that aligns with the Stevens Global Leadership Learning Outcomes
 - a. HSSC Officer
 - b. Class Officer
 - c. SLOHA member
 - d. Mindfulness Club
 - e. Interact Club
 - f. National Honor Society
 - g. Culture and Culinary Club
 - h. Speech and Debate Team
 - i. Hui Hau'oli

5. Priory in the City Senior Internship: Internship, project, and oral presentation should demonstrate the following criteria within the Steven's Global Leadership Learning Outcomes
 - a. Internship, project, and oral presentation should demonstrate and explain how the internship will help prepare the student to serve at either the global, national, and/ or local community(ies) for the future
 - b. Explanation of how the Priory in the City Internship connects to at least three of the six Global Leadership Learning Outcomes (reference point six for complete requirements)

Appendix II - Distinction in Global Leadership Application Process

Students applying for this Distinction must complete the Distinction in Global Leadership Application process by early April of the school year.

1. Global Leadership Portfolio

Create a Google Drive Folder, which will serve as the student's portfolio of their Global Leadership Distinction work from their high school career. The portfolio must include the following items:

- a. Copies of course work/ projects done that exemplify growth in at least three Stevens Global Leadership Learning Outcomes
 - b. Copy of Independent Inquiry Project
 - c. Copy of student's Priory in the City Internship presentation
 - d. Student Reflection: Explanation connecting Priory in the City Internship, Independent Inquiry project, course work taken, and service club activities completed to fulfill at least three Global Leadership Learning Outcomes
 - Identifies three of the six Global Leadership Learning Outcomes
 - Written in complete sentences and paragraph format. Must be at least 250 words per learning outcome
 - Clearly demonstrates connections between projects/courses and Global Leadership Learning Outcomes. Uses specific examples from work submitted into the Global Leadership Portfolio to highlight how the learning experience helped you grow in the Global Leadership Learning Outcomes
 - e. Procedures for submission of your Global Leadership Portfolio:
 - Share with the Global Leadership Committee (global@standrewsschools.org)
 - Title: Priory username_GlobalLeadership_School Year
 - Include ALL elements listed in above in your portfolio
 - Applicants cannot be considered for distinction unless all material is included in the Google Drive folder
 - Folders must be shared after completing the application form and you must be in your senior year of high school
-
2. Global Leadership Final Self-Assessment Form
During the student's senior year, the student must complete the Global Leadership Self-Assessment form. Student will be asked to reflect upon all four years of her high school career to provide insight to both her and the school's Global Leadership curriculum

 3. Distinction in Global Leadership Application Form
During the student's senior year, the student must fill out the Distinction in Global Leadership Application Form

Appendix III - Independent Inquiry Process

Independent inquiry has four phases:

Phase 1: Explore and Reflect

- Task definition
- Information seeking strategies
- Locate and access
- Use of information

Phase 2: Research, Process, and Reflect

- Central question generation
- Analysis
- Reflection

Phase 3: Create and Reflect

- Synthesis
- Creation
- Evaluation
- Reflection

Phase 4: Share and Reflect

- Presentation
- Reflection

Phase 1

<p>Task definition: Problem or question is well-defined, and a manageable number of sub-questions are provided that help specify the information needed to guide the research process.</p>
<p>What topics are you interested in exploring? Why?</p>
<p>What do you already know about the topic?</p>
<p>What do you want to know about the topic?</p>
<p>Are there any specific areas that you're curious about or interested in? Jot down those ideas or questions.</p>
<p>Information-seeking strategies: A variety of reliable information sources and methods for collecting the information that are relevant to the research problem or question are explored and selected.</p>
<p>Brainstorm all possible sources you could use to research your topic (scholarly articles, news articles, interviews, novels, propaganda posters, government statistics, etc.)</p>
<p>How many sources will you be using? Determine with your faculty mentor.</p>
<p>Locate and access: Selected information sources are located and obtained.</p>
<p>Where can you find these sources? (Lexus Nexus, JSTOR, EBSCO, state library, Priory library, University of Hawai'i, interviews with experts, etc.)</p>
<p>What keywords can you use when searching databases, indices, and websites?</p>
<p>Where can you find the information within the source (table of contents, index, specific web page, etc.)?</p>
<p>Use of Information: Obtained information is explored and curated for the purpose of analysis.</p>

What information do you expect to find in your sources?
Have you evaluated your sources for relevance?
How do you know that your sources are reliable?
Is the information accurate, up-to-date, objective, or fact v. opinion?
What information sources are useful to you? Why?
What information sources are not useful to you? Why?
Do some general exploration of your topic based on the sources you have found.
Create an annotated bibliography of the sources you have explored, using MLS citation.
Reflection
What problems did you encounter while you were working on this phase of your project? How did you solve them?
What resources did you use so far while working on this project? Which ones were especially helpful to you? Which ones would you use again?
How do you feel about the project so far? What parts do you find particularly satisfying? Frustrating? Why?
So far, have you been meeting the standards you've set for yourself? Explain.
One thing I would like to improve upon is...
One thing I need help from my faculty mentor is...

Phase 2

Central question generation: Generate a central question around which to base Independent inquiry
Based on your responses above, what is the central problem or question you'd like to research?
What needs to be known to answer your central problem or question? That is, what sub-questions do you need to ask to be able to answer your central question? Do you have sufficient information to begin to address your central question?
Analysis: Examine the collected information critically to discern relationships, key factors, or possible results.

What facts, ideas, or data help to answer your central question? Rephrase those facts or ideas in your own words and cite your sources.
What facts, ideas, or data support what you already know about your topic?
What facts, ideas, or data are new, interesting, and/or surprising to you?
What facts, ideas, or data go against what you believed about your central question?
How would you classify the facts, ideas, or data to begin to form a response to your central question?
What is the relationship between the facts, ideas, or data you've gathered?
How do you know that these facts, ideas, or data you're using are reliable and strong?
At this point in your research process, do you have sufficient information to address your central question or problem? What else do you need to find out to enrich your project?
Reflection
What problems did you encounter while you were working on this phase of your project? How did you solve them?
What resources did you use so far while working on this project? Which ones were especially helpful to you? Which ones would you use again?
How do you feel about the project so far? What parts do you find particularly satisfying? Frustrating? Why?
So far, have you been meeting the standards you've set for yourself? Explain.
One thing I would like to improve upon is...
One thing I need help from my faculty mentor is...

Phase 3

Synthesis: Combine elements of research to formulate an idea or theory that answers the central question.
Based on your research, write a succinct and comprehensive statement that answers your central question or poses a solution to your central problem. <u>This is your thesis.</u>
What are the facts, ideas, or data you chose that support your position or argument?

What facts, ideas, or data may cast doubt on your position or argument? Rephrase those facts of ideas in your own words.
How would you address the facts, ideas, or data that may cast doubt on your position or argument?
What types of evidence will you incorporate into your project (statistics, photos, film clips, sound bites, graphs, charts, etc.)? How do they support or enhance your position or argument?
What additional evidence would strengthen the support of your thesis?
How would you incorporate the additional evidence into your project?
Reflection
Having gotten this far in the project, are you satisfied that you've answered your central question or problem? Why or why not?
What can you do to further enhance your project?

Creation: Produce a final product that represents your findings in a polished, appealing, compelling manner
First Draft Process
What final product will best convey your research and findings in a compelling, succinct way (research paper, documentary, short story, original musical composition, policy brief, Academic Fair project, etc.)?
How do you want to feel about your final product? What kind of standards will you set for yourself to accomplish your goals?
How do you want the audience to feel about your final product?
What steps will you take to create your final product (research paper, website, documentary, short story, etc.)?
How would you organize the information you've learned to answer your central question? (ex: outline of a paper or documentary; site map for a website; outline for a policy brief or position paper; timeline for a service project, etc.)
Have you created an outline and work plan for review by your faculty mentor to ensure that you will produce a thoughtful, thorough, and polished final product?
What support do you need from your faculty mentor as you create your final product?
Does your project as a whole emanate a central purpose or argument that answers your central question?

Will your audience come away with new insights or knowledge?
Does your project have a logical flow that the audience can easily follow?
Is your project interesting to the audience, and does it sustain their interest?
Is your tone and word choice professional and appropriate for your audience?
Do you use correct and appropriate grammar, spelling, and mechanics?
Are the means of data representation (graphs, charts, tables, etc.) and multimedia elements (pictures, film clips, sound bites, etc.) appropriately placed to enhance your central argument or position?

Final Draft Process
Based on feedback from your faculty mentor, how will you improve your project? What specific sources will you now seek in order to better support your thesis (visual, statistical, primary, secondary etc.)?
What aspects of your project do you feel improved as a result of your revision process?
Does your project as a whole emanate a central purpose or argument that answers your central question?
Will your audience come away with new insights or knowledge?
Does your project have a logical flow that the audience can easily follow?
Is your project interesting to the audience, and does it sustain their interest?
Is your tone and word choice professional and appropriate for your audience?
Do you use correct and appropriate grammar, spelling, and mechanics?
Are the means of data representation (graphs, charts, tables, etc.) and multimedia elements (pictures, film clips, sound bites, etc.) appropriately placed to enhance your central argument or position?
Evaluation: Conduct a check on all elements of your research project to ensure that all requirements are met before submission
Is your project a thoughtful response to your central question?
Did your question remain the same, and if not, how did the questions evolve from the beginning to the end of the process?
Does your project represent <u>your</u> ideas and conclusions?

Is your project more than just a summary of other people's ideas? Why would you consider your project an original interpretation of evidence gathered from sources?
Do you properly cite all your sources in the MLA format (in-text citation, footnotes or end notes)?
Do you have a complete bibliography, properly following the MLA format?
Does your project have all the elements that you and your faculty mentor agreed upon?
Is your project neatly put together and visually appealing for the audience?
Would you be proud of presenting your project to a wider audience?
Reflection
What problems did you encounter while you were working on this phase of your project? How did you solve them?
What resources did you use so far while working on this project? Which ones were especially helpful to you? Which ones would you use again?
How do you feel about the project so far? What parts do you find particularly satisfying? Frustrating? Why?
So far, have you been meeting the standards you've set for yourself? Explain.
One thing I would like to improve upon is...
One thing I need help from my faculty mentor is...

Phase 4

Presentation: Present your findings to a wider audience and field questions regarding your project
Preparation for presentation
Have you organized your presentation (in the form of an outline) so that the information, findings, arguments and supporting evidence are clearly, concisely, and logically laid out?
Have you met all the requirements for what should be included in your presentation?
Have you anticipated possible questions that the audience might have about your project? Have you brainstormed how you might address those questions?
Do you have an interesting introduction and conclusion?

Have you paced your presentation so that no part is too long or too short?
Have you rehearsed your presentation with your faculty mentor to fine-tune your presentation?
Presentation
Have you spoken clearly at an appropriate pace?
Have you modulated your voice (volume and tone) and pace to maintain interest?
Have you used proper, grammatically correct and formal English for your presentation?
Have you kept eye contact with the audience most of the time, only occasionally glancing at your notes or slides?
Have you used natural gestures and movements?
Do you look poised and confident?
Have you worn clothes and accessories appropriate for the occasion?
Reflection
What problems did you encounter while you were working on this phase of your project? How did you solve them?
What resources did you use while working on this project? Which ones were especially helpful to you? Which ones would you use again?
Now that this project is complete, how do you feel about what you produced? What parts do you find particularly satisfying? Frustrating? Why?
At the end of this experience, do you feel that you have met the standards you've set for yourself? Explain.
One thing I would have done differently is...
One thing I learned about myself is...

NOTES



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