



ISLAND PACIFIC ACADEMY

2021-22
Course Guide
Grades 9-12



IPA Curriculum

At ISLAND PACIFIC ACADEMY (IPA), we recognize that when our graduates leave IPA they will enter a world that will look different from the current world in which we live. We believe in fostering a learning environment where students can develop skills which will support and empower them in the present and prepare them for a future unknown. The curriculum at IPA is designed to help students grow and unlock their unique potential and passion, while simultaneously preparing them to be productive, and engaged citizens in an increasingly changing and globalized world. Throughout each of the courses offered at IPA, students will have the opportunity to not only develop skills such as critical and creative thinking, problem-solving, collaboration, communication, and global competence, but will also be challenged to innovate, persevere, set goals, and situate themselves within the local and global community. In each course, students will investigate and explore open-ended questions, and be supported in developing their own questions to further their understanding. At the core of the curriculum, students are given a space to explore and consider the past and present, and envision a future world in which they want to live, while discovering their role in creating that world.

International Baccalaureate Diploma Program (IB DP) & Advanced Placement (AP)

The International Baccalaureate Diploma Program (IB DP) courses are offered for Seniors for the 2021-2022 academic year. Internal assessments are assigned throughout Senior year. AP courses are offered beginning in Junior year. AP courses are one-year courses. Students enrolled in an AP or DP course will have the opportunity to test for placement and possible advanced standing college credit through successful completion of the IB Diploma, IB Course Certificates, and AP exams. After the completion of these courses, examinations for both IB DP and AP courses will be administered in May 2022.

2021-22 COURSE DESCRIPTIONS

English: Literature and Rhetoric

ELR 100 Language A – English 9 (Required Freshman Course)

English 100 immerses freshmen into the world of narrative and storytelling through critical engagement with significant texts across a wide variety of genres. This course aims to demonstrate the importance of narrative and storytelling in our modern world, particularly as a means of forming and maintaining community, asserting and affirming our individual and cultural identity and, finally, as a means of legitimizing human experience that works toward maintaining an empathetic and thoughtful worldview. By the end of the year, students will be able to engage actively and dynamically with course material through written and oral assessments, which will promote their personal and academic growth as they become active and influential members of their local and global communities.

ELR 200 Language A– English 10 (Required Sophomore Course)

English 200 allows students to build on the fundamental skills developed in English 100, while pushing them to continue to refine their academic skills as writers, editors and critical thinkers. In this course, sophomores will be encouraged to think dynamically by considering how novels can interrogate similar ideas via different lenses or perspectives in order to help students solidify their own personal worldview. To accomplish this, students will be asked to explore and challenge a guiding theme that will remain constant throughout the entire year. Their understanding of this guiding theme will become richer and more nuanced as they move through each text. Ultimately, this course will not only allow students to think deeper about authorial intention, writer's craft, and character mindset; this course will also allow students to think about themselves and their relationship to the world around them.

ELR 300 Language A – English 11

ELR 305 Language A – English 11 with Honors

This course is designed to mold you into a writer. Armed with the technicalities of five-paragraph essays and formulaic workbook responses of earlier years that were designed to make you master the basics, this course will be focused on finding your unique authorial voice that will, through revision and discussion, allow you to command a presence and write for any purpose. This course will focus on craft (because writing without purpose is pointless), on community (because your peers can be your greatest resources), and on vigilance (because not being able to effectively say exactly the thing you want to say at the moment you need to say it is a form of powerlessness we should all work hard never to fall victim to).



ELR 420 AP English Language & Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

ELR 400 IB DP Language A – English (SL-2)

ELR 405 IB DP Language A – English (HL-2)

In keeping with the expectations and standards of a college preparatory education, this course is designed to prepare you for writing, reading, and discourse at the college level by building on and refining communication and critical thinking abilities. Through intentional work on composition, revision, reading and discussion skills, this class will explore the way our identity is built and challenged, the way our memories create and reshape reality, the way we seek to understand the world around us and our place within it, the way we elevate voices and experience the perspectives of others, and the ways we can live deeply meaningful and passionate lives. Students enrolled in both the SL and HL will read many of the same required texts; however assessments and rubrics will be tailored to the specific requirements of each level and each project. Ultimately, this course will empower students to leave high school ready and able to hear other people, experience the world, and share their own voice.

Humanities and Social Science

HSS 100 American History (Required Freshman Course)

In the American History course, students analyze and research the building of the American nation from the Civil War and then concentrate on the emergence of the modern era from the beginnings of the Industrial Revolution in 1870 to the fall of communism in 1989. This course prepares students to employ critical thinking skills, as well as research skills, when looking at fundamental questions concerning the history of the United States, from the proper role of government in a representative democracy to the role of social movements in shaping the character of the American experience. Attention will be paid to the role of the United States in world affairs, as well as examining how economic conditions and policies have shaped the response of government and ordinary citizens alike.

HSS 200 World History (Required Sophomore Course)

The tenth grade Humanities course focuses on building a connection between history and culture to better understand our shared human experience. The course begins with the origins of human civilizations, exploring the viewpoints that helped shape culture and meaning-making, before shifting focus to cultural conflict and the age of colonialism. The course then explores issues of ideology and power around key 20th century historical events before concluding with an investigation into modern approaches to history. The focus of this course is on various human cultures and the ways that internal and external cultural interaction can be used to better contextualize historical events. This course will also seek to address how issues such as discrimination, cosmology, identity, and power all factor into our perception of history. Students will be expected to understand and express, through individual and group projects and within class discussion, how human culture has shaped historical events and how an understanding of history is fundamentally tied to understanding the context of that history.

HSS 300 History of the Americas 1

In this course, students explore North and South American history from the late eighteenth century to the early twentieth century within a global context. Students closely examine both primary and secondary sources in an effort to gain a greater understanding of major social and cultural movements, political ideologies, and important people (both elite and proletariat) during this period. Importantly, while the history of the United States will often serve as a major point of reference, students will engage in comparative analyses of contemporaneous historical developments around the globe. For example, instead of just examining the United States Constitution and the growth of the U.S. government, students study how larger intellectual developments (such as the Enlightenment) impacted similar revolutionary trajectories throughout the Western Hemisphere during the same era. The course's unit on the nineteenth century will analyze the process of industrialization in the United States, trace that uneven development towards its Civil War, and examine its rise to a global imperial power by the 1890s. The final unit of the year will



focus on World War I and its political, social, and cultural effects amongst the major warring powers, minor states, and colonized peoples. Throughout the course, students work towards understanding the practice of history by first understanding the historiography of a given topic (i.e., how historians have investigated that theme in-depth) and secondly by developing analytical and research skills to assess the word of the historian against primary source material.

HSS 325 Global Politics: Ideologies & Governance with Honors

Global Politics investigates the myriad ways in which humans in the 21st century contend with a world that is increasingly transformational and interconnected. Globalization – the ever-expanding exchange of ideas, people, and goods around the world - has been in effect since the Columbian exchange began in 1492. But our new century presents novel challenges, opportunities and questions. Rapid development of former colonies, conflicts over land and resources, and threats to human rights and ecological systems have led to new contests over ideologies, terrains and borderlands. This course seeks to identify and explore the nature of power – in individual, social and systemic dimensions – before delving into units on human rights, peace and conflict, and development. The course offers students opportunities to engage with a set of political issues affecting the Hawaiian archipelago, the mainland, and nations and peoples abroad.

HSS 400 IB DP History of the Americas (SL-2)
HSS 405 IB DP History of the Americas (HL-2)

In the second year of the History of the Americas course, students study the twentieth century from the end of World War I to the end of the Cold War. Emphasis will be placed on the diplomatic efforts from 1918-1936 at avoiding war and the ultimate failure of these attempts, the various types of wars (limited, guerilla, total, civil) fought throughout the world since 1918, and the effects of these events within the US, particularly in stimulating the Civil Rights and anti-Vietnam War movements. Historical research and analytical skills will be developed as students will assess various historical interpretations of the topics being studied.

HSS 325 IB DP Global Politics (HL-2)

Having established a working knowledge of political ideologies and power, the second part of this two-year IB course takes a deep three-unit dive into development, human rights, and peace and conflict. In tandem with this course of study, students will also be required to complete the Internal Assessment. This consists of a written research and field study in addition to two ten-minute oral presentations on global political issues of a students choice. All students will be required by the IB to work on a major political project involving a meeting with a policymaker or decision-maker to discuss civic engagement with a political issue. Students will come out of the course with a much deeper and more nuanced understanding of the world’s geopolitical complexity and the evolving challenges that face global civilization.

HSS 420 AP Comparative Government & Politics

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

Mathematics

MAT 100 Mathematics 9 (Required Freshman Course)

Mathematics 9 is designed to help develop students’ understanding and application of Algebra I (60%), Geometry (20%), Probability (10%), Statistics (5%) and Trigonometry (5%). The course is organized to encourage students to become aware of the links between mathematics and other subjects; to emphasize different methods of communicating solutions (algebraically, graphically, verbally, etc.) and to allow students to explore their own ideas mathematically.



MAT 200 Mathematics 10 (Required Sophomore Course)

Mathematics 10 is designed to help strengthen the students' understanding and application of Geometry (50%), Algebra I (10%), Algebra II (10%), Trigonometry (10%), Probability (10%), and Statistics (10%). The course topics include quadratic, exponential and logarithmic functions, matrices, probability, statistics, and three-dimensional geometry. The course is organized to encourage students to become aware of the links between mathematics and other subjects; to emphasize different methods of communicating solutions (algebraically, graphically, verbally, etc.) and to allow students to explore their own ideas mathematically.

- MAT 300 Mathematics: Analysis & Approaches
- MAT 310 Mathematics: Analysis & Approaches with Honors

This mathematics course is designed for students to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. The Standard course is a complete subset of the Honors course. Although both courses will cover the same topics (i.e., Number & Algebra, Functions, Geometry & Trigonometry, Statistics & Probability, and Calculus), the Honors course consists of approximately 60 subtopics, while the Standard course consists of approximately 35 subtopics. Successful completion of the honors course is a prerequisite to AP Calculus to be offered to Seniors in the 2022-2023 School Year.

- MAT 426 IB DP Mathematics: Analysis & Approaches (SL-2)
- MAT 436 IB DP Mathematics: Analysis & Approaches (HL-2)

This mathematics course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. Also, in the second year of this course, students conduct a Senior Project used as the IB Internal Assessment, known as the Math Exploration. The internally assessed component, the exploration, offers students the opportunity to develop independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Natural Sciences

NS 101 Chemistry 1 (Required Freshman Course)

This introductory Chemistry course is designed to give students the knowledge and tools to understand the physical and chemical world around them. Students explore topics such as, elements and the periodic table, chemical bonding, reactions, acids/ bases and organic compounds. Students have hands-on experiences through lab experiments, and group and individual presentations and projects. Technology will be an integral component of this course with students researching and presenting information gathered throughout the world.

NS 200 Biology 1 (Required Sophomore Course)

This introductory Biology course is intended to develop student's understanding and appreciation of the biological world around them. The course will introduce life at the cellular level to include organelles, cellular processes, and genetics. In labs, students will investigate how enzymes work, how to use a microscope to visualize cells, as well as understand the properties of water. The course culminates with students exploring several of the human body systems and concludes with a dissection of a fetal pig. Being a second-year science course, a continued emphasis will be placed on laboratory procedures and lab reports.

- NS 301 Chemistry 2
- NS 400 IB DP Chemistry (SL-2)

Chemistry deals with the fundamental nature and reactions of matter. It is the core science that forms the basis of our understanding of both biological systems and our physical world. In this course, students study a wide range of topics. Students will seek to develop an understanding of atomic structure and use this knowledge to predict and



explain the properties of matter. There is a large practical aspect to this course, including the investigative laboratories, which allow students to develop a range of experimental skills and an appreciation of the scientific method.

NS 300 Cellular & Molecular Biology
NS 305 Cellular & Molecular Biology with Honors

Biology is the study of life. This course introduces students to almost all the sub-specialties they will encounter in college if entering as a biology major. This year's topics cover microbiology, biochemistry, and genetics. This course is lab intensive and will involve hands-on laboratory investigations that will enhance the concepts learned throughout the course. The intent of this course is for students to develop a range of experimental skills and an appreciation of the scientific method.

NS 404 IB DP Biology (SL-2)
NS 405 IB DP Biology (HL-2)

Biology is the study of life. This course introduces students to almost all the sub-specialties they will encounter in college if entering as a biology major. The topics covered over the two year course include microbiology, biochemistry, genetics, biodiversity, botany, ecology and anatomy and physiology. This course is lab intensive and will involve hands-on laboratory investigations that will enhance the concepts learned throughout the course. The intent of this course is for students to develop a range of experimental skills and an appreciation of the scientific method.

NS 310 Physics 1
NS 410 IB DP Physics (SL-2)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the smallest particles to the vast galaxies and universe they occupy. Classical physics is built upon Newtonian mechanics, electromagnetism and thermodynamics, with modern physics, waves and optics rounding out the topics. This course stresses both theory and experimentation that allows students to develop traditional practical skills and techniques as they increase their use of mathematics, which is the language of physics. Above all, physics is a human activity analyzing nature's relationships and is approached as such. Although not required, students enrolled in this course will have the opportunity to take the Advanced Placement (AP) Physics examination with some additional preparation.

NS 420 AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Physical Education

PE 100 Physical Education – High School (Required 9th grade course)

Physical and Health Education will allow students to continue their growth within the group while also establishing themselves as leaders in different areas. Students will work on the skills and understanding necessary to participate successfully in a variety of physical activities. The focus of team and individual sports will change from participation and execution to more of a mindset of learning, practicing, refining, adapting, and reacting to change. Students will use critical thinking to solve different situations and create new games/sports. Meal and exercise plans will continue to take shape; students will use self-motivational skills and personal responsibility. Strength training, cardio, and "nontraditional" fitness will be introduced. Reflections, written tests, oral and visual assessments will be some of the ways that students are graded on their accomplishments. Overall, students will deepen their interest in and enjoyment of all aspects of physical activities and overall health.



Design Technology

VPA 201 Jewelry & Metalsmithing 1

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will learn a number of basic jewelry making techniques including sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions.

VPA 401 Jewelry & Metalsmithing 2

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will further their knowledge in the hand fabrication techniques they already covered in Jewelry & Metalsmithing 1. A number of advanced techniques such as chasing, basket setting, bezel setting, cage setting, granulation, metal inlay, wire forging, wire construction, ring series: rings of Hawaii research project, non-metal materials of Hawaii: shells, feathers, flowers, and wood! Jewelry making techniques will include sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction, chasing, and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions. Previous enrollment and successful completion of Jewelry & Metalsmithing 1 is a prerequisite to applying to Jewelry & Metalsmithing 2. For students who have previously done bench jewelry work outside of IPA and wish to apply to this course, a bench test will be administered to ensure the student is best prepared for the level of this course.

TD 200	Publishing 9
TD 201	Publishing 10
TD 202	Publishing 11
TD 203	Publishing 12

In this course students are tasked with planning, designing, and selling IPA's yearbook. Students will be trained in journalism, photography, and layout design. Yearbook staff will also survey students, communicate through email, and launch advertising campaigns. Students are expected to utilize skills in graphic design and writing to represent the chosen theme of the yearbook that year. Students also design and vote on the cover of the yearbook.

TD 295	Digital Media 9
TD 296	Digital Media 10
TD 297	Digital Media 11
TD 298	Digital Media 12

In Digital Media, students learn the basics of photographic composition and lighting, the basics of using a digital camera and photo/video editing. In addition to photography, this course also provides students with a foundation in filmmaking and graphic design. Students will have the opportunity to develop projects related to film, including the creation of Public Service Announcements, short films, and stop motion. This course takes a collaborative approach to all projects with students working in project teams throughout the course. With each project, students will have the opportunity to fulfil a variety of roles, such as directing, editing, filming, etc.

TD 255	Graphic Design 9
TD 256	Graphic Design 10
TD 257	Graphic Design 11
TD 258	Graphic Design 12

This course focuses on the procedures commonly used in the graphic communication and design industries. Topics covered include logos, vectoring, typography, and motion graphics. Students taking this course also gain experience with Adobe Creative Suite, including but not limited to Photoshop, Illustrator, Premiere Pro, and more. At the end of the course students will create a graphic design portfolio hosting all of their work.

TD 285 Introduction to Engineering Design

This year-long "Engineering Design" course will provide students with the tools and techniques that Design Engineers use to solve problems. The first semester will include students utilizing the "Engineering Design Process" which is a cyclic process of designing, testing and evaluating prototypes until successful completion of the project. The second semester will have students working with "Autodesk Inventor 2018", a 3-D CAD program to learn how to design their



prototypes digitally before physically constructing them. The course will culminate in students designing their own "Automata" creating motion in all 3 dimensions of a themed setting using the CAD program, then finally constructing their Automata product.

TD 485 Advanced Engineering Design

This course year-long requires "Introduction to Engineering Design" as a prerequisite. In this course students will utilize "Autodesk Inventor 2018" to help them design digital solutions to problems that affect their community. The 1st semester will quickly review what was learned during the previous 2nd semester then apply the "Engineering Design Process" to solve small problems at first, then ramping up to work towards taking on a larger project for the 2nd semester. This project may be done in concert with other students, or individually as necessary.

Visual and Performing Arts

VPA 201 Jewelry & Metalsmithing

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will learn a number of basic jewelry making techniques including sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions. (Can count as either an Art or Tech class)

VPA 401 Jewelry & Metalsmithing 2

This course explores both the technical and conceptual aspects of modern metalsmithing and jewelry making. Students will further their knowledge in the hand fabrication techniques they already covered in Jewelry & Metalsmithing 1. A number of advanced techniques such as chasing, basket setting, bezel setting, cage setting, granulation, metal inlay, wire forging, wire construction, ring series: rings of Hawaii research project, non-metal materials of Hawaii: shells, feathers, flowers, and wood! Jewelry making techniques will include sawing, filing, torch soldering, scoring, linkages, hollow construction, wire construction, chasing, and more. In addition, discussions will be held on contemporary, historical and conceptual jewelry making traditions. Previous enrollment and successful completion of Jewelry & Metalsmithing 1 is a prerequisite to applying to Jewelry & Metalsmithing 2. For students who have previously done bench jewelry work outside of IPA and wish to apply to this course, a bench test will be administered to ensure the student is best prepared for the level of this course. (Can count as either an Art or Tech class)

- VPA 110 Ceramics 9
- VPA 210 Ceramics 10
- VPA 310 Ceramics 11
- VPA 410 Ceramics 12

This course focuses on the development of the student's creativity, craftsmanship and artistic vocabulary through the study, creation, and discussion and three-dimensional artwork. Students have the opportunity to further explore their artistic self-expression. This class emphasizes ceramics, which includes: construction styles and methods, figurative sculpture- animal and human sculpture, wall sculpture with installation, mix media and large kiln firing. Students use artistic perception in processing, analysis and responding to all sensory information through the language and skills unique to ceramics.

- VPA 415 Ceramics Open Studio 1 (Grade 11)
- VPA 416 Ceramics Open Studio 2 (Grade 12)

This Ceramics Open Studio course for Juniors and Seniors, explores the role of ceramic art as an expression of culture throughout history. The study of ceramic art provides students with opportunities to develop and nourish higher level thinking. Skills associated with artistic thinking include the ability to see clearly, analyze, reflect, problem solve, forge to make connections as well as information and generate new ideas from diverse sources. Various hand building techniques and forms will be used to create projects in which students use clay as the artistic medium. Hands-on ceramic art and pottery making with local guest artist workshops will include discussions on various aspects and inquiries pertaining to careers in fine arts. Visiting artists will engage with students through studio visits and critiques. Students will build a portfolio of their work as part of the course curriculum.



VPA 100 Visual Arts 9
VPA 200 Visual Arts 10

This course is a two-year rotation open to freshmen and sophomores and focuses on the development of the students' creativity, craftsmanship and artistic vocabulary through the study, creation and discussion of two-dimensional and three-dimensional artwork. Students have the opportunity to further explore their artistic self-expression by exploring a wide range of art making (including, but not limited to: drawing, painting, sculpture, printmaking, collage, etc.). Students review technical skills, but mostly focus on using the elements of art and principles of design to create art that explores new ideas and utilizes experimental art-making. The class is less concerned about the final product, rather, it focuses on the experimental, trial and error process and allows students the freedom to try new styles, techniques and propose new ideas. It's not about the destination, but the journey!

VPA 300 Visual Arts 11
VPA 400 Visual Arts 12

Visual Arts 11 is a course that is open to Juniors and Visual Arts 12 is a course open to Senior students. Previous visual art experience is recommended but not mandatory. This course is designed to provide students with a lifelong appreciation for the arts, as well as provide a solid foundation for students who pursue post-secondary studies in the arts. This course has specific criteria set for both Studio Work and sketchbook which are clearly defined. The course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts. Visual Arts 11 & 12 curriculum is concurrent with the Visual Arts 11 with Honors course but with less extensive writing requirements.

VPA 305 Visual Arts 11 with Honors

This is a course open to Juniors who take a particular interest in the Visual Arts. This course is designed to provide students with a lifelong appreciation for the arts, as well as provide excellent preparation for students who pursue post-secondary studies in the arts. This course has specific criteria set for both Studio Work and sketchbook which are clearly defined and quite demanding. The course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts.

VPA 435 Visual Arts Open Studio 1
VPA 436 Visual Arts Open Studio 2

This course is for Juniors and Seniors who would like to have a venue for creative expression and want to challenge themselves in an artistic way. This course is designed to provide students with a lifelong appreciation for the arts, as well as provide the time and instruction for the student to explore different types of art-making. Along with studio work, the students also maintain a sketchbook with weekly drawing prompts. The class emphasizes practice in the use of various media, the acquisition of techniques and the mature development of ideas. A student does not need any previous experience with art to take this class.

VPA 400 IB DP Visual Arts (SL-2)
VPA 405 IB DP Visual Arts (HL-2)

This course is designed to provide students with a lifelong appreciation for the arts, as well as provide excellent preparation for students who pursue post-secondary studies in the arts. This course has specific criteria set for both Studio Work and the Investigation Workbook which are clearly defined and quite demanding. The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts.

VPA 245 Beginning Instrumental Ensemble

This course is designed for students who have little to no prior musical experience at the high school level. Students are assigned instruments based on their prior ability (if any) and interest. Students may be required to rent their own instrument depending upon instrument availability. Along with weekly rehearsals and a culminating performance, the students continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students who excel or are awarded leadership roles in Beginning Instrumental Ensemble will have the opportunity to take Advanced Band or Advanced Orchestra the following year.



VPA 445 Advanced Band

Advanced Band participants must have a minimum of one year experience in Beginning Instrumental Ensemble (or, prior experience with an instrument) to participate and must have the instructor's approval before registering for this course. Along with weekly rehearsals and a culminating performance, the students continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students demonstrate their growth in musical technique and skill through performances in the IPA music concerts and events throughout the school year.

VPA 450 Advanced Orchestra

Advanced Orchestra participants must have a minimum of one year of experience in Beginning Instrumental Ensemble (or, prior experience with an instrument) to participate and must have the instructor's approval before registering for this course. Along with weekly rehearsals and a culminating performance, the students will continue their music education by focusing on Music Theory, History, Ethnomusicology, Expression/Timbre, Composition, and Performance. Students will perform in the IPA music concerts.

VPA 155 Theatre Arts 9
VPA 255 Theatre Arts 10

The course is built on a two-year rotation and is designed to give students opportunities to discover the artist we each hold within. Students are trained in the fundamental skills of theatre arts, including technical theatre, public speaking, improvisation techniques, creative drama, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and acting of scenes from plays. It includes dramatic play, story enactment, imagination journeys, theatre games, puppeteering, storytelling, role playing, fencing, hand to hand stage combat, and technical theatre.

VPA 355 Theatre Arts 11
VPA 455 Theatre Arts 12

Students will engage in more intensive preparation of their craft. This course runs in conjunction with Theatre Arts 11 with Honors and therefore, the students will participate in the same projects as students enrolled in the honors course, but the writing component is much less extensive. Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, risk-taking, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. This multifaceted course gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives.

VPA 365 Theatre Arts 11 with Honors

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. This multifaceted course gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. Students learn to appreciate that through the processes of researching, creating, preparing, presenting, and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community, and the world.

VPA 420 IB DP Theatre (SL-2)
VPA 425 IB DP Theatre (HL-2)

Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique, and speculate. The second year of this course is designed to encourage students to examine theatre in its diversity of forms from around the world. This may be achieved through a critical study of the theory, history, and culture of theatre, and students will find expression through workshops, devised work or scripted performance.



Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us. This theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to understand and value those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these.

World Languages

**World language placement is based on instructor recommendations.*

WL 201b Japanese Level 1

This course is for students with little to no prior experience with the Japanese language at the high school level. This course is designed to introduce the basics of the Japanese language and understanding of Japanese culture. Students will develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication. Students are introduced to the integration of language and cultural knowledge to communicate their personal perspectives on topics such as self-introduction, daily life, celebration, getting around etc. Students are expected to apply their knowledge to unfamiliar situations. The course also fosters curiosity, inquiry and a lifelong interest and enjoyment in language learning. By the end of this course, students aim to become an emergent communicator in Japanese. Students also learn Japanese writing systems (Hiragana and Katakana).

WL 202b Japanese Level 2

This course is designed to build the foundation of the Japanese language and understanding of Japanese culture. Students nurture their multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication. This course offers insight into the cultural characteristics of Japan as well as comparison to the students' own culture. Students develop the integration of language and cultural knowledge to communicate their personal perspectives on various topics such as myself, health, leisure, entertainment, and environment etc. Students are expected to apply their prior knowledge to unfamiliar situations. The course also fosters curiosity, inquiry, and a lifelong interest and enjoyment in language learning. By the end of this course, students aim to communicate effectively in Japanese.

WL 203b Japanese Level 3

This course is a continuation of level 2. Students will expand their horizons by learning to express themselves in a Japanese speaking community. In addition, students will learn to distinguish between the formal/polite and informal/ more natural styles of speaking. By the end of the course, students will be able to recognize and write 121 kanji characters, communicate in Japanese within a variety of contexts, such as ordering food in Japanese at a restaurant, cooking, and discuss the similarities and differences between American and Japanese culture.

WL 301b Japanese Level 4

This course is designed for the students who completed Level 3 successfully. Students will explore "the Japanese soul": the social, historical, and cultural forces that influence the ways of the Japanese. Students will study wide-ranging topics such as keigo (honorifics), and the traditional cultural arts including the tea ceremony, calligraphy, and Japanese haiku poetry. By the end of this course students will be able to write 400 kanji and communicate at a more sophisticated intermediate level in Japanese.

WL 410b IB DP Japanese Ab Initio (SL-2)

Japanese ab initio is a course which allows students to develop the knowledge and skills necessary to communicate effectively in Japanese in a variety of everyday situations and authentic contexts. Developing proficiency in Japanese allows students to gain access to and develop respect for Japanese-speaking cultures, thus contributing to the holistic development of the student. Study of the language balances the four language skills of speaking, listening, reading and writing. This course aims to develop intercultural awareness through the study of the diverse practices,

perspectives and contributions of Japanese-speaking cultures and communities. Contextualized language learning and communication-based tasks allow students to develop a strong foundation in Japanese and build essential language-acquisition skills that enables them to successfully pursue further language study.

WL 420b IB DP Japanese (SL-2)

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WL 201c Papa 'Ōlelo Hawai'i Level 1

In this 'Ōlelo Hawai'i course, students learn to communicate in Hawaiian as well as build a strong foundation of cultural understanding. Students enrolled in this course learn greetings, basic language structure, and vocabulary through a variety of engaging topics. The topics in this course are designed to gradually build complexity in language structures and vocabulary to aid in student Hawaiian language acquisition. This course emphasizes aloha 'āina through place-based learning where students have multiple opportunities to go on learning trips in the district of 'Ewa and learn from Hawaiian cultural practitioners. This course is for students with little to no prior experience with the Hawaiian language at the high school level.

WL 202c Papa 'Ōlelo Hawai'i Level 2

This course is designed to build on the foundation of the Hawaiian Level 1 and understanding of Hawaiian culture. Students are expected to apply their previously acquired language structures and vocabulary to new and unfamiliar situations. Linguistic and cultural knowledge will be further developed in this course to communicate students' personal perspectives on a variety of topics including family, favorite things, occupations, food, and traveling. 'Ōlelo Hawai'i Level 2 also fosters curiosity, inquiry, and a lifelong interest and enjoyment in Hawaiian language learning. This course emphasizes aloha 'āina through place-based learning where students have multiple opportunities to go on learning trips in the district of 'Ewa and learn from Hawaiian cultural practitioners.

WL 203c Papa 'Ōlelo Hawai'i Level 3

In 'Ōlelo Hawai'i Level 3, students will have the opportunity to refine language learned in previous levels through an intensive review of grammatical structures, vocabulary, and cultural knowledge. Additionally, students in this course will learn more advanced grammar structures and vocabulary, as well as begin to analyze authentic Hawaiian texts and materials such as traditional short stories, Hawaiian language newspapers, native speaker tapes, and much more. This course emphasizes aloha 'āina through place-based learning where students have multiple opportunities to go on learning trips in the district of 'Ewa and learn from Hawaiian cultural practitioners. The expectation for students in this level is to apply their linguistic and cultural knowledge to both familiar and unfamiliar situations.

WL 301c Papa 'Ōlelo Hawai'i Level 4

In 'Ōlelo Hawai'i Level 4, students will use their foundational knowledge of grammatical structures to analyze a variety of authentic Hawaiian materials such as traditional short stories, newspapers, native speaker tapes, mele (songs), and oli (chants). New grammatical structures, vocabulary, and language features will be learned in the context of the authentic Hawaiian texts. Students will be tasked with thinking critically about Hawaiian worldview and will present their thoughts in written compositions and oral presentations. This course emphasizes aloha 'āina through place-based learning where students have multiple opportunities to go on learning trips in the district of 'Ewa and learn from Hawaiian cultural practitioners. The expectation for students in this level is to apply their linguistic and cultural knowledge to both familiar and unfamiliar situations.

WL 201a Spanish Level 1

This course is for students with little to no prior experience with the Spanish language at the high school level. Students are exposed to the Hispanic Culture and will learn basic vocabulary and grammar to communicate with



peers and teachers. This course emphasizes a holistic approach to language study, which promotes a clear understanding that all knowledge is interrelated.

WL 202a Spanish Level 2

This course enhances the skills learned in the Level 1 course. Students review grammar in a more comprehensive manner. Students are also introduced to new advanced grammar concepts and verb tenses. There is an emphasis on more complex reading selections that may include contemporary and/or traditional literature. Writing becomes more formal and includes essay writing. Students develop a greater understanding for the culture of the target language through the knowledge of the geography and history of the culture.

WL 203a Spanish Level 3

The objective of this course is to refine language learned in previous levels through an intensive review of grammatical structures, and in-depth study of Hispanic art and a broad study of the cultures of the Spanish speaking world with an introduction to short stories.

WL 301a Spanish Level 4

In Level 4 students will review and use their knowledge of grammar through Spanish literature. One goal of this class is to have students describe, narrate, and present information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two to three minutes in length. Another important goal is to learn how to write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue with control of grammar and syntax.

WL 401a Spanish Level 5

This course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language.

WL 410a IB DP Spanish Ab Initio (SL-2)

Spanish ab initio is a two-year Standard Level (SL) course designed for students with little or no prior experience of learning Spanish. This course aims to develop intercultural awareness through the study of the diverse practices, perspectives and contributions of Spanish-speaking cultures and communities. Contextualized language learning and communication-based tasks will allow students to develop a strong foundation in Spanish and build essential language-acquisition skills that will enable them to successfully pursue further language study.

WL 420a IB DP Spanish (SL-2)

Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by IB recommended teaching hours (150 for SL and 240 for HL,) the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

Electives & Other Courses

TOK 300 Theory of Knowledge

TOK 400 IB DP Theory of Knowledge (yr 2)

(Required for Full IB Diploma candidates; elective for 11th and 12th grade students)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all Diploma



Programme schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs) which include language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.

Embedded in the TOK course are structures and supports for students’ skill development in essay writing for both the required TOK essay and the Extended Essay. The Extended Essay is an independent, self-directed piece of research, which results in a 4,000 word paper. The Extended Essay provides students with practical preparation for undergraduate research, as well as further develop their capacity to analyze, synthesize, and evaluate knowledge.

ELR 315 Creative Writing

This course will explore creative writing techniques and give students an opportunity to expand their creative focus by looking at different types of writing and building core composition skills that will benefit them in both creative and analytical writing. The semester will begin with a study of basic writing elements - understanding what makes a good story, how to create an effective character, how to build tension and drama, etc. After that introductory work we will explore different genres and writing styles, practicing with poetry, horror, screenwriting, and numerous others. Finally, the semester will conclude with a student-directed project, letting students dig into one larger piece and see it through from beginning to end.

