



ISLAND PACIFIC ACADEMY

**2024-2025
Course Guide
Grades 6-8**



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 Middle School educational program respects and meets the distinct needs of young adolescents. It is relevant, challenging, integrative and exploratory. The curriculum allows students to pursue answers to questions they have about themselves, academic content, and the world around them through engaging in a design-thinking process. Students see connections between academic concepts and their own ideas while applying them to real-world situations. The educational program capitalizes on the curious and adventurous nature of adolescents with a focus on the process of discovery, the cultivation of a growth mindset, and a love of learning.

The Secondary School 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.

IPA Department Pathways

Proposed Elective Courses

The courses highlighted in green on the Course Guide are newly proposed for the 2024-2025 school year. These courses are under consideration and may be offered depending on various factors including student interest as indicated on the elective course form.

2023-24 COURSE DESCRIPTIONS

English: Literature and Rhetoric

Grade 6: In English 6, students have the opportunity to build on their current knowledge and skills as well as develop and practice new concepts. Grammar and vocabulary skills will be introduced in mini lessons and woven into reading and writing. Students will learn how to read closely and think beyond the literal meaning of texts. As readers, they will learn strategies for approaching both fiction and nonfiction texts, including the use of reading "signposts" to help them notice and take note of important moments in their books and across texts. As writers, they will learn how to make claims and inferences and support each with text-based evidence, writing essays about characters and themes in different texts. Creative tasks will be folded into each unit so that students have the opportunity to begin developing their authorial voice. Throughout our work in this class, students will be able to explore their self-identity and to discover what shapes their own values and beliefs.

Grade 7: In English 7, students continue working on skills of text-based evidence as well as studying characters and themes. Students will use reading and writing to help them make sense of themselves and the world around them. Grammar and vocabulary skills will be introduced in mini lessons and reinforced in the context of both reading and writing. In addition, seventh graders will critically read and analyze a variety of books, all of which are dealing with the ideas of identity, relationships, and communication. Students will gain insight into their role in the world while striving to create an appreciation for themselves as readers and writers.

Grade 8: In English 8, students have the opportunity to build on their current knowledge and skills as well as gain knowledge of new ideas and concepts. In preparation for High School, they will begin reading more complex texts, while applying skills learned throughout their time in Middle School. Written skills will focus on deeper analysis and



explanation of symbols and themes. While studying these characters and novels, students will learn more about themselves and the world around them, as 8th grade English deals particularly with themes of courage, perseverance, power, and identity.

Humanities and Social Science

Grade 6: In Humanities 6, we focus on cultural geography. Students will learn about the world they live in, namely Hawaii, as well as around them, by gaining a broader cultural awareness. Through the study of continents and cultures at home and across the globe, students will gain a unique understanding of why culture and ideals are important to people everywhere. Students will also learn about how various social and cultural systems function. More importantly, students will be able to explore their own self-identity to discover what shapes their own values and beliefs. This class will be supplemented with a variety of relevant books, films, and current events.

Grade 7: The focus of Humanities 7 pertains to the study of Ancient Civilizations. Through various projects, students will explore the emergence of cultures across the globe. Units of study will touch upon the importance of understanding ancient cultures, as well as pondering their origins and eventual demise; thus helping students to recognize continuity and change over time. Students will also learn about various governmental structures. The class will be supplemented with a variety of relevant books, films, and current events.

Grade 8: While Humanities 8 is a general overview of U.S. History, some of the key points of focus will be: Pre-Colonial exploration (mercantilism/ feudalism/ capitalism) leading to the subjugation of indigenous people, Rebellion (causes and effects), the ideals of the U.S. Constitution, the impact of slavery, and the Civil War/Reconstruction leading to civil rights of the 1960's/70's, how industrialization and capitalism impacted an imperialistic culture, and politics, WWI/WWII causes and effects, Cold War/Proxy Wars (Korean/Vietnam Wars). If time permits, we will link this to contemporary issues of the War on Terror (Afghanistan, Iraq). There will be a direct correlation of past events to current events within the political context of "man's" shaping of the USA's government. This is a skills-based curriculum with a focus on research, critical thinking, writing with fluency, and recognizing bias and propaganda. Key outcomes should reflect our school's mission, as well as supporting students to become lifelong learners and citizens of the contemporary world.

Mathematics

Grade 6: Mathematics 6 focuses on building skills in the areas of number, algebra, geometry, statistics and probability, and discrete mathematics. Computational work, problem-solving strategies, improving mathematical communication, and reflection upon the analysis of various situations are important components in this course. Mathematics plays an essential role in school and the world around us. Knowledge of that language will be facilitated by promoting critical thinking skills that lead to the development of logic and analytic reasoning abilities and the solving of real-world applications.

Grade 7: Mathematics 7 focuses on building skills in the areas of number sense, algebra, geometry, statistics and probability, and discrete mathematics. Computational work, problem-solving strategies, improving mathematical communication, and reflection upon the analysis of various situations are important components in this course. Mathematics plays an essential role in school and the world around us. Knowledge of that language will be facilitated by promoting critical thinking skills that lead to the development of logic and analytic reasoning abilities and the solving of real-world applications.

Pre-Algebra (Grade 8): Pre-Algebra builds on experiences in mathematics learning that students have gained in earlier years. This class will challenge the students to reach their full potential in mathematics as they explore and develop a basic understanding of algebra and its real-world applications. Students will investigate a variety of topics including algebraic expressions, linear equations, inequalities, and geometry topics. The goal of this class is for students to leave the course with the ability to make connections between mathematical concepts and the world around them and to have developed strong foundational skills in Algebra to assist them in their later years of schooling. They will also develop/strengthen their ability to take risks while solving complex problems in and out of the math class. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. Students will be placed in this class based on teacher recommendation and academic capabilities.

Algebra 1 (Grade 8): Algebra 1 lays the foundation for all future math courses. This class will challenge the students to reach their full potential in mathematics as they explore and develop a general understanding of algebra and its real-world applications. Students will investigate a variety of topics including linear equations, exponential functions, factoring polynomials, and quadratic equations. Students will work in collaboration with classmates to solve complex problems and present their work to the class. Students are expected to support all of their solutions with written work and explanations. The goal of this class is for students to leave the course with the ability to make connections between mathematical concepts and the world around them. They will also develop/strengthen their ability to take risks while solving complex problems in and out of the math class. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. Students will be placed in this class based on teacher recommendation and academic capabilities.

Natural Sciences

Grade 6: This year is an introductory year to all the main disciplines of science for the students. They will be introduced to the basics of Chemical sciences, including matter, its properties and interactions. They will examine the Physical sciences through potential and kinetic energy. They will, then, be introduced to the Earth and solar system. They will understand the physical effect of gravity and friction in everyday life, as well as the forces needed to form the sun and the planets. They will be introduced to rotational and revolutionary forces needed to form the seasons and tides. Finally, the students will be introduced to the basic unit of life on our planet: the cell and all of its components. Students will be given an opportunity to present authentic projects to showcase their learning and real-world problem-solving skills. Students will end the year with a Design Thinking project.

Grade 7: Students will explore basic genetics and its importance in the development and evolution of our world. They will use this information to further understand the cause of malfunctions in genetic information and its consequences in the greater ecosystems. They will then learn about the need for a healthy ecosystem and explore the relationship between ecosystems and the resources they provide. They will understand the cyclic nature of the formation of resources and their uses. In addition, students will transition to physical science where they will examine the cycles and waves, specifically sounds and light waves. They will connect this to the greenhouse reaction and climate change. Students will be given an opportunity to present authentic projects to showcase their learning and real-world problem-solving skills. Students will end the year with a Design Thinking project.

Grade 8: Students will start the year learning the physical world. Particularly, they will learn about the types of energy, energy transfer, types of matter, and Newton's Laws of matter and its application in the real world. They will then transition to Life sciences and focus on the transfer of energy within an ecological system via food chains and webs. They will also learn about energy and its transfer within the human body system in the nervous, metabolic and circulatory systems. This will then transition to the energy transfer within the Earth and its various systems, including minerals, water, atmosphere, and geological processes such as earthquakes and tsunamis. Students will be given an opportunity to present authentic projects to showcase their learning and real-world problem-solving skills. This will all lead to the culmination: a Design Thinking project during the last quarter of the year.

Physical and Health Education

Grade 6: In Physical and Health Education 6, we provide students the opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program. In each unit, students will learn to work cooperatively to achieve a common goal. This course concentrates on the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity.

Grade 7: In Physical and Health Education 7, we will focus on supporting students with establishing positive working relationships with classmates and understanding different roles as part of a larger group within the context of both traditional and nontraditional fitness activities. In addition to structured games (such as team vs. team sports), students will have the opportunity to work collaboratively and independently to gain a deeper understanding of how fitness can and should be incorporated into their lives on a regular basis.



Grade 8: In Physical and Health Education 8, it is intended to establish a lifelong interest in and enjoyment of physical activities. Special attention will be given to establishing relationships with classmates and understanding different roles as part of a larger group. Students will participate in team and individual sports as well as non-sport related physical activity to better understand the importance of a balanced, healthy lifestyle. Overall, students will begin to build the groundwork for healthy life lessons that they can take with them well past their school years.

Design Thinking

Grade 6: The 6th grade design thinking course provides an introduction to professional level product design through an entrepreneurial lens. This will be accomplished using the Stanford design cycle with a variety of student designed projects working independently or in groups. Students will gain advanced technical, and conceptual skills to design, plan, produce, and present solutions to community based problems that exist in the culture at large. Students will use a variety of design tools, software, and design strategies to demonstrate their innovative solutions. The goal of this course is to leave students with a design thinking mindset that is necessary for the 21st century citizenry.

Grade 7: Introduction to Jewelry + Metalsmithing 7th Grade is an opportunity for students to gain skills in cold working methods such as wire working, forging, beadwork, and learning to transfer 2D drawn designs into fully realized creations in 3D form. Students may have a guided opportunity to be introduced to hot connection methods such as soldering with a mini torch towards the end of the second semester.

Grade 8: Design Thinking 8 provides an introduction to professional level design thinking philosophy through an entrepreneurial lens. The Stanford 5 step design thinking philosophy is used by all industries that fall under the STEAM (Science, Technology, Engineering, Arts, Math) categories. While working on a yearlong project for the Innovation Fair, students will gain advanced technical and conceptual skills to design, plan, produce, and present solutions to real world problems. Students will use a variety of design tools, software, and design strategies to demonstrate their innovative solutions. The goal of this course is for students to have a design thinking mindset that is necessary for the 21st century citizenry.

Visual and Performing Arts Trimesters

Music (Grades 6-8): The Middle School Music program at IPA focuses on the development of music fundamentals, music listening and music theory. Students learn these concepts while learning a variety of musical instruments. Students are also introduced to music history, music cultures of the world and American music through daily lessons and musical activities.

Theatre Arts (Grades 6-8): The Middle School Theatre Arts program emphasizes artistic perception and creative expression. Students will gain practice techniques to overcome stage-fright and develop self-confidence. Students will be trained in the fundamental skills of theatre arts, including public speaking, improvisation techniques, presenting one's self, 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 will include dramatic play, story enactment, imagination journeys, theatre games, script work, puppeteering, story-telling, role playing, music and dance.

Ceramics (Grades 6 & 8): Ceramics gives students experiences in making functional as well as sculptural pieces. Well thought out forms, designs and functional uses along with good craftsmanship are also emphasized. The class is an introduction to basic techniques in both hand building and wheel- working. Various methods of glazing and firing are addressed as they relate to student work for each project.

Visual Arts (Grade 7): The Visual Arts course is focused on developing confidence in creativity and self-expression. Students will build the foundation of art by strengthening their knowledge of elements and principles, art movements and artists. Students will utilize this knowledge and acquired art vocabulary to construct formal analysis of various works of art. The class will explore a variety of art techniques while cultivating the studio habits of the mind (craft, persistence, vision, expression, observation, reflection, communication, etc.).



World Languages

Grade 6:

World Language 6: Cultural Explorations: In the World Language 6: Cultural Explorations course, students will have the opportunity to explore Spanish, Japanese, and Hawaiian through cultural readings, media, and experiences. This course will place an emphasis on the relationship between language and culture, providing students with a deep look into Hispanic culture, Japanese culture, and Hawaiian culture. Topics include self-introduction vocabulary and phrases, cultural traditions and stories, music, and cuisine. Through the exploration of three different languages and cultures, students will be able to make connections across cultural and linguistic boundaries in an effort to develop greater global awareness and cultural understanding.

Grade 7:

Spanish 1A: Spanish 1A is intended to be the first half of the Spanish Level 1 course. This course will prepare the students to complete the first half of the Spanish 1 course which will be completed in Grade 8 as Spanish 1B. Spanish 1A has been designed so that students can proceed at an appropriate pace throughout the year. This year's course promotes and strengthens the development of the four general skills needed in any language. These skills are Speaking, Reading, Writing and Listening. The students will have the opportunity to practice these skills in different ways and will continue to grow in knowledge about Spanish Culture.

The course has been divided into themes per unit and there will be a variety of activities that will reinforce the learning of each unit and the love for learning other languages and cultures. The students will also be able to participate in The International Cultural Exchange Program with our Sister School Instituto Thomas Jefferson Campus Queretaro-Mexico.

Japanese 1A: Japanese 1A is intended to be the first half of the Japanese Level 1 course. This course will prepare the students to complete the first half of the Japanese 1 course which will be completed in Grade 8 as Japanese 1B. Japanese 1A has been designed so that students can proceed at an appropriate pace throughout the year. This year's course promotes and strengthens the development of the four general skills needed in any language. These skills are Speaking, Reading, Writing and Listening. The students will have the opportunity to practice these skills in different ways and will continue to grow in knowledge about Japanese Culture.

This course is designed to provide students with a strong foundation in Japanese language and understanding of Japanese culture. Oral communication will be developed through practice of unrehearsed situations combined with more familiar presentations and projects. The focus of visual interpretation skills will place students in a position where they must identify opinions and ideas related to the topic. Reading comprehension and writing skills will be tied closely to the mastery of Hiragana and Katakana. Projects will be presented with the use of technology. Students will continue to build off their experiences in Cultural Explorations through the integration of language and cultural knowledge to communicate their personal perspectives on various topics applying their prior knowledge to unfamiliar situations.

‘Ōlelo Hawai‘i 1A: ‘Ōlelo Hawai‘i 1A is a basic level course that focuses on building the foundational language skills. This includes working to develop their basic proficiency in oral and written language through key vocabulary and basic sentence structures. The ‘Ōlelo Hawai‘i program is geared at developing competency in the target language but also to connect to the culture and history of Hawai‘i and its significance in historical and modern Hawai‘i. If applicable, students are able to participate in learning trips, learn from guest speakers, or engage in workshops led by cultural practitioners. This course is meant to give students an opportunity to learn the language at a slower, more in depth pace. The students in this course will continue on to ‘Ōlelo Hawai‘i 1B in Grade 8.

Grade 8:

Spanish 1B: Spanish Grade 8 1B Level is intended to be the second half of the Spanish Level 1 course. This year's course will prepare the students to complete the second half of the Spanish Level 1 course at the end of Grade 8, when they complete the 1B course. The course has been designed so that students can proceed at an appropriate pace throughout the year. This program continues developing the four general skills needed in any language. These skills are: Speaking, Reading, Writing and Listening. The students will have opportunities to practice these skills in different ways and will continue to grow in knowledge about Spanish Culture. The students will enhance their knowledge and application of the Spanish language and culture as a part of their Middle School exposure to the language.



The course is divided into themes per unit and there will be a variety of activities that will reinforce the learning of each unit and the love for learning other languages and cultures. The students will be able to participate in Cultural Events where they could either perform or be part of the organizing crew of the events. The students will also be able to participate in The International Cultural Exchange Program with our Sister School Instituto Thomas Jefferson Campus Queretaro-Mexico.

Japanese 1B: Japanese 1B is intended to be the second half of the Japanese Level 1 course. This year's course will prepare the students to complete the second half of the Japanese Level 1 course at the end of Grade 8, when they complete the 1B course. The course has been designed so that students can proceed at an appropriate pace throughout the year. This program continues developing the four general skills needed in any language. These skills are: Speaking, Reading, Writing and Listening. The students will have opportunities to practice these skills in different ways and will continue to grow in knowledge about Japanese Culture. The students will enhance their knowledge and application of the Japanese language and culture as a part of their Middle School exposure to the language.

This course is designed to provide students with a strong foundation in Japanese language and understanding of Japanese culture. Oral communication will be developed through practice of unrehearsed situations combined with more familiar presentations and projects. The focus of visual interpretation skills will place students in a position where they must identify opinions and ideas related to the topic. Reading comprehension and writing skills will be tied closely to the mastery of Hiragana and Katakana. Projects will be presented with the use of technology. Students will continue to build off their experiences in Cultural Explorations through the integration of language and cultural knowledge to communicate their personal perspectives on various topics applying their prior knowledge to unfamiliar situations.

‘Ōlelo Hawai‘i 1B: ‘Ōlelo Hawai‘i 1B is a continuation of the ‘Ōlelo Hawai‘i 1A course. Students will experience language learning at a slower, more in depth pace. The students will continue building the foundational language skills in oral and written language proficiency. Students will also engage in building their vocabulary and sentence structures. The ‘Ōlelo Hawai‘i program is geared at developing competency in the target language but also to connect to the culture and history of Hawai‘i and its significance in historical and modern Hawai‘i. If applicable, students are able to participate in learning trips, learn from guest speakers, or engage in workshops led by cultural practitioners. The students who complete this course will be able to continue on to ‘Ōlelo Hawai‘i Level 2.

Innovation Fair

The IPA Innovation Fair is a year-long project during Grade 8 that utilizes the Stanford 5 step design thinking process. It gives students a structured approach towards creating their own product or service around the set theme for the year. Students are placed into teams where they collaborate with one another to refine their research and ideas throughout the year. They have two judged events where they present their work as a team, Shark Tank in January, and The Final Panel of Judges in May. This will give students multiple opportunities to share their work to external and internal judges for feedback at multiple points in the design thinking process. By the end of this experience students will have gained a thorough understanding of the design thinking process, principles of good design, along with a strong and fluid understanding of problem solving in the modern world which is essential for 21st century citizenry.

Pu`uhonua

The Pu`uhonua program is a combination of an advisory program, a social and emotional learning curriculum, and a community-building environment. Pu`uhonua enables IPA to address whole-child education: supporting students through their own socio-emotional growth, helping them address important and complicated social topics, exposing them to valuable and practical life-skills, and reinforcing community bonds throughout the school.

Community Service Program

Community service is an integral part of IPA's educational philosophy and core values. In order to prepare students for ever changing workplace community service, opportunities are incorporated into our educational programming throughout the year.

