DANIELS
PREPARATORY SCHOOL

K-12 Curriculum GUIDE

The 2023-2024 Brochure

Building the Future One Student Athlete At A Time

THIS IS OUR LEADER

Daniels Preparatory School has developed courageous, compassionate leaders of tomorrow since 2019. Our founder, a former professional athlete, Stacey Daniels Jr is a visionary and transformational thinker. Affectionately called the “Brother Daniels” Stacey Daniels Jr dedicated himself to serving the health, educational, and spiritual needs of student athletes for the last fifteen years.

Stacey Daniels Jr is known and loved for his progressive and passionate advocacy for mentorship and he worked tirelessly to address educational deficiencies, most pressing athletic needs, including player development for student athletes and equal education for young people of color. Daniels Preparatory Schools Priory, the oldest school in Daniels Prep, is a lasting testament to his towering vision and efforts. Since the founding of The Priory in 2019, Daniels Preparatory School has grown to include The Prep, a K-6 student athlete, and Daniels Prep Preschool, for boys and girls ages two to five.

Our personalized, K-12 coordinate educational program allows students to uncover their unique strengths, passions, and interests through discovery, inquiry, practice, and self-reflection. Our commitment to academic excellence, coupled with our culture of care, respect, love, and service, cultivates healthy habits of mind, body, and spirit. This solid foundation allows our students to thrive in school and in life. Today, the students of Daniels Preparatory School’s honor Stacey Daniels Jr by perpetuating his legacy of courageous and compassionate leadership.

“

Building the Future One Student Athlete At A Times.

-Stacey E Daniels Jr-

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DANIELS PREPARATORY SCHOOL

This emblem was designed to signify the testament to be the Daniels family crest. Socioeconomically set apart by poverty, low income and crime, three siblings fought, learned, and excelled through struggle and circumstance, they persevered into graduate level scholars. Daniels Preparatory School was forged through a higher calling for educational growth and transformation through insightful work to revolutionize education and athletics. Daniels Preparatory School is here to enhance the lives of student athletes from impoverished backgrounds to provide an education that transcends time and socioeconomic circumstances.

OUR MISSION

MISSION To foster in student athletes a life-long passion for learning, individual growth, and social responsibility in a safe and familial environment. Daniels Preparatory School seeks to strive for academic and personal excellence within an ethical framework by placing the highest value on honor, while consistently reinforcing progressive thought.

OUR VISION

VISION A world where all children are given the opportunity to learn, grow and lead with their hearts, minds, and spirits to make their communities more humane and just.

OUR COMMITMENT

COMMITMENT The commitment to developing good human beings and responsible social citizens requires empathy, deliberative reasoning and the moral imagination of all members of the Daniels Prep community. The school remains committed to Stacey Daniels Jr's original goals to create not only academically strong student athletes but also those who will become informed, intuitive, and responsible citizens.

OUR VALUES

CORE VALUES

Academic Excellence: Provide a competitive and innovative curriculum in preparation for advanced education; enable each student athlete to develop intellectually to their fullest potential; challenge student athletes to cultivate the knowledge and skills needed to become an active member of society.

Moral Integrity: Instill honesty and honor; teach mutual respect and responsibility for self, others and community; provide a strong ethical

foundation built on values of discipline, tolerance, accountability, and confidence.
Leadership: Guide student athletes to have vision, be progressive thinkers; strive to be accomplished; to function as empowered adults prepared to make a difference in the world in which they live.
Holistic Development: Promote the growth of the minds , bodies, and souls of students by providing extra-curricular activities in such areas as athletics, the arts volunteerism and community services. These activities will focus on developing the uniqueness of each student athlete by fostering their special talents.

OUR PHILOSOPHY

OUR PHILOSOPHY The philosophy of discipline at Daniels Preparatory School aligns with its core values of Academic Excellence, Moral Integrity, Leadership and Holistic Development, Each student athlete at Daniels Prep is expected to display class and dignified conduct during the school day, before school, after school and at external events. Holding our student athletes accountable for proper conduct allows them and their classmates to pursue academic excellence in the classroom and fosters a sense of moral integrity through respect towards others.

AIMS OF DANIELS PREP EDUCATION

- Our students will develop strong, confident voices and a commitment to mastering, understanding and creating knowledge.
- Our students will develop the intellectual capacity and habits of mind to be successful and thrive in college, the workforce, and beyond.
- Our students will lead a life of purpose and service with integrity, respect, compassion, advocacy, and kindness.
- Our students will appreciate diversity, understand our connectedness to each other and to Earth, and have the ability to work individually and collaboratively in our global community.

- Our students will develop lifetime habits of physical, intellectual, spiritual, and emotional wellness so they can reach their promise and help others do the same.

OUR EDUCATIONAL PHILOSOPHY

We believe that all children can learn and that they need a teacher who

- *loves, cares for, and believes in them;*
- *sets high expectations;*
- *ignites their curiosity;*
- *understands and implements what is known regarding the science of learning; and*
- *crafts the curriculum and instruction so students can be successful in their learning.*

To accomplish this,

- *We provide an engaging and challenging learning environment that is designed to meet the needs and aspirations of girls and boys using a single-gender coordinate educational system for students Grades K-12 and a coed, play-based program for our preschool students.*
- *We foster well-being in mind, body, and spirit to ensure a child's healthy growth and development.*
- *We teach and model integrity, empathy, compassion, and loving-kindness, and call children to live an ethical life of purpose and service.*
- *We create personalized learning experiences, so students can uncover their individual talents and passions and have a voice and choice in their schoolwork. They learn how to set goals, honestly assess their progress, and be both inspired and motivated to persevere.*
- *We cultivate a culture of thinking, learning, leading, and doing that provides opportunities for deep inquiry, exploration, discovery and reflection.*
- *We empower students to lead with courage and conviction by creating opportunities to collaborate, create, and communicate as a member of the local, national, and global community.*
- *We are committed to lifelong learning and continued innovation in teaching and learning. By exploring and thoughtfully incorporating educational research (e.g., the neuroscience of learning) we work to*

create, design and implement a preschool – 12 curricular program which uses effective instructional and assessment strategies to enhance student learning.

A FOCUS ON LEARNING & LEADING

A DANIELS PREPARATORY SCHOOL EDUCATION

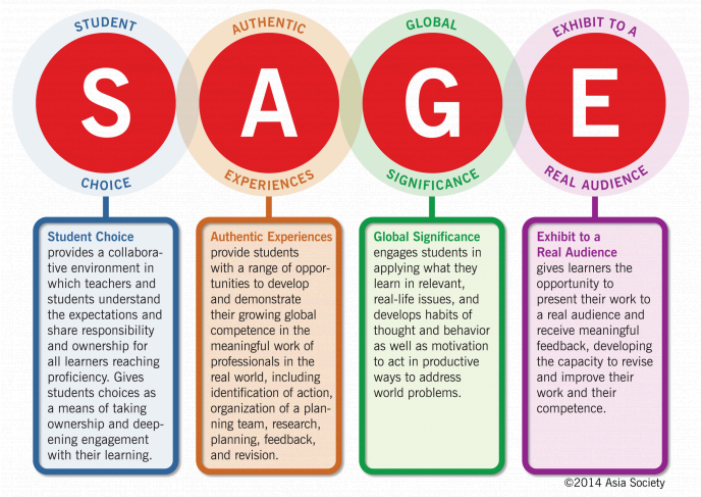
Students at Daniels Preparatory Schools experience a personalized education that only a smaller school can provide. Students belong to a caring and compassionate learning community where they are known, understood and mentored by the faculty and staff. Students are guided in forming friendships with their peers as they move through their learning journey. In developmentally appropriate ways our students are supported in self-discovery all while developing character traits and habits of mind that prepare them to make a positive difference in the world.

Through our personalized education and signature programs our students embark on a journey of exploration and self-discovery throughout their school career as they encounter the questions:

- Who am I?
- How can I contribute to the world?

Our talented teachers serve as skilled facilitators and mentors, guiding and helping to shape our students' experiences as they pursue their interests and passions to become the competent, capable and compassionate leaders of tomorrow.

The following 2023-24 course information will assist you in understanding course selection procedures and requirements for graduation. St. Andrew's Schools awards a diploma to each student who earns at least 24½ credits during four years of high school and who meets the course requirements described in this catalog. It is the responsibility of each student to take all required courses needed to meet graduation requirements.



HOW OUR STUDENTS LEARN

Our K-12 faculty embrace the S.A.G.E. principles of learning:

- Student Choice
- Authentic Experiences
- Global Significance
- Exhibition to a Real Audience

These learning experiences ensure that our students are ready to take on the opportunities and challenges that life will bring and prepares them to be compassionate, ethical, and productive members of our society.

SIGNATURE PROGRAMS

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. As part of the Stevens Global Leadership Initiative, our Upper School 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
- 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)

Students experience a rigorous, college preparatory, academic curriculum that challenges them to think deeply and critically about how the world works, what problems it faces, and how we can contribute to making the world more humane and just.

Inquiry-Based STEAM Learning & Research

Through inquiry, students' curiosities and passion ignites critical thinking, research, and technological skills as part of integrated STEAM (Science, Technology, Engineering, Art and Mathematics) curriculum. Students showcase their learning through our annual Academic and Exhibition Fairs. Our students:

- Think critically like a Scientist
- Develop and implement like a Technologist
- Design and build like an Engineer
- Create like an Artist
- Analyze and problem-solve like a Mathematician
- Invent, design and make new products or improve ideas
- Explore interdisciplinary fields to understand the big picture
- Research, conduct investigations and test hypotheses, form arguments, write, and create products they are proud to share with a broader community.

Through independent research our students engage in a sustained, iterative process of inquiry, critical thinking, problem-solving, self-reflection, and creation by investigating a student-generated central question. Students often present their work to an authentic audience, especially in the upper grades.

Wellness

Our Wellness Program embraces a holistic approach that promotes the cognitive, physical, social emotional, and intrapersonal well-being of our students. We recognize that when students are healthy in mind, body, and spirit, they are happy, ready to learn, and thrive in an engaging, inspirational, and

challenging learning environment. Our educational activities reconnect our students to the land, themselves and each other. They learn the 4 core values of Daniels Prep, as we bridge classroom curriculum and nature-based education with taking care of our minds, bodies, and spirits.

Daniels Preparatory School provides a learning environment that focuses on the whole child through intentional, direct instruction of wellness of mind, body, and spirit.

Wellness in Mind

Our robust, interdisciplinary curriculum encourages our students to be confident learners and creative thinkers through hands-on, engaging learning experiences. Our partnership with Yale's Center for Emotional Intelligence has brought school-wide, direct instruction of RULER, an acronym for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating). We believe that implementation of this evidence-based approach supports our students in their development of a positive sense of self and the skills necessary for managing their mental health.

We teach our students common language and strategies to navigate self-awareness and self management, social awareness, communication skills and healthy decision-making - the pillars of social and emotional learning. Students at Daniels Preparatory School benefit from in-class instruction of social and emotional skills, one-on-one counseling resources, and a knowledgeable and supportive school climate. The following programs support St. Andrew's Schools' efforts in creating an environment that promotes wellness in mind:

RULER Approach

In all classrooms at Daniels Preparatory School, students develop a classroom Charter to encourage engagement and ownership of classroom culture. Each classroom Charter is developed by all members of the class, as a tool to set behavior guidelines of how that sub-community will treat one another and hold one another accountable. The Charter tool is designed to build a positive classroom culture and a climate that allows for meaningful learning.

Additional strategies in the RULER approach are the Mood Meter and Meta-Moment.

Teachers and staff utilize these strategies to support student development towards recognizing and understanding their emotions. With time students develop common language to support one another as disagreement, conflict, and other big emotions come up both in and out of the classroom.

One Circle Foundation:

Girls Circle and The Council Students at Daniels Preparatory School participate in the One Circle Foundation's youth circles. Our students at The Priory use Girls Circle, and our students at The Prep use The Council approach. These circles are conducted utilizing evidence-based principles of a strengths-based approach to the age-old process of communing in a safe circle. These circles provide opportunities for the community to apply social and emotional skills to real-life scenarios, encourage students to treat each other with
mutual respect and provide gender specific content that builds competence and confidence in one's sense of self. Our circles provide students with positive connections, confidence in self and authentic connections to the community.

The Daniels Preparatory School community works together to develop habits towards positive intra- and inter-personal skills, and the foundation for lifelong healthy habits of mind.

Wellness in Body

Our students learn the emotional intelligence skills of labeling and expressing emotions and regulating their bodies. As young children, emotions can play out in a number of behaviors; our teachers and staff support students at their developmental stage. With time and encouragement, our students learn how to self-regulate and advocate their personal needs. We see these as foundational skills in a child's development.

At Daniels Preparatory School, we also recognize the benefits of physical activity and play. Our curriculum promotes healthy bodies through creative play, vigorous physical activity, gardening, cooking nutrition lessons, and health lessons that build knowledge about students' growing bodies. The

following guidelines support Daniels Preparatory School' efforts in creating an environment that promotes wellness in body:

Physical Activity *Throughout their school day, students engage in age-appropriate, structured and unstructured physical activity. Students participate in regularly scheduled physical education classes, activity based lessons in the classroom, and periodic nature treks off-campus. Our teachers and staff also create time for and encourage free, unstructured play throughout the school day. Students are offered after-school enrichment classes and organized sports activities that encourage vigorous physical activity and the development of motor skills and movement patterns. Our students learn the value of physical health and enjoy opportunities to practice the development of skills for a variety of physical activities. Over time, students develop a foundation of healthy habits towards the goal of a life-long physical and mental health.*

School-wide Nutrition *Our students take part in age-appropriate and fun nutritional cooking activities that use school garden produce to raise their awareness of the nutritional benefits of healthful food choices. Healthy food choices are encouraged for school events such as school parties, celebrations, dances, athletic events, concerts, picnics, field days, and fairs.*

Sustainable Food Practices *Daniels Preparatory School's goal in the next three years is to engage in sustainable food practice. We will work towards providing our students with locally grown and seasonal foods that reflect New Jersey's cultural diversity. Our school is committed to engaging in environmentally friendly practices such as using non-disposable tableware and the reduction of waste by recycling, composting, reusing, and purchasing recycled products whenever possible.*

Wellness in Spirit *Daniels Preparatory School recognizes the innate spirit of each child. Students join our community with their unique personality, temperament, identifiers, and family values. We strive to honor each child and family. We are a diverse community, rich in culture and global traditions. We believe that the differences amongst us deepen opportunities for learning and creative thinking in and out of the classroom. We encourage students to bring their full selves to school every day and we endeavor to create a climate where students feel safe doing so.*

Family Involvement *Daniels Preparatory School recognizes that parents and guardians have a primary and fundamental role in promoting wellness in mind, body, and spirit. Daniels Prep partners with families to support the wellness of our students. We therefore strive for timely communication with families regarding their child's learning process and community engagement. We ask parents and guardians to read school publications, remain current on website updates, and familiarize themselves with school initiatives that support student growth and development. We also ask that families make efforts to provide daily physical activity for their children, and encourage families to pack nutritional meals and healthy snacks for school. Families are encouraged to remain in contact with the school and to see Daniels Preparatory Schools as their extended community of support.*

The Arts

Our Visual and Performing Arts programs begin in the Lower Schools. Students learn to sculpt, paint, draw, weave, cut, paste, construct, and - most importantly - use their imaginations. Teaching is grounded in the fundamentals of art education: aesthetic perception, creative expression, art history, the study of world cultures, and inspiration. Our youngest students enjoy studio experiences where they are encouraged to use their senses, knowledge, and feelings to "see" and interpret their surroundings. The Upper School's art studio is a place of discovery and every student's perspective is honored as they explore different media such as ceramics, photography, and printmaking. Throughout the creative process, students learn how to analyze, interpret, and critique their own and others' works of art. Lower School performing arts experiences begin with frequent opportunities to sing, perform, and present in front of an audience. Their interests and talents are explored in general music education. Starting in 4th grade, students may choose to study band, orchestra, or choir to further their music education. Students in the performing arts deepen skills throughout middle and high school through a more intensive focus and by showcasing their learning to our community as well as with the broader community through biannual performances as well as through participation in community performances and competitions.

College & Career Readiness CCR

Daniels Prep has a one-of-a-kind College and Career Counseling program. Each graduate has three to four life coaches on their journey to graduation: the

College Counselor, the Priory in the City Life Coach, a workplace mentor during their senior year internship program (Priory in the City), and a class advisor. This often is in addition to their classroom teachers. A strong relationship with a caring adult is known to increase student engagement and encourage a lifelong investment in learning and it is our specialty

College Counseling

Through our College Counseling program, The Priory provides both students and parents with the current information on college choices and admission requirements to aid in students' application process.

All Juniors and Seniors are enrolled in our College Counseling Class during their first semester of each year. Our intent is to help student athletes become as knowledgeable about post-secondary educational opportunities as possible.

An extensive exploratory college conference is scheduled during the second semester for each junior. While a comprehensive report is sent home to parents following the conference, we encourage parents to attend the individual college conference. Early in the senior year, a follow-up conference is held to expedite college planning and clarify the college application procedures.

The College and Career Counselor at Daniels Preparatory School maintains a collegial relationship with the administrative and admission officers of local and mainland colleges and universities. Our counselors make a point to invite college admission officers to visit The Priory so our girls can meet the people that will often read their college application. It also allows us to readily communicate with the colleges and universities that our girls are interested in and maintain our close working relationship.

Priory in the City Internship Program

Our Priory in the City Program leverages the school's downtown Honolulu location to position the next generation of women leaders through networking, mentoring, and internships in the heart of the city. Priory in the City sophomores visit a variety of workplaces, hear from guest speakers, learn from professionals, and begin to consider their career interests. Priory in the City juniors undergo a series of assessments to better understand their

strengths and connect their abilities with potential professions and college paths. Priory in the City seniors receive a personally tailored workplace learning experience suited to their interests, talents, and aspirations, with a workplace mentor and a school-based life and career coach.

LOWER SCHOOL: THE PRIORY (GIRLS) THE PREP (BOYS)

The Priory and The Prep coordinate educational program focuses on our kindergarten to 6th grade learners. We recognize that girls and boys develop at different rates and by educating girls and boys separately – when they are not being directly compared to each other or at risk for being ridiculed for their differences – it helps them to develop greater self-confidence and self-awareness.

While girls generally develop earlier physically and socially, refining their reading and writing skills sooner, boys are naturally more spatial and visual, and are hard-wired to learn more easily through actions rather than words.

By offering two single-sex schools on our Queen Emma Square campus, we can educate boys and girls separately in the classroom, yet they can socialize together. Our boys and girls enjoy a rich, developmentally appropriate learning environment that is uniquely tailored to maximize the learning for boys at The Prep and girls at The Priory.

We recognize that the social and emotional experiences that children have in schools shapes their learning – and ultimately affects how they think and act. Our skilled teachers understand and embrace the differences between boys and girls and celebrate their unique gifts. For example, our teachers know that boys generally prefer to read action or non-fiction books and like to move while they are learning. Girls, on the other hand, generally enjoy reading books about relationships and find it easier to collaborate and share their emotions verbally. Through this coordinated educational program, our students are honored and empowered to be who they are and readily venture past societal expectations or stereotypes to reach their full promise.

As students journey into the upper elementary grades, the academic programs become increasingly more complex. Our teachers set high academic standards to challenge students while addressing the specific needs of preadolescent boys

and girls. Our students explore their interests and develop their talents through real world authentic learning experiences, interdisciplinary projects with opportunities to showcase their work to the community.

LEARNING IN THE LOWER SCHOOL

The Lower School is committed to the intellectual, physical, emotional, social, and spiritual development of each student from the first day of kindergarten. Our students begin their journey in the Lower School with the promise that they will be valued and celebrated. Students thrive in learning environments that foster inquiry and intellectual risk taking, and are encouraged to problem solve, imagine, and ask, "How else? Why?" and "What if?"

Through this educational program students:

- *Develop a positive attitude about learning and enjoy the process of building knowledge*
- *Develop the ability to think critically and creatively*
- *Ask questions and investigate answers § Communicate effectively using a variety of media*
- *See issues from various perspectives and pursue multiple approaches to solving problems*
- *Develop a growth mindset to take responsible risks, persist in the face of setbacks, and reflect on their experiences*
- *Take pride in their progress and celebrate each other as unique, talented individuals*
- *Learn how to work together in an atmosphere of mutual respect and appreciation*
- *Act thoughtfully, ethically, and morally*
- *Engage with the issues at the local, state, national, and world levels in a developmentally appropriate manner to become globally aware and responsible citizens*

By promoting these qualities, our Priory and Prep students become independent, confident, and resilient lifelong learners.

Social and Emotional Learning

We understand that a healthy mind, body and spirit is inextricably linked to our students' overall wellbeing. Our students cultivate awareness of self,

others, and the earth. Students cultivate their capacity for empathy, kindness, and compassion through our social emotional learning curriculum which is rooted in our Episcopal tradition and Hawaiian heritage.

Daniels Preparatory School has adopted Yale's RULER approach to Social Emotional Learning (SEL) to serve as our foundation and springboard for developing emotional intelligence. When social emotional skills are strong students are more inclined to cooperate and collaborate with each other, and more apt to become confident learners, creative thinkers, and compassionate leaders. In addition, we incorporate Mindfulness, YogaEd, and other research-based programs to build our students' social competencies for cooperation, collaboration, assertion, and kindness.

The Lower School Community

Our culture of care, love, and service ensures that every child is known, understood, and challenged to be his or her personal best. Our boys and girls actively engage in the learning process and student athletes – Strive for the Highest – in all that they do. Community building activities and events are specifically designed to build children from the inside out, so they have a strong sense of self-confidence and behave kindly and compassionately toward others. Our girls celebrate their sisterhood and our boys their brotherhood by developing friendships that we hope will last a lifetime.

We welcome the opportunity to partner with parents in their child's learning journey through special events on and off campus.

Curriculum and Instruction

Our personalized academic curriculum is aligned to national standards and designed to prepare our girls and boys to be confident learners, critical and creative thinkers, and compassionate leaders. The school schedule is tailored around our students' developmental needs for movement, learning by doing, and leading through their actions. A variety of specialty classes are built into the curriculum to intentionally incorporate student voices and interests. Our teachers leverage students' strengths, and multiple intelligences to help each student learn to read, write, speak, calculate, listen, and think about who they are as learners.

Throughout the school year, our teachers communicate to parents about their child's learning and growth. There are two scheduled parent-teacher conferences per year for teachers to meet with parents and share their child's progress. Parents may also reach out to their child's teacher should they wish to schedule additional meetings. Learning portfolios and profiles are created for each child and shared with families so that school and home effectively collaborate for the benefit of the child.

Kindergarten

Our kindergarten students are enthusiastic learners who wonder about and actively explore the world around them and ask questions to direct their learning. They begin to reflect on problems, try out their ideas, and seek solutions to real life problems. With their teacher's support, they develop positive learning attitudes such as persistence, flexibility, and effective learning behaviors. They can reflect on how they know something, make connections between things that they learn, and predict and plan for the future.

In an environment of loving support and guidance, kindergarteners are able to regulate their emotions and behaviors. They learn to compromise, cooperate, resolve conflicts in positive and peaceful ways, and hold themselves accountable for their behaviors. They learn to follow classroom rules and directions, discuss problems and generate possible solutions. They practice communication skills and develop and maintain friendships. They treat others in kind, positive, empathetic, sympathetic, and helpful ways. Kindergarteners learn to interpret others' actions correctly and begin to see themselves as part of a larger group.

Grades 1 and 2

Through hands-on, active learning, first and second grade students develop their understanding and skills in areas such as concrete concepts, spatial reasoning, classification, part/whole relationships, and sequencing. They build knowledge by making connections to new concepts and skills. Our students begin to learn skills in organization and planning. As our students progress through the Lower School grades, they build the foundations for academic success and are well on their way to developing higher levels of self-reliance. Students become more adept at thinking about and empathizing with others. Within a supportive and loving environment, our students

distinguish between right and wrong. They exhibit increasing independence while learning how to seek help when appropriate. Our students develop a deeper understanding of who they are and continue to foster their relationships with friends, teachers, and other adults. With guidance and loving support from teachers, students continue to cultivate the ability to collaborate with their classmates.

Grades 3 through 6

From third through sixth grade, students gain independence and confidence with increasingly complex learning. They manage and maintain relationships, and distinguish between right and wrong when making decisions. They feel accomplishment when they use experience and knowledge to work alone or in groups on discrete tasks and abstract concepts. They become adept at identifying patterns, making connections, and refining their ability to categorize, plan, and recall.

Teachers support students as they build their communication skills, self-expression, and learn to ask for assistance.

The curricular and co-curricular experiences 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.

CURRICULUM DESCRIPTION

Through Inquiry (K-6)

The Lower School curriculum offers students in every grade challenging and engaging learning experiences that help them develop the skills of inquiry using guiding questions. Teachers develop lessons that engage and excite, teaching their students to be active thinkers. This level of student involvement makes the learning more relevant, encouraging students to develop their own agency and critical thinking skills. Students have the freedom to explore options for sharing their work using a variety of tools, art, and new media to model their work or creatively and richly display what they learned.

Explorations (K-6)

Children need time to explore, investigate, research, and create. Research has shown that student-driven inquiry increases student engagement and intrinsic motivation to learn. Exploration time provides the space and resources for students to pursue their interests, develop passions, and learn new skills. As students explore, they strengthen their decision making, research, and oral presentation skills. When students have the opportunity to discover and hone their talents, delve into their interests, and form meaning out of their discoveries, they experience deep joy in learning and develop intellectual confidence.

Language Arts (K-6)

Our language arts curriculum focuses on multiple facets of communication. Reading, writing, speaking, and listening skills provide students with the means to explore new interests and opportunities to express themselves

creatively, and effectively. Moreover, they think about what they read, ask questions, and learn to "read between the lines." Finally, they begin to use technology to access and analyze information as well as a means to express themselves. In the upper elementary grades (Grades 5 and 6) students reinforce spelling and grammar skills, develop their vocabulary, and write in a variety of modes, including descriptive, narrative, creative, and expository. In Grade 6, the literary works are integrated with the Pacific Rim social studies curriculum and reflect the regions and eras studied. Listening and speaking skills are practiced and reinforced through oral presentations.

Library and Information Literacy (K-5)

The library holds more than 18,000 books including fiction, nonfiction, and periodicals for students and their teachers. All classes from kindergarten to fifth grade have a formal library lesson each week when students can listen to stories, browse and check out books, and learn research skills. The librarian encourages students to visit the library throughout the school day as a class resource or for pleasure. The library curriculum complements lessons in social studies, language arts, science, and technology.

Mathematics (K-6)

Through the Singapore Math curriculum, students build a strong foundation in number concepts. The program progresses through three basic levels: concrete, pictorial, and abstract. Fundamental concepts and skills are mastered before moving on to higher-level problem solving. Through multi-sensory activities, students develop strong number sense, mental math skills, and an understanding of place value. They utilize strategies such as model drawing in which students visualize word problems as well as organize information to find logical solutions. Persistence, flexibility, and reflection are emphasized. Online tools and apps enhance and encourage student learning and engagement. Students apply math skills and strategies across the curriculum, realizing the relevance of mathematics to their everyday lives. By the end of our Lower School program, our girls and boys are equipped with the knowledge, skills, and attitudes necessary for success in higher level mathematics.

In sixth grade, students cover a range of general math topics that emphasize problem-solving and hands-on projects to stimulate student interest in the application of mathematics.

Science (K-6)

Our science curriculum encourages students' wonder and curiosity. They explore concepts and skills in the physical, life, earth, and space sciences; engineering; technology; and science applications. By engaging in hands-on exploration, science is fun, exciting, and inspirational. Whenever possible, STEAM (Science, Technology, Engineering, Art, and Mathematics) projects are integrated into the curriculum.

Students are also guided through the steps of the Engineering Design Process (EDP) to acquire results. They learn that finding solutions takes persistence through trial and error. Students practice and apply their critical thinking skills by engaging in sustainability practices and projects. By the time they move on to middle school, they are poised to enjoy and explore more complex phenomena in the major science disciplines and to investigate the world as scientists. In sixth grade, science begins with the study of environmental science with an emphasis on ecosystems, biomes, and living resources. Continued study of the scientific method, laboratory safety techniques, data collection, and analysis occurs throughout the year with a focus aimed at our annual Science Fair. Students in Grades 5 and 6 are required to participate in the Science Fair and present their projects at the Academic Fair. Students select a scientific topic and apply their skills to complete and present a project at the Academic Fair. The second half of 6th grade ventures into the physical sciences of our Earth's systems (weathering and erosion, soils and water), wrapping up the year with climate science studies.

Music and Movement (K-4)

The school's music curriculum teaches students to problem solve by figuring out how to sing, play, and work together to produce music. This is done through imitation, reading music, playing instruments, and singing. It may be expressed through dancing or movement. Students are able to deepen their understanding of how to express themselves creatively with imagination and by positively interacting with others. The music department strives to integrate other cultures and disciplines into the curriculum, such as the emphasis on Hawaiian language in song and hula. The pride in our school's Hawaiian heritage culminates in a May Day program each year. Under the guidance of their teachers, students are able to deepen their understanding of process and performance and develop their imagination, creativity, self-expression, and communication skills. The love of music, dance, and performance is nourished

from a young age, laying a solid foundation for lifelong participation in the performing arts.

Performing Arts (4-6)

The Music Wheel: Students in Grade 4 will take orchestra, band, and choir classes during the year before making their music selection for 5th and 6th grades.

All students in Grades 5 and 6 choose between either orchestra, band, or choir. Students perform for family and friends at the Christmas and spring concerts. After school, students may participate in theater as an extracurricular activity, which also presents plays or musicals in the fall and spring terms.

Visual Arts (K-6)

The arts are integrated in various core subjects and across the curriculum. Students study the work of the masters to inform their personal vision and expression. Art is encouraged by learning to see and create like an artist through direct observation, creative thinking, problem solving and respect for their own work and the work of others. Each child is challenged to discover new directions and acquire more advanced hand-eye coordination. The program builds on a framework of art concepts, elements, and techniques. As part of our STEAM curriculum, visual arts tie into mathematical concepts such as linear symmetry and patterns as students learn about the elements of design (color, line, shape, texture, space, form, unity, harmony, and balance). In grades 5 and 6, students build their skills in basic art media while developing an understanding of the elements and principles of design

Social Studies (K-6)

The social studies curriculum teaches students to become good citizens, make good decisions about the public good, be aware of the world around them, and become leaders in a culturally diverse and interdependent world. Our students are taught to embrace a commitment to democratic values, appreciate diversity and inclusion of all, and be involved in civic issues. Stacey Daniels Jr's vision is reflected in our students' commitment to serve their community. At The Priory and The Prep, the community is the classroom; field trips and guest speakers make our curriculum real and relevant. In Grade 6 students study

World Civilization and work to understand important historical events from ancient times through the Renaissance.

World Culture and Language (5-6)

Students in Grade 5 will experience a year-long language and culture course in Spanish. The Japanese language and culture course is offered to students in Grade 6. 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 Upper School.*

Physical Education (K-3)

The Lower School physical education program provides skills and knowledge students will need to be successful in middle and high school physical education classes. The emphasis is on the development of fundamental locomotor, non-locomotor, and manipulative skills. All students use a variety of age-appropriate equipment so that they have multiple opportunities to practice skills. The Lower School physical education program also emphasizes the importance of physical activity and personal fitness. We understand and recognize that participation in physical activity also can be important for the social, psychological, and emotional development of children. Physical education classes also provide an ideal setting for students to learn and practice appropriate social interactions, suitable ways to express and control emotions, and desirable personal responsibility skills.

Physical Education (4-6)

Team sport skills are introduced in fourth through sixth grades with an emphasis on improving cardiovascular strength. Students develop cognitive knowledge by learning rules and regulations through individual, dual, and team sports. The health portion of this course helps students develop an understanding of the body's systems and personal hygiene. Students spend time developing decision-making skills and exploring the influence of peer

pressure. Careful discussions about puberty and drugs will be an area of focus.

KINDERGARTEN CURRICULUM PLAN

Language Arts	**Reading and Foundational Skills**: Letter and sound recognition, phonics and sight word recognition, print concepts, emergent and early reader texts **Literature and Informational Text:** Fiction and nonfiction selections to support all subject areas **Language:** Vocabulary acquisition and use, conventions of standard **English Handwriting and Writing:** Pencil grip and stroke order, phonetic spelling, labeling, creating books, recognizing and using conventions in simple sentences, narratives supported by student illustration **Speaking and Listening:** Comprehension/collaboration, presentation of knowledge and ideas
Math	**Counting, Cardinality:** Counting with one-to-one correspondence, number representation, counting by ones and tens **Algebraic Thinking:** Number bonds **Counting, Cardinality**: Counting with one-to-one correspondence, number representation, counting by ones, tallying **Operations and Algebraic Thinking:** Number bonds, addition, subtraction, tallying **Geometry** : Patterns and shapes **Measurement and Data:** Classifying and sorting **Numbers and Operations in Base 10:** Number bonds Place value; Compose & decompose numbers 1-10 **Measurement and Data:** Measuring with standard and non-standard units, tallying, graphing; time, money, tallying, tables and graphing **Mathematical Practice:** Simple addition and subtraction, solving simple word problems
Science	**Life Sciences:** Five senses, living/non-living, real/pretend, plants, human body, mammals and other animals, life cycles/growth and change, healthy living, gardening **Earth Sciences:** Weather, seasons, day and night sky, geology, conservation **Physical Sciences:** Floating, sinking, matter, forces and motion
Social Studies	**Myself and Others** Students are introduced to an integrative approach of social studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways through history, geography, civics and government, and economics. They will develop an awareness of the similarities among individuals in the classroom as well as within the school, community and world.
STEAM	Our students engage in a variety of cross-curricular STEAM projects using the Engineering Design Process (EDP). By engaging in hands-on,

	interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
ASSESSMENT & EVALUATION	Assessment, both formative and summative, is ongoing and includes teacher observations, learning centers, student participation, assignments, projects, and learning portfolios.
RESOURCES	Leveled readers, Handwriting Without Tears, Math in Focus, Singapore Math Resources, Mystery Science, various materials, apps, and online sites.

GRADE 1 CURRICULUM PLAN

lANGUAGE ARTS	**Reading and Foundational Skills:** Print concepts, phonological awareness, and word recognition, fluency Literature and **Informational Text:** Support social studies, science, and math concepts **Language:** Conventions of standard English, vocabulary acquisition and use **Writing:** Opinion writing, information writing, narratives, poetry, and research **Listening and Speaking:** Comprehension/collaboration, presentation of knowledge and ideas
MATH	**Numbers and Operations:** Numbers to 100, number bonds, addition/subtraction, facts to 20, money **Geometry:** Two- and three-dimensional shapes, patterns. **Measurement:** Length, weight, calendar and time. Data and **Graphs:** Collect data and construct bar graphs.
SCIENCE	**Numbers and Operations:** Numbers to 100, number bonds, addition/subtraction, facts to 20, money **Geometry:** Two- and three-dimensional shapes, patterns. **Measurement:** Length, weight, calendar and time. Data and **Graphs:** Collect data and construct bar graphs.
SOCIAL STUDIES	**Families and School**s Students continue to explore history, geography, civics, government, and economics through an integrated approach using the context of school and families. Social institutions are introduced. Students learn how and why neighborhoods and communities change over time. Students explore the characteristics of their own community and the importance of giving to the community.
STEAM	Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
ASSESSMENT & EVALUATON	Assessment is ongoing and includes teacher observations, learning centers, student participation, assignments, projects, learning portfolios
RESOURCES	Reading A-Z, Handwriting Without Tears, Math in Focus, IXL, Science Fusions, PebbleGo, BrainPop, various materials, apps, and online sites

GRADE 2 CURRICULUM PLAN

LANGUAGE ARTS	**Reading and Foundational Skills:** Decode, predict, infer, draw conclusions, summarize, compare, evaluate **Literature and Informational Text:** Classic literature, early chapter books, various literature to support social studies, science, and math topics **Language:** Vocabulary acquisition and use, conventions of standard English **Writing:** Non-fiction writing narratives, informative/explanatory texts, creative writing stories, fables, poetry, journal prompts **Listening and Speaking:** Comprehension/collaboration, presentation of knowledge and ideas
MATH	**Numbers and Operations in Base 10:** Place value to 1,000, skip counting, number names, number bonds **Operations and Algebraic Thinking:** Addition, subtraction, multiplication, division **Measurement:** Time, money, length, weight, capacity, estimation Geometry: Shape, attributes Data and **Graphs:** Pictographs, bar graphs **Problem Solving:** Solving one- and two-step word problems, model drawing
SCIENCE	**Life Sciences: Ecosystems:** Interactions, energy, and dynamics; **Biology:** Unity and diversity **Earth Sciences:** Earth systems: water, weather, landforms, and changes in nature **Physical Sciences:** Matter and its Interactions: properties and purpose, changes in matter, materials, and construction
SOCIAL STUDIES	**The Local Community** Students continue the integrative approach through the context of different kinds of local communities larger than their immediate surroundings. They explore the ways communities change over time, the concept of democracy, the purposes and functions of government, and the interaction of citizens in the local community.
STEAM	Our students engage in a variety of cross-curricular STEAM projects using the Engineering Design Process (EDP). By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
ASSESSMENT & EVALUATION	Assessment is ongoing and includes teacher observations, class participation, learning centers, assignments, projects, tests, quizzes, student reflections, and learning portfolios
RESOURCES	Reading A-Z, Raz Kids, Handwriting Without Tears, Math in Focus, IXL, Science

	Fusion, Mystery Science, various materials, apps, and online sites

GRADE 3 CURRICULUM PLAN

LANGUAGE ARTS	**Reading and Foundational Skills:** Decode, predict, infer, draw conclusions, summarize, question, evaluate **Literature and Informational Text**: Various literature to support social studies, science, and math concepts **Language:** Vocabulary acquisition and use, conventions of standard English **Writing:** Opinions, informative/explanatory texts, narratives, poetry, research, reports **Speaking and Listening:** Comprehension/collaboration, presentation of knowledge and ideas
MATH	**Operations and Algebraic Thinking:** Double-digit addition/subtraction, place value, multiplication and division **Measurement and Data:** Time/elapsed time, money, fractions, graphs **Geometry**: Polygons, area and perimeter, volume and capacity **Problem Solving:** Model drawing
SCIENCE	**Earth Sciences:** Weather and climate, natural hazards and impacts **Life Sciences:** Life cycles of plants and animals, aquaponics vs hydroponics, Engineering Design Process (EDP), changes on Earth - adaptation and natural selection, relationship between habitats **Physical Sciences**: Forces and motion: strength and direction, electric and magnetic forces
SOCIAL STUDIES	**Communities around the World** The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic and historic characteristics of different world communities. Students will compare the roles of citizenship and types of governments.
STEAM	Our students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
ASSESSMENT & EVALUATION	Our students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
RESOURCES	Reading A-Z, Raz Kids, Handwriting Without Tears, Math in Focus, IXL, Science

	Fusion, BrainPop, various materials, apps, and online sites

GRADE 4 CURRICULUM PLAN

LANGUAGE ARTS	**Vocabulary Skills:** Root study, vocabulary study, analogies, synonyms, word puzzles **Reading Comprehension skills:** Range of text types and purposes, story elements, text connections, figurative language, main idea and supporting details, cause and effect, fact and opinion, prediction and inference, comparison, sequencing, signal words and transitions **Language:** Conventions of standard English: grammar, usage, capitalization, punctuation, spelling, sentence structure, paragraphing **Writing:** Range of text types and purposes, poem and story responses, outlining, graphic organizers, note taking, summarizing, paraphrasing **Speaking and Listening:** Following directions, presentation skills, Spider Web discussions
MATH	**Whole Numbers:** Place value of whole numbers, estimation and number theory, multiplication and division **Data:** Tables and line graphs, data and probability, **Fractions and Mixed Numbers:** Ordering and comparing fractions, addition and subtraction of fractions and mixed numbers, decimals, addition and subtraction of decimals **Measurement:** Conversion of measurement Geometry: Area and perimeter, symmetry, tessellations, angles, perpendicular and parallel line segments, squares and rectangles **Problem Solving:** Model drawing
SCIENCE	**Life Science:** From molecules to organisms - plants and animals **Science Fair:** Applying the scientific method: question, research, hypothesis, procedure, experiment data, results, conclusion, oral presentation, participation at Academic Fair **Physical Science:** Waves and technology, energy **Earth Science:** Earth and human activity, Earth's place in the Universe, rock cycles, Earth's patterns and features **Engineering Design:** Define a simple design problem, develop possible solutions, and optimize the design solution given the criteria and the constraints.
SOCIAL STUDIES	Our United States of America Students explore the past, present and future of the State of Hawai‘i through the disciplines of history, geography, economics, civics, and government.
STEAM	Our students engage in a variety of cross-curricular STEAM (Science, Technology, Engineering, Art, Mathematics) projects using the Engineering Design Process (EDP). By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.

ASSESSMENT & EVALUATION	Teacher observations, class participation, assignments, projects, tests, quizzes, student reflections, and learning portfolios
RESOURCES	Math in Focus; IXL; Mystery Science; Maps, Charts, & Graphs; KidBiz3000; various materials, apps, and online sites

GRADE 5 CURRICULUM PLAN

LANGUAGE ART	Vocabulary Skills: Root study, vocabulary study, analogies, synonyms, word puzzles Reading Comprehension skills: Range of text types and purposes, story elements, text connections, figurative language, main idea and supporting details, cause and effect, fact and opinion, prediction and inference, comparison, sequencing, signal words and transitions Language: Conventions of standard English: grammar, usage, capitalization, punctuation, spelling, sentence structure, paragraphing Writing: Range of text types and purposes, poem and story responses, outlining, graphic organizers, note taking, summarizing, paraphrasing Speaking and Listening: Following directions, presentation skills, Spider Web discussions
MATH	Whole Numbers: Place value, multiplication and division, introduction to algebra Fractions and Mixed Numbers: Multiplying and dividing fractions and mixed numbers, ratio decimals, multiplying and dividing decimals, determine percent Data: Graphs and probability Geometry: Angles, properties of triangles and four-sided figures, area of triangles, three-dimensional shapes, volume
SCIENCE	Physical Science: Matter and its interactions Life Science: Energy from molecules to organisms - ecosystems Engineering Science Fair: Applying the Engineering Design Process: find a problem, brainstorm solutions, plan which solution is best and how to implement it, create a prototype and test it, improve design to make it better; share problem, solution, and prototype at the Academic Fair. Earth Science: Earth's place in the universe, the universe and its stars, earth and the solar system, the role of water on Earth's surface, human Impacts on Earth's systems Engineering Design: Define a simple design problem, develop possible solutions, and optimize the design solution given the criteria and the constraints.
SOCIAL STUDIES	Eastern Hemisphere: Focuses on a social science perspective emphasizing the interaction and economics of Europe, Asia, and the Mediterranean. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political and historic aspects of life in the Eastern Hemisphere.
WORLD LANGUAGE	Spanish: Students learn the Spanish alphabet and numbers, basic greetings, school geography, weather, body parts, describing family and animals, and cultural traditions (Dia de los Muertos, Navidad, La Pascua, and Cinco de Mayo).
STEAM	Our students engage in a variety of cross-curricular STEAM and projects using the Engineering Design Process (EDP). By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving,

	critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
SUPPORTING ACTIVITIES	Computer technology, library resources, films, and videos. Digital storytelling: film projects. Hawai‘i Nature Center encounters.
ASSESSMENT & EVALUATION	Teacher observations, class participation, assignments, projects, tests, quizzes, student reflections, and learning portfolios
RESOURCES	Math in Focus; IXL; Mystery Science; Maps, Charts, & Graphs; KidBiz3000; various materials, apps, and online sites

GRADE 6 CURRICULUM PLAN

LANGUAGE ARTS	Vocabulary, writing process, narrative writing, grammar, literary analysis, literature (fiction book assigned each quarter). Research writing, creative writing (poetry, persuasive writing).
MATH	Decimals, whole numbers, number theory, fractions. Rational numbers, irrational numbers, percent, units of measurement, integers. One variable equation, 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, 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
SOCIAL STUDIES	Western Hemisphere The Grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada and nations in the Americas. These perspectives build on and reinforce historic and political content about the United States. A study of cultural diversity within the countries culminates the year.
WORLD LANGUAGE	Japanese Hiragana writing system, basic greetings and self-introduction, language topics (e.g. numbers, colors, body parts) cultural topics (e.g. origami, calligraphy, karaoke), historical topics (e.g. Ninja, Shintoism).
STEAM	Our students engage in a variety of cross-curricular STEAM and projects using the Engineering Design Process (EDP). By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.
SUPPORTIVE ACTIVITIES	Computer technology library resources, films, and videos Digital storytelling: film projects Learning trips
ASSESSMENT & EVALUATION	Teacher observations, class participation, assignments, projects, tests, quizzes, student reflections, and learning portfolios
RESOURCES	Math in Focus; IXL; Mystery Science; Maps, Charts, & Graphs; KidBiz3000; various materials, apps, and online sites, portfolios, peer and self-assessment

MUSIC CURRICULUM PLAN

GRADES K-6	Students begin by rehearsing their class performances for the Christmas program. The students learn to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. Through exposure to drumming, students will learn basic music notation: treble clef sign, quarter and 8th notes and corresponding rests. They will be able to play triangle, bass drum, snare drum, jingle bells, e.g., in order to accompany their class. In coordination with Nā ʻIke Hawaiʻi, students will learn Hawaiian lyrics and perform several local or Hawaiian songs. Individual or groups of students may opt to audition and perform for the Lower School Talent Show. Students participate in chapel songs and movement; the chaplain and music teacher collaborate on a lesson once a week.
GRADE 3	Music class in coordination with Nā ʻIke Hawaiʻi (emphasis on learning Hawaiian culture). Students will learn some Hawaiian lyrics and perform several local or Hawaiian songs. Recorder, xylophones, unpitched percussion Introduction to keyboards and their functions of drum styles and easy chord playing Basic solfege: do re mi fa so la ti do with corresponding hand motions Ear training: recognizing intervals (2nds, 3rds, 4ths, etc.) as well as being able to sing them Recorder, xylophones, unpitched percussion Dances such as square dance, line dance, partner dances like the waltz
GRADES 4-6	Basic instrumental training involving the following: • Recorder • Ukulele • Mallet instruments • Percussion playing on more advanced rhythms • Piano and electric keyboards • Time signatures • Key signatures • Chord composition and understanding of the concept: “what key is this in?” • Musical improvisation and composition • Bass clef note reading • Mixed meter • How to count rhythms to facilitate tonguing on woodwind/brass instruments • Some traditional dances like Country Western and waltz
GRADES 5-6	Choir plus choice of band, choir or orchestra. Additional basic instrumental training involving Christmas performanceS

HEALTH & WELLNESS CURRICULUM PLAN

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
GRADE K	Space body awareness, introduce yoga	Underhand throw, locomotor skills	Overhand throw, kicking, locomotor skills	Dance, creative skills, tumbling
GRADE 1	Locomotor skills, space awareness, introduce yoga	Chasing/tagging ,dodging/guarding, jump rope, creative dance	Tumbling, throwing skills, receiving skills	Pushing skills, striking skills, kicking skills, creative dance
GRADE 2	Functions of the body, modified games with loco-motor skills, introduce yoga	Spatial timing/ awareness body control	Cooperative/creative games	Striking skills, modified sports/games
GRADE 3	Functions of the body, introduce yoga, modified games, basic volleyball skills	Special/timing awareness, body control, dodging games	Creative dance and fitness, basic basketball skills	Striking games, modified sports Cooperative/creative games
GRADE 4	Yoga, basic volleyball skills, create-a-game	Basketball, positive attitude/sportsmanship	Modified team sports games, positive attitude/sportsmAnship	Cooperative games, creative dance, positive attitude/sportsmanship
GRADE 5	Yoga, volleyball, soccer, positive attitude/ sportsmanship	Creative games, basketball, positive attitude/ sportsmanship	Basketball, softball, jump rope, Fitness Week, positive attitude/ sportsmanship	Gymnastics, football, games, positive attitude/ sportsmanship
GRADE 6	Volleyball, soccer, football,	Badminton, basketball, dance, softball	Health	Games, health

	tennis			

TECHNOLOGY CURRICULUM PLAN

	The technology curriculum and skills development are cumulative. Students learn increasingly sophisticated technology skills to prepare them for their upper school education and personal needs.
FROM GRADE K	**Digital Citizenship:** Learn to engage in positive and safe behavior when using technology, conducting Internet searches and communicating online. **Coding:** Explore coding concepts such as algorithms via “unplugged” methods. **Robotics:** Explore robots in action, develop ideas and theories, pursue answers and solutions, and use robots programmed to do tasks. **Technology:** Use technology and the design process to create a product which communicates ideas clearly and effectively using digital tools. **Engineering**: Use the Engineering Design Process (EDP) to develop, test and refine prototypes that accomplish a task or serve a purpose.
FROM GRADE 1	**Digital Citizenship:** Learn ethical behavior when using technology and interacting socially online; the permanence of their actions in the digital world; and research strategies to locate information. **Technology:** Use technology and the design process to create a product which communicates ideas clearly and effectively. **Coding:** Use algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and iPad apps. **Robotics:** Understand how robots work and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. **Engineering:** Learn about levers, gears, pulleys and wheels/axles.
FROM GRADE 2	**Digital Citizenship:** Manage their digital privacy and security, and communicate effectively by email. **Coding, Robotics, Engineering and Technology:** Use technology and the design process to learn, publish or present content which communicates ideas clearly and effectively to an intended audience using a variety of digital tools.
FROM GRADE 3	**Digital Citizenship:** Understand the need to respect creators’ rights and the obligations of using shared intellectual property. **Coding, Robotics, Engineering and Technology:** Use technology and the design process to learn, publish or present content which communicates ideas clearly and effectively to an intended audience using a variety of digital tools.
FROM GRADE 4	**Coding, Robotics, Engineering and Technology:** Use the Engineering Design Process to develop, test and refine prototypes that accomplish a task or serve a purpose using a variety of material, circuitry modules and kits.
GRADES 5-6	**Coding, Robotics, Engineering and Technology:** Use the Engineering Design Process to develop, test and refine prototypes that accomplish a task or serve a purpose using a variety of material, circuitry modules and kits.

LIBRARY & INFORMATION LITERACY CURRICULUM PLAN

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
KINDERGARTEN Literature Appreciation Poetry Break Curriculum – Folktales	Author study Alphabet books Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Library arrangement	Author study Counting books Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Library arrangement	Author study Alphabet books Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Reference books	Author study Counting books Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Reference books
GRADE 1 Literature Appreciation Curriculum – Folktales and Multicultural Literature	Author study Holiday books Curriculum related fiction and nonfiction literature Folktales Information literacy skills Library arrangement	Author study Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Reference books	Author study Holiday books Poetry Curriculum related fiction and nonfiction literature Information literacy skills Reference books	Author study Holiday books Poetry Curriculum related fiction and nonfiction literature Information literacy skills
GRADE 2 Literature Appreciation Curriculum – Folktales and Multicultural Literature	Battle of the Books Holiday books Poetry Curriculum related fiction and nonfiction literature Information literacy skills Library arrangement	Battle of the Books Author study Holiday books Poetry Curriculum related fiction and nonfiction literature Information literacy skills	Battle of the Books Author study Holiday books Poetry Curriculum related fiction and nonfiction literature Information literacy skills	Author study Holiday books Curriculum related fiction and nonfiction literature Information literacy skills
GRADE 3 Literature Appreciation Curriculum – Folktales and	Battle of the Books Holiday books Curriculum related fiction	Author study Holiday books Battle of the books Curriculum	Battle of the Books Holiday books Poetry Curriculum related fiction	Author study Holiday books Curriculum related fiction and nonfiction

Multicultural Literature	and nonfiction literature Folktales and legends Information literacy skills	related fiction and nonfiction literature Information literacy skills	and nonfiction literature Information literacy skills	literature Information literacy skills
GRADE 4 Literature Appreciation Curriculum – Folktales and Multicultural Literature Big 6 – Problem Solving Skills	Battle of the Book Holiday books Curriculum related fiction and nonfiction literature Folktales and legends Information literacy skills Ethical and safe use of computers (Responsible Technology Use Policy)	Author study Holiday books Curriculum related fiction and nonfiction literature Folktales and Legends Information literacy skills	Battle of the books Holiday books Poetry Curriculum related fiction and nonfiction literature Folktales and legends Information literacy skills Responsible computer use	Author study Holiday books Curriculum related fiction and nonfiction literature Information literacy skills
GRADE 5 Literature Appreciation Curriculum – Folktales Big 6 – Problem Solving Skills	Battle of the Books Holiday books Curriculum related fiction and nonfiction literature Information literacy skills Use of computers (Responsible Technology Use Policy)	Genres of literature Fiction and nonfiction literature Curriculum related literature Information literacy skills Basic computer Troubleshooting	Award books Author study Curriculum related literature Poetry Folktales and legends Information literacy skills Computer Use	Author study Genres of literature Fiction and nonfiction literature Curriculum related literature Information literacy skills Responsible Technology Use Policy iMovie
GRADE 6 Student Research	Independent research guided by teacher	Independent research guided by teacher	Independent research guided by teacher	Independent research guided by teacher

THE PRIORY UPPER SCHOOL

The Priory welcomes young people from all nationalities to an educational community that encourages student athletes to discover and develop their own talents, interests, and confident voices. In a caring culture of mutual respect and understanding, student athletes are challenged to achieve their personal best. Through student athlete-centric social emotional programs such as Athlete Circle, our student athletes learn how to develop their awareness and empathy to self and others, growing into ethical and moral community members, locally and globally. They build inner strength to be agile in an ever-changing world, persist in the face of adversity in pursuit of their passions, and serve others with kindness and compassion. The personalized educational program allows students to uncover their unique strengths, passions, and interests through discovery, deep inquiry, practice, creation, and self-reflection in both disciplinary and interdisciplinary studies. Priory student athletes have the opportunity to take honors and advanced placement classes, and to earn a degree in Global Distinction by achieving our Global Leadership Outcomes and to accelerate their learning through our dual credit partnership program with Rutgers University and New Jersey Institute for Technology (NJIT). In addition, each high school student dives further into their chosen area of interest through independent research projects and participation in our innovative Priory in the City internship program.

The Priory in the City program provides authentic workplace experience as a tiered extension of the classroom, enabling students to build community relationships, learn from mentors, explore careers, and become better prepared for the challenges and opportunities that await

them in college and throughout life. Typically, more than half of our graduates choose to major in a STEM field in college. Our all-student athlete Upper School supports the growth and development of young athletes into graduates who are confident and ready to contribute positively to the world. An all-student athlete environment is particularly helpful during their Upper School years as athletes take center stage and have access to all of the student leadership positions at the school. The Priory is proud to be a member of the International Coalition of Independent Schools. As a faculty and staff, we are committed to the success of your student athlete and we feel it is worth sharing with you what the research suggests about why an all-student athlete education is so powerful.

- Student Athlete schools lead the way in graduating athletes who are interested in pursuing STEM-related degrees and careers. Research shows that athletic schools on average report greater science self confidence than non athletic peers in their ability to use technical science skills, understand science concepts, generate research questions, explain study results, and determine appropriate data collection.
- Student Athletes graduating from an all- athletics school are 6 times more likely to consider majoring in math, science, and technology and 3 times more likely to consider engineering careers.
- A higher rate of student athletes reported that they were offered greater leadership opportunities than peers at a non athletic school. § Girls that attend an all-girls school tend to rank higher on standardized tests.
- According to research, athletes who attend an athletic prep school are more than twice as likely to earn a doctorate.
- Athletic schools are focused solely on student athletes - how they learn, how they play, how they develop friendships and what they need to be successful.
- Some examples of how athletes learn best include: › Having role models and strong mentorship › › › See it to be it - Examples of

female heroes throughout history. Experiential learning- athletes are more engaged in what they learn if they know why they learn. Collaboration - Studies have shown the benefits of collaboration for women in STEM, not just for collaboration's sake but in order to solve a problem together.

- Developing a growth mindset.

ACADEMIC PROGRAM HIGHLIGHTS

Design Thinking

Students have opportunities to learn about the Design Thinking process: empathize, define, ideate, prototype, and test throughout their time at SAS. Teachers from various disciplines will utilize the UN Sustainable Development Goals to assign a theme. Using their mastery of design thinking and 40 transdisciplinary ideas, knowledge, and skills, students will tackle local and global issues that are related to the theme. In the process, students will develop a mindset of empathy with people in the community and cultivate a passion for improving the lives of others.

Global Leadership

Through our Stevens Global Leadership Program students engage in the world around them, and actively investigate global issues that affect humanity. As a result, they commit to using their knowledge and skills to take action to create a world that is peaceful and just. Stevens Global Leadership Learning Outcomes include such competencies as investigating the world; recognizing, articulating, and explaining multiple perspectives; and taking action through networking, collaboration, negotiation, and/or compromise.

Inquiry-Based STEAM

Learning & Research Through inquiry, students' curiosities and passions ignite critical thinking, research, and technological skills as part of the integrated STEAM (Science, Technology, Engineering, Art and Mathematics) curriculum. Students showcase their learning through our annual Academic and Exhibition Fairs.

Community Block

Students in grades 7-12 participate in Period 8 Community Block weekly. During our Community Block, students in every grade are involved in school-wide initiatives including College and Career Readiness, hālawai, personal development, Social and Emotional Learning and Global Leadership. Teachers and grade level advisors utilize age-appropriate curriculum to create intentional experiences that enhance students' skill sets during this time.

Student Exhibitions of Learning: Academic Fair and Exhibition Fair

Our middle and high school students have a variety of opportunities to present and receive feedback on their work during their time at The Priory. Middle and high school students participate in Academic and Exhibition Fairs at various points in their school careers. In middle school, students participate in the Science Fair and Hawaii History Day. High school students exhibit their independent research to the school community each May during our Annual Exhibition Fair.

Wellness Program

Our robust, interdisciplinary curriculum encourages our students to be confident learners and creative thinkers through hands-on, engaging

learning experiences. Our partnership with Yale's Center for Emotional Intelligence has brought school-wide, direct instruction of RULER, an acronym for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating). We believe that implementation of this evidence-based approach supports our students in their development of a positive sense of self and the skills necessary for managing their mental health. Teachers strive to integrate benchmarks of social and emotional learning into their courses and understand the developmental needs of their students. The Upper School Wellness program develops critical skills in the development of a well-rounded, ethics-driven student. RULER is emphasized throughout the Upper School experience and Student Athlete Circle is threaded through Grades 7-10.

The Upper School wellness program and courses provide students an indepth exploration and application of wellness-related themes; students will further explore the complex topic of mental health and have the opportunity to practice and apply effective coping strategies to manage daily stressors. Courses will also incorporate age-appropriate topics - i.e., identity - as it relates to one's relationship with self and others, social decision making, and effective communication across differences and in moments of conflict.

College and Career Counseling

The Daniels Preparatory School's College and Career Counseling Program guides each student to make an informed decision regarding their post-secondary education. Through an individualized approach utilizing research-based methods, the College Counselor and Priory in the City Director coach students to understand who they are and how they wish to contribute to the world. This program allows students to learn about a wide variety of career and college options so they can find success at the postsecondary level.

College Counseling

Throughout high school, each student is encouraged to take the lead and explore different college and university options that will meet her needs, interests, and abilities both academically and socially. The College Counselor provides guidance, support, encouragement, opportunity, and expertise throughout the college search process to foster independence and individual growth. During a students' junior and senior year, students will engage in a college guidance class designed to help her understand the college application journey and process. All juniors and their parents will meet with the College Counselor in the spring of their junior year to review college options and opportunities. A senior year conference will follow in the fall of their senior year to review the details of the college application process.

Priory in The City

The Priory is footsteps from the seat of government, businesses, nonprofit organizations, arts and cultural centers, and healthcare systems. Priory in the City is personalized learning in downtown Honolulu. Innovative career coaching helps students align their college, career and life aspirations with real-world experiences. In a rapidly changing world, The Priory encourages young athletes to see opportunities and design solutions. The Priory envisions students using their gifts and talents to make the world a better place.

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.

MIDDLE SCHOOL COURSES (7-8)

Experiences in middle school cultivate each student athlete's growth physically, socially, intellectually, and emotionally. We challenge, engage and nurture our athletes so they can emerge from middle school as confident, capable thinkers and leaders who are ready for the challenges of high school.

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 expository texts, developing critical thinking skills as well as an appreciation for and an ability to apply textual and oral conventions.

English 7

Grade 7, Year Term Designed to accompany the emergence of abstract thinking as it occurs at this and developmental level, students evaluate the structure of short stories as well as their content. The

course introduces more complex poetry as a way to view diverse human experiences and perspectives. Expository writing is emphasized as a way of integrating other subject material. Constructing various types of essays stimulates the skills to conduct research, compare and contrast information, and make conclusions about the subject.

English 8

Grade 8, Year Term As eighth grade 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, and poetry, as well as an introduction to Shakespeare. Students explore various modes of writing with emphasis on mechanics, organization, concept development, and vocabulary.

MATHEMATICS

The goal of the Mathematics Department is to foster students' ability to think logically and apply mathematical concepts to solve complex problems. 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.

Math 7

Grade 7, Year Term Requirement:
Calculator - TI-84 Plus CE Topics in beginning Algebra center around the application of arithmetic skills learned in earlier grades and an increased study of algebraic concepts.

Math 8
Grade 8, Year Term Prerequisite:
Math 7 Requirement: Calculator - TI-84 Plus CE A course in which students learn basic algebraic skills. Topics include proportions, variations, linear equations, properties of Inequalities, properties of exponents, beginning functions, and transformations of graphs. Application of algebraic skills is emphasized. Math 8 students will experience a one-year Pre-Algebra program to best prepare for Algebra.

Algebra I
Grade 8 or 9, Year Term One (1) Credit, Required Prerequisite: Completion of Math 8 or recommended by the Mathematics Department based on student readiness and the results of a standardized Algebra I Math Placement test which is taken in the spring of 7th grade. Requirement: Calculator - TI-84 Plus CE Students continue to explore in-depth algebraic skills. Topics include proportions, applications of linear equations, systems of equations, solving inequalities, exponential equations, functions, transformations of graphs, and quadratic functions. Application of Algebra skills will be utilized in real-world applications.

PERFORMING ARTS
The Performing Arts Department provides an extensive program of music, dance, and theater designed to develop student's enjoyment, understanding, and appreciation of the performing arts. The student realizes her "aesthetic responsiveness" through in-depth involvement in the creative process. Students strive to reach their highest performance levels through encouragement and building a discipline of rehearsal and individual practice.

**Instruments are available for rent from the school at $150/school year for all levels of band and orchestra.

Middle School Choir
Grades 7 and 8, Year Term Prerequisite: No previous experience necessary Requirement: Purchase 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
Grades 7 and 8, Year Term Required: Rental or purchase of an instrument Designed to introduce the fundamentals of music through the use of a selected band instrument including rhythm analysis, note reading, and other aspects of music theory. No previous musical experience is necessary.

Intermediate Band
Grades 7 and 8, Year Term Prerequisites: 1 year experience and department recommendation Required: Rental or purchase of an instrument Open to students with at least one year of band, Intermediate Band is designed to refine and develop their performance skills. This class emphasizes small solo and ensemble groups to encourage independent play. Participation in the O‘ahu Band Directors Association Solo and Ensemble Festival and the Parade of Bands is mandatory.

Advanced Intermediate Band
Grades 7 and 8, Year Term Prerequisites: 2 years’ experience and department recommendation Required: Rental or purchase of an instrument Advanced Intermediate Band is open to 7th through 12th grade students with more than two years of playing experience. This course emphasizes sight-reading and independent performance opportunities and exposes students to a wide variety of instrumental music. Performance includes participation in the Solo and Ensemble Festival and the Parade of Bands.

Beginning Strings
Grades 7 and 8, Year Term Prerequisite: No previous experience necessary Required: Rental or purchase of an instrument Students will have the opportunity to begin study on violin, viola, cello, or bass. This course emphasizes 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
Grades 7 and 8, Year Term Prerequisites: 1 year experience playing strings and/or department recommendation Required: Rental or purchase of an instrument Open to students by audition. Intermediate Strings emphasizes improving 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 encouraged.

Advanced Intermediate Strings
Grades 7 and 8, Year Term Prerequisite: 2 years' experience playing strings and/or department recommendation Required: Rental or purchase of an instrument Open to students by audition. Advanced Intermediate Strings emphasizes improving technique, practice skills, music reading, musicianship, theory, and ensemble skills. Students are expected to practice on a regular basis. This group performs in several concerts throughout the year. Private instruction encouraged.

Physical Education
The Physical Education Department provides a variety of activities to develop each student's physical fitness and motor skill level. To instill a lifetime appreciation for physical fitness, the Physical Education Department helps each student develop skills and knowledge by participating in various activities. Finally, the department provides opportunities for peer interaction, thereby allowing for the development of sportsmanship and leadership qualities.

Physical Education 7 & 8
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. Students become better aware of how to make positive choices as girls and young women.

SCIENCE

The goal of our science courses is to stimulate each student's curiosity about the world around them and how it works. Students actively participate in the scientific inquiry process, so they deeply understand the methods and process of scientific thinking. Many of our science courses are hands-on, inquiry-based laboratory courses.

Science 7
Grade 7, Year Term This 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
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 STUDIES
The Social Studies Department presents its courses in a manner that encourages appreciation of 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.

Global Studies 7 -
Global Studies and Global Leadership Grade 7, Semester Term While virtually traveling around the world, students explore global issues articulated around the United Nations Sustainable Development Goals such as zero hunger, clean water access, affordable and clean energy, decent work and economic growth, sustainable cities, responsible

consumption and production, etc. This course is an introduction to high school courses such as Global Girls and MUN. This course engages students in the ASIA Society's Four Domains of Global Competence, inviting students to: investigate the world, recognize perspectives, communicate ideas, and consider ways that they may take action. By learning about the Design Thinking Process (empathize, define, ideate, prototype, and test), students learn to consider global issues as something they have the power to impact positively here and now.

Social Studies 8 -
American History Grade 8, Year Term Requirement: History Day participation Designed to dovetail with the language arts program in the eighth 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.

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.

Art 7 & 8
Grades 7 and 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 ʻŌlelo, granting them access to the production facilities, resources, and equipment they are trained to use.

WORLD LANGUAGES

The World Language Department supports and nurtures students on their journey to proficiency in the language(s) of their choice. Learning to function in another language creates an emotional space where students can experience reality from someone else's perspective. Such experiences and knowledge align with the 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.

Spanish I

Grade 8, Year Term 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.

Japanese I

Grade 8, Year Term
Japanese 1 introduces Japanese culture and greeting expressions 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.

English as a Second Language

Grades 7-8, 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 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.

HIGH SCHOOL COURSES (9-12)

ENGLISH

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 convention

Graduation Requirement (4) Students must earn four (4) credits of grade level English Required:

- English 9
- English 10
- American Literature
- British & World Literature or
- AP English Literature and Composition

English 9

Grade 9, Year Term One (1) Credit, Required, *Honors Offered Students are introduced to high-school level language arts skills through diverse texts including poetry, novels, nonfiction, and drama. Through reading, writing, and discussion, they will try to understand authors' purposes, thereby gaining insight into their own beliefs and perspectives. Students will develop critical thinking and communication skills through written assessments, class discussions, oral presentations, and dramatic reading. Narrative writing, research projects, literary analysis essays, and creative writing assessments

are integrated with the themes and structure of the texts. Students will expand their vocabulary and improve basic grammar skills and reading comprehension through literature, composition, and exercises.

English 10

Grade 10, Year Term One (1) Credit, Required, *Honors Offered English 10 will continue to prepare students to be college-ready readers and writers, and to develop their appreciation of the power and beauty of language arts. Students will continue to strengthen their critical thinking and develop fluency in reading and communicating. This course emphasizes the mastery of the writing process in various composition forms: narrative essays, persuasive writing, research papers, literary analysis, and creative writing, all integrated with assigned texts. Literary selections include novels, short stories, poetry, drama, autobiography, and journalism. Through literature, composition, and exercises, students will expand their vocabulary and improve grammar skills.

American Literature

Grade 11 and 12, Year Term One (1) Credit, Required, *Honors Offered This class will cover American Literature from the 1700s through today. The course will follow themes rather than studying American Literature chronologically. Students will explore four themes, reading fiction, non-fiction, drama, and poetry to understand them: The American Identity, American Individualism, American Dreams (and Nightmares), and a Search for America. Students will share their understanding of American Literature and its themes through reading, discussion, journaling, and more formal writing assignments. American Literature is incredibly rich; the diversity of writers, their styles, the genres they choose to write in and the content they write about is remarkable. American Literature gives the diversity of cultures in our country a way to be experienced and understood. This course aims to help that happen.

British & World Literature

Grade 11 and 12, Year Term One (1) Credit, Required, *Honors Offered 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

Grades 11 and 12, Year Term One (1) Credit, Required 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 British & World Literature.

Speech Grades 9-12,

Semester Term One-Half (½) Credit This course teaches public speaking skills through practice. Coursework is structured around speaking “experiences''. Through practice, students build their confidence in

their ability to deliver a variety of types of speeches. This Speech course aims to increase students' understanding of; the communication process within the context of public speaking, the roles of verbal and non-verbal communication in speech presentations, and the many contexts and forms in which public speaking occurs in our society- and to practice! In this course, students will improve their verbal and nonverbal communication skills by participating in a variety of speaking situations, they will learn how to select a topic, compose a speech, organize and outline presentations, and they will learn how to evaluate their own speeches.

Creative Writing

Grades 10-12, Semester Term, One-Half (½) Credit Offered in school years beginning with an even year, e.g., 2022-23, 2024-25, 2026-27 This introductory course complements gradelevel 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.

Fiction & Film (formerly Words on Film)

Grades 10-12, Semester Term One-Half (½) Credit Course offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 By viewing films and reading the works that inspired them, students will develop a broad understanding of their complicated relationship. Works to be studied include Heart of Darkness, No Country for Old Men, Call Me By Your Name, The Shawshank Redemption, Emma, Silver Linings Playbook and others. Students will do one film project of their own as part of the course requirements.

Reading and Writing Lab

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

Grades 10-12, Semester Term One-Half (½) Credit Course offered only in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 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 2024 *Fulfills Distinction in Global Leadership One-Half (½) Credit Students learn about the design thinking process; empathize, define, ideate, prototype, and test. Teachers will use the UN Sustainable Development Goals to assign a theme and using their master 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. This course is aligned to the Global Leadership Learning Outcomes.

INDEPENDENT INQUIRY AND INDEPENDENT STUDY

Graduation Requirement (½) Students must earn one-half (½) credit of Independent Inquiry For detailed information on how to apply and the independent inquiry process, see Appendix I.

Independent Inquiry

Grades 10-12, Year Term One-Half (½) Credit, Required Prerequisite: Application and approval process; Design Thinking highly recommended.

Humanities or Independent Inquiry -

Science. Independent Inquiry is a requirement for students. In this class students learn 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

Grades 9-12, Semester or Year Term One-Half (½) or One (1) Credit Prerequisite: Application and approval process. Students have an opportunity to pursue/research a subject in more depth and independence than possible in a regular 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. Independent Study courses receive a grade of pass/fail.

JOURNALISM

Graduation Requirement Not required for graduation. Journalism - News Writing 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 on the school website.

Journalism - Yearbook

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

The goal of the Math Department is to foster students' ability to think logically and apply mathematical concepts to solve complex problems. 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.

Graduation Requirement (3) Students must earn three (3) credits of Mathematics Required: Algebra II with Trigonometry as one of the three credits

Algebra I

Grade 8 or 9, Year Term One (1) Credit, Required, *Honors Offered Prerequisite: For students entering 8th grade - Mathematics department recommendation and passing of Algebra I. Math Placement test during the Spring of 7th grade. For students entering 9th grade - Math 8. Requirement: Calculator - TI-84 Plus CE Students continue to explore in-depth algebraic skills. Topics include proportions, applications of Linear Equations, Systems of Equations, solving Inequalities, Exponential Equations, Functions, transformations of graphs, and Quadratic Functions. Application of algebra skills will be utilized in real-world applications.

Geometry

Grades 9 or 10, Year Term One (1) Credit, Required, *Honors Offered Prerequisite: Algebra I Requirement: Calculator - TI-84 Plus CE 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

Grades 10-12, Year Term One (1) Credit, Required, *Honors Offered Prerequisite: Geometry Requirement: Calculator - TI-84 Plus CE 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

Grades 10-12, Year Term One (1) Credit, *Honors Offered Prerequisite: Algebra II with Trigonometry Requirement: Calculator - TI-84 Plus CE 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

Grades 11 and 12, Year Term One (1) Credit, *Honors Offered Prerequisite: Pre-Calculus Requirement: Calculator - TI-84 Plus CE 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

Grades 11 and 12, Year Term One (1) Credit Prerequisites: Pre-Calculus and department recommendation Requirement: Calculator - TI-84 Plus CE 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 Advanced Placement students take the national College Board AP Exam.

Advanced Placement Calculus BC

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

Grades 11 and 12, Year Term One (1) Credit, $$ Prerequisites: Algebra II and Trigonometry and Introduction to Computer Science), 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

Grades 10-12, Year Term One (1) Credit Prerequisite: Introduction to Computer Programming or teacher approval “If you learn about computer science, you have the ability to change the world.” Whether it’s 3D 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

Grade 11 and 12 Year term One (1) Credit $$ Prerequisites: Algebra II and Trigonometry, application, and approval This course introduces students to the concepts and tools used to collect, organize, analyze, and draw conclusions from data. Students receive instruction in each of the following competencies: exploring data, sampling and experimentation, anticipating patterns with probability and simulation, and statistical inference. Students will learn how to articulate methodology, data descriptions, calculations, and conclusions, and to write analytically in context. Students will develop knowledge through experiential activities that challenge them to design and administer studies as well as tabulate and analyze

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.

Advanced Placement Statistics

Grades 11 and 12, Year Term One (1) Credit, $$ Prerequisites: Algebra II and Trigonometry, application, and approval This course introduces students to the concepts and tools used to collect, organize, analyze, and draw conclusions from data. Students receive instruction in each of the following competencies: exploring data, sampling and experimentation, anticipating patterns with probability and simulation, and statistical inference. Students will learn how to articulate methodology, data descriptions, calculations, and conclusions, and to write analytically in context. Students will develop knowledge through experiential activities that challenge them to design and administer studies as well as tabulate and analyze 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 will apply a powerful skill set effectively in new and unanticipated situations, explore AP®style free response questions and applications, take AP®-style assessments, and prepare for the AP® Statistics Exam in the spring.

Computer Programming

Grades 9-12, Year or Semester Term One (1) Credit or One-Half (½) Credit A project-based course that covers the fundamentals of computer programming, including data structures and algorithms. Through the

study of different programming languages (Karel, Python, Swift, or Java), students will gain proficiency in problem-solving using arrays, conditional structures, and iteration. (This course may be taken multiple times.)

Personal Finance

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 (2) Two (2) credits required from Visual or Performing Arts or combination of the two.

Beginning Band

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

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

Grades 9-12, Year Term One (1) Credit Prerequisite: 2 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

Grades 9-12, Year Term One (1) Credit Prerequisites: 3 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, 7-7:45 a.m. 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

Grades 9-12, Year Term One (1) Credit Requirement: Purchase of a choir uniform Offered daily during 0 Period, 7-7:45 a.m. 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

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.

Beginning Strings

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.

Advanced Intermediate Strings

Grades 9-12, Year Term One (1) Credit Prerequisites: 2 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

Grades 9-12, Year Term One (1) Credit Prerequisites: 3 years' experience and/or department recommendation Requirement: Rental or purchase of an instrument Offered daily during M period, 7-7:45 a.m.

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

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. The Priory Theater program 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

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 Requirement (2)

Two credits (2.0) Required: Students must take Fitness for Life and Health for one-half (½) credit each for a total of one (1) credit

Fitness for Life

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

Grades 9-12, Semester Term One-Half (½) Credit, Required This is a comprehensive health course involving the study of the systems of the human body and its maintenance requirements.

High School Physical Education

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 team sports such as 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

Grades 9-12 One-Half (½) Credit 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 the 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

Priory in the City is personalized learning in downtown Honolulu. Innovative career coaching helps girls align their college, career and life aspirations with real-world experiences. In a rapidly changing world, The Priory encourages young student athletes to see opportunities and design solutions. The Priory envisions students using their gifts and talents to make the world a better place.

Graduation Requirement (1½) One and One-Half (1½) Credits

Priory in the City - Sophomores

Grade 10, Semester Term One-Half (½) Credit, Required This course helps students develop their passions and advocate for global issues that are relevant to Hawai‘i. Students take an assessment to identify their top five strengths. They pitch and design mini projects to impact the community in a meaningful way.

Priory in the City - Juniors

Grade 11, Semester Term One-Half (½) Credit, Required This course helps students design their career path and research the market landscape. Students use a career decision-making system to understand

their interests, work values, abilities, and future plans. They coordinate networking opportunities and career trips to explore professions in the private, nonprofit, and government sectors.

Priory in the City - Seniors

Grade 12, Semester Term One-Half (½) Credit, Required This course helps students deliver their personal brand and obtain an internship with formal mentoring. Students explore potential careers, create a resume and cover letter, execute a meaningful project at a professional workplace, and reflect on the experience by connecting workplace skills to their future.

RELIGIOUS STUDIES

As an Episcopal school, the Religious Studies Department at Daniels Preparatory 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 (1) Students must earn one (1) credit of Religious Studies

Controversies

Grades 9-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 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.

Practical Theology

Grades 9-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 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.

Philosophy

Grades 9-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 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.

World Cultures & Religions

Grades 9-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 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 STUDIES

The Science Department offers science courses that stimulate each student's curiosity about the world around them and how it works. Many of our science courses are hands-on, inquiry-based laboratory courses including Conceptual Physics, Chemistry, Biology, Biology, Advanced Placement), Chemistry, Advanced Placement, Advanced Placement Physics, Advanced Placement Environmental Science, Forensic Science, Human Body Systems, and Medical Interventions.

Graduation Requirement (3) Students must earn three (3) credits in Science Required: 9th Grade must take Biology

Physics

Laboratory Course Grades 10-12, Year Term One (1) Credit Physical Science Prerequisite: Algebra 1 The course introduces students to fundamentals of Newtonian mechanics, concepts of linear and rotational motions, interactions among objects and their energy relationships. Topics include kinematics, linear and angular momenta, energy, linear and rotational motions, Newton's laws, buoyancy, heat exchange, atomic structure and other. Students improve their analytical abilities while applying mathematical methods to solve real world problems on physical phenomena. Students who fulfill additional honors-level requirements, may earn honors distinction.

Chemistry

Laboratory Course Grades 10-12, Year Term One (1) Credit Physical Science, *Honors Distinction Prerequisite: Algebra I 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

Laboratory Course Grade 9, Year Term One (1) Credit Life Science, Required for Grade 9, *Honors Distinction 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

Laboratory Course Grades 11 and 12, Year Term One (1) Credit Life Science Prerequisites: Biology and department recommendation Recommended Preparation: Human Body Systems or Physiology 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

Laboratory Course Grades 11 and 12, Year Term One (1) Credit Physical Science Prerequisites: Chemistry, Algebra II with Trigonometry, and department recommendation Offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 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.

Advanced Placement Environmental Science

Laboratory Course Grades 10-12, Year Term One (1) Credit Life or Physical Science, *Fulfills Honors and Global Leadership Distinction Prerequisite: Instructor permission Offered in school years beginning with an even year, e.g., 2022-23, 2024-25, 2026-27 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.

Advanced Placement Physics

Laboratory Course Grades 11 and 12, Year Term One (1) Credit Physical Science, $$ Prerequisites: Conceptual Physics, Calculus, may be taken concurrently, and department recommendation 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.

Engineering

Grades 9-12, Semester 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

Laboratory Course Grades 9-12, Semester Term One-Half (½) Credit Life or Physical Science Offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 Encompasses various scientific disciplines. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes

Principles of Biomedical Science

Laboratory Course Grades 9-12, Year Term One (1) Credit Life Science Prerequisites: Biology, may be taken concurrently Offered in school years beginning with an odd year, e.g., 2025-26, 2028-29, 2031-32 In the Principles of Biomedical Science course, through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine

and practice collaboration techniques that will help them connect with professionals across any field.

Human Body Systems

Laboratory Course Grades 10-12, Year Term One (1) Credit Life Science Prerequisites: Biology and department recommendation Offered in school years e.g., 2024-25, 2027-28, 203132. In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments; investigate the structures and functions of the human body; and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through Human Body Systems Laboratory Course Grades 10-12, Year Term One (1) Credit Life Science Prerequisites: Biology and department recommendation Offered in school years e.g., 2024-25, 2027-28, 203132. In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments; investigate the structures and functions of the human body; and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through

Medical Interventions

Laboratory Course Grades 10-12, Year Term One (1) Credit Life Science Prerequisites: Biology and department recommendation Offered in school years 2023-24, 2026-27, 2030-31 Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How To” manual for maintaining overall health and homeostasis in the body, the course will explore

how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Neuroscience

Grades 11 and 12, Year Term One (1) Credit Life Science, $$
Prerequisites: Biology, 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

healthcare 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.

Microbiology

Laboratory Course Grades 10-12 (9th grade only with permission of instructor), Semester Term One-Half (½) Credit Life Science Offered in school years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 This laboratory course will expose students to the fundamental factors involved in microbiology including microbial morphology, taxonomy, biochemistry, pathology, and culture techniques.

SOCIAL STUDIES

The Social Studies Department courses encourage students to understand how political, economic, and social institutions work to shape global societies and to appreciate various cultures. Students will develop their critical thinking and analytical skills and nurture their intellectual curiosity. The Social Studies Department strives to achieve these goals through a sequential approach to history and analyzing its impact on current affairs in the local, national, and global communities. A majority of the offered high school Social Studies courses satisfy credits for Daniels Preparatory School Distinction in Global Leadership. All courses that fulfill the distinction requirement are noted next to the course title. Please refer to Appendix I for more information on the Distinction in Global Leadership requirements and application process.

Graduation Requirements Students must earn three and one-half (3½) credits in Social Studies Required: One (1) credit each of Ancient Civilizations and Modern World History One (1) credit of US History or Advanced Placement US History One-half (½) credit of African American History

Ancient Civilizations

Grades 9 and 10, Year Term One (1) Credit, Required Course offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28 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.

Modern World History

Grades 9 and 10, Year Term One (1) Credit, Required Course offered in school years beginning with an even year, e.g., 2022-23, 2024-25, 2026-27 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.

Advanced Placement World History

Grades 9-12 One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Department Recommendation Study the cultural, economic, political, and social development that has shaped the world from 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence, and will write essays expressing historical assessments.

United States History

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

Grades 11 and 12, Year Term One (1) Credit Course offered in school years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 Prerequisites: A in World History II, submission of AP U.S. History Application, cumulative GPA of 3½ 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.

African American History

Grades 10-12, Semester Term One-Half (½) Credit, Required, *Fulfills Distinction in Global Leadership This course studies the history of Africans in America from past to present. It begins with the arrival of the first African to come toAmerica and traces African rich history from traditional American society to present day. Topics are not limited to but will include the monarchy period, arrival of the missionaries, overthrow of the Hawaiian kingdom, annexation, statehood, and contemporary issues. As the course progresses chronologically, the thematic focuses will be on American government, economic, social, and land history.

United States Government

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. 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

Grades 11 and 12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Course offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28, 2029-20 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 3½ 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. Students will engage in a variety of online, face-to-face, and flexible meeting arrangements that suit their individual needs.

Model UN & Global Affairs

Grades 10-12, Semester Term One- half(½) Credit, *Fulfills Distinction in Global Leadership *May be taken more than once and may receive credit twice 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.

Advancement Placement Art History/ Art History

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

Grades 11 and 12, Year Term One (1) Credit, $$ Prerequisites: Algebra II and Trigonometry, 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

Grades 11 and 12, Year Term One (1) Credit, $$ Prerequisites: Algebra II with Trigonometry 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

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

Grades 9-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an odd year, e.g., 2023-24, 2025-26, 2027-28, 2029-30 *May be taken to fulfill 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.

Philosophy

Grades 11 and 12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 *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.

World Cultures & Religions

Grades 10-12, Semester Term One-Half (½) Credit, *Fulfills Distinction in Global Leadership Offered in school years beginning with an even year, e.g., 2024-25, 2026-27, 2028-29 *This course may be taken to fulfill the 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.

STUDENT SERVICES

Graduation Requirements

Not required for graduation Student Service 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

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 Requirements Two (2) credits in either Performing or Visual Arts or combination of the two.

Studio Art I

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

Grades 9-12, Semester Term One-Half (½) Credit, *Honors Offered Prerequisite: Studio Art I 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.

Photography I

Grades 9-12, Semester Term One-Half (½) Credit, *Honors Offered 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. Students should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Photography II

Grades 9-12, Semester Term One-Half (½) Credit, *Honors Offered Prerequisite: Photography I Requirement: 35mm camera and digital camera 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. Students should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design

Photography Portfolio I, II, III

Grades 10-12, Year Term One (1) Credit *Honors Offered Prerequisites: Photography II 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 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. Students should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design. room and on the computer using various art materials and software programs such as Adobe Photoshop and Illustrator. Students should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

Portfolio Art I, II, III

Grades 10-12, Year Term One (1) Credit *Honors Offered Prerequisites: 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. Students should exhibit a high technical proficiency and craftsmanship while incorporating the elements of art and principles of design.

WORLD LANGUAGES

The World Language department supports and nurtures students on their journey to proficiency in the language(s) of their choice. Learning to function in another language creates an emotional space where students can experience reality from someone else's perspective. Such experiences and knowledge align with the 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 Requirements (3) Students must have three (3) credits in World Languages with at least two consecutive years in high school of the same language.

English as a Second Language

Grades 7-12, Year Term No Credit, $$ *May be taken more than once 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 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.

Japanese I

Grades 8-12, Year Term, One (1) Credit, *Fulfills Distinction in Global Leadership Japanese I introduces Japanese culture and greeting expressions 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

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership 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

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Japanese II 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

Grades 10-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Japanese III Students focus on speaking and listening for proficiency. Students communicate with sufficient structural and phonological accuracy. Reading and writing skills will be polished and requires the mastery of 220 kanji characters.

Japanese V

Grades 11 and 12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Japanese IV Students will converse using formal and casual types of speech. Requires reading and mastery of approximately 320 kanji characters. Students share their writing pieces and opinions using online tools.

Advanced Placement Japanese

Grades 11 and 12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Japanese III or IV, department recommendation Students focus on Japanese culture and keigo (honorific forms). Requires reading and mastery of approximately 410 kanji characters. All students take the national College Board AP Exam.

Mandarin I (Available online through NYU Prep Digital)

Grades 8-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership 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

Mandarin II (Available online through NYU Prep Digital)

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Mandarin I Emphasizes communicating in Chinese. Built upon the basic skills acquired in Mandarin I and use of authentic materials in Mandarin. Upon the mastery of the 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 (Available online through NYU Prep Digital)

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Mandarin II 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.

Spanish I

Grades 8-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership 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

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Spanish I 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

Grades 9-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership 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.

Spanish IV

Grades 10-12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Spanish III 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.

Spanish V

Grades 11 and 12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Spanish IV 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.

Advanced Placement Spanish

Grade 12, Year Term One (1) Credit, *Fulfills Distinction in Global Leadership Prerequisite: Spanish IV 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 students 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.

GRADUATION REQUIREMENTS

Each student must fulfill all of the graduation requirements to graduate. Successful students will earn a total of 24 credits in the subject areas listed below.

- **ENGLISH** (4) Four Credits
- **SOCIAL STUDIES** (3 ½) Three and One-Half Credits
- **MATHEMATICS** (3) Three Credits
- **SCIENCE** (3) Three Credits
- **WORLD LANGUAGE** (3) Three Credits from two consecutive years of a single language
- **PHYSICAL EDUCATION** (2) Two Credits PRIORY IN THE CITY (1½) One and One-Half Credits
- **RELIGIOUS STUDIES** (1) One Credit REGISTRATION PROCESS
- **VISUAL & PERFORMING ARTS** (2) Two Credits
- **INDEPENDENT INQUIRY** (½) One-Half Credit OTHER (½)

REGISTRATION PROCESS

Academic Advisors meet with students each year to develop an academic course plan. Our advisors work with students to ensure they are advancing academically, developing their interests and strengths, and creating a strong academic transcript for college admissions, and to ensure they meet our graduation requirements. In February of each school year, academic advisors meet with students individually to review their course plan and register for courses for the upcoming school year. Once the registration process is complete (generally by the end of third quarter) students will have the opportunity to review their selected courses. Course changes after this point will depend on course availability. Some courses may close due to over-enrollment and

others may be canceled due to insufficient enrollment. In some cases, two courses may be scheduled at the same time causing a scheduling conflict. In these cases, students may have to alter their course selection.

Honors Designation

Students may academically distinguish themselves through honors-level curriculum and assessments. Students who successfully complete honors-level assignments and assessments will receive honors designation. Honors designation is noted on the student's transcript if she fulfills Honors requirements for both quarters of the semester or all four quarters of the year. Courses eligible for honors designation are noted in the curriculum guide. Students interested in pursuing this distinction must work with their course instructor to ensure they satisfy the requirements.

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 Global Leadership Learning Outcomes (please see Appendix I for more details).

Students earn a Distinction in Global Leadership by fulfilling the general requirements for graduation plus the following:

- Four years of a World Language;
- At least two years in a service-oriented club, class or student government position.
- Enroll in a self-selected suite of courses among these offerings – Global Girls, Model UN & Global Affairs, World Cultures and Religions, and Controversies and Philosophy;
- Completion of the Priory in the City Senior Internship project.

COLLEGIATE & ONLINE PARTNERSHIPS

New York University (NYU) Partnership Our partnership allows students the opportunity to take classes for credit with New York University. Students are eligible to enroll in college courses as well as in online pre-digital courses with NYU. Eligibility is determined by the Director of College Counseling and the Upper School Principal in the spring for the following school year. Students are eligible for 1 class each year as part of their tuition. grades 10, 11, 12 are eligible to take one ASUPD Class, and students in grades 11 and 12 may take one college course. Students may take ASU classes for electives only and not to satisfy a graduation requirement. See Appendix I for details.

Rutgers University Partnership Our partnership allows students credit at Rutger the opportunity to take elective classes for University. Eligibility is determined by the Director of College Counseling and Upper School Principal in the spring for the following school year. Eligible juniors and seniors may work with the Director of College Counseling and Registrar. Interested students may make inquiries with the Director of College Counseling or the Upper School Principal. See Appendix I for details.

One Schoolhouse Partnership Daniels Preparatory 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 Daniels Preparatory School mentor guides students in their learning and ensures that students are on track. For current consortium rates, visit

oneschoolhouse.org/tuition-policies.html. Please see details on the registration process in Appendix I.

UPPER SCHOOL - THE PRIORY MIDDLE SCHOOL CURRICULUM

Courses by Grade

Grade 7	Grade 8
English 7 Math 7 Science 7 Physical Education Social Studies Art (semester) Religious Studies (semester) Grade 7) Global Studies & Global Leadership (semester) Choice of Music (Choir, Band, Orchestra)	English 8 Math 8 or Algebra I* Science 8 Physical Education Social Studies 8- American History Art (semester) Religious Studies (semester) Choice of World Language: Spanish I or Japanese I Choice of Music (Choir, Band, Orchestra)

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Requirements A minimum of 24 credits is required for graduation. Generally, a semester course is one-half (½) credit, and a year-long course is one (1) credit. As displayed in the table below, students must fulfill the required number of credits in each subject area in Grades 9-12 to graduate.

Year	Grade Level	Credit Limit
Freshment	**9**	**7**
Sophomore	**10**	**7.5 (including Priory City)**
Junior	**11**	**7.5 (including Priory City)**
Senior	**12**	**7.5 (including Priory City)**

Course Credits Per Semester Daniels Preparatory School students generally take 7 credits each year. *PE Classes and Priory in the City will not count against the 7.0 credit limit.

Subject	Required Credits
English	4.0
Social Studies	3.5
Mathematics	3.0
Science	3.0
World Language	3.0
Physical Education	2.0
Visual/Performing Arts	2.0
Religious Studies	1.0
Priory in the City	1.5
Independent Inquiry Other Courses	.5 .5
Total	**24**

DANIELS PREPARATORY SCHOOL 4 YEAR PLAN OF STUDY

Discipline	Credit	Grade 9	Grade 10	Grade 11	Grade 12
English	4.0	English 9	English 10	American Lit or AP American Lit & Comp	British Lit or AP English Lit & Comp
Math	3.0	Algebra 1 or Geometry	Geometry or Algebra 2 with Trig	Algebra 2 with Trig or PreCalculus	PreCalculus/ Calculus or AP Calculus
Science	3.0	Biology	Chemistry or Physics APES	Chemistry or physics of AP chemistry or AP Bio or AP Physics	Science Electives or AP Bio, AP Chemistry, AP Physics
Social Studies	3.5	Ancient Civilization / Modern World History	Modern World History/ Ancient Civilizations or AP World History	US History/ AP US History	AP World History
World Language	3.0				
Performing & Visual Arts	2.0				
Physical Education	2.0				British
Religion	1.0				
Independent Quiry	.5				
Priory In the City	1.5				
Electives	.5				

Total Required	24.0				

Math Acceleration Points

- Grade 7 students in Math 7 may bypass Math 8 and take Algebra I in 8th grade. Required: Math department recommendation and math placement test.
- Grade 8 students who take Algebra I over the summer may progress to Geometry in 9th grade. Required: Math department recommendation, math placement test, and an A- or higher in Math 8.
- Grade 9 students in Algebra I may take Geometry during the summer after 9th grade, allowing them to progress toward Alg II with Trigonometry in 10th grade. Required: Math department recommendation and an A- or higher in Algebra I.
- Students entering Grade 10 may be able to co-enroll in Geometry and Alg II with Trigonometry. Required: Math department recommendation.
- Students can take PreCalculus over the summer after successful completion of Algebra II. § With permission, a student may be able to co-enroll in Alg II and PreCalculus during her junior year in order to take Calculus senior year.

Notes

- US History is required and may be replaced by AP US History (APUSH). Students who choose to take AP US Government and Politics in junior year must take US History or APUSH in senior year.

- American Literature is required. Students who choose to take AP World Literature and Composition in junior year must take American Literature in senior year.

HIGH SCHOOL GRADUATION CREDIT AUDIT CHECKLIST

High School Graduation Credit Audit Checklist

Department/ Course	No. of Credits
English(4 credits)	Four(4)
English 9 (required)	
English 10 (required)	
American Literature (required)	
British and World Literature or AP Literature and Composition REQUIRED	
Design Thinking (½ credits) Classes of 2023 and 2024 only	One Half(½)
Independent Inquiry (½ credits)	One Half(½)
Independent Inquiry Humanities or Science	
Mathematics (3 credits)	**Three(3)**
Algebra I	
Geometry	
Algebra II with Trigonometry (required)	
Pre Calculus	
AP Calculus	
Math electives (Intro to Computer Programming, Computer Programming, AP Computer Science Principles, Personal Finance)	
Physical Education • Two (2) credits • Students must take Fitness for Life and Health for one half (½) credit each for a total of one (1) credit	**Two(2)**
Health REQUIRED	

Fitness for Life REQUIRED	
Any other HS PE; JV/Varsity	
Any other HS PE; JV/Varsity	One(1)
Priory in the City • One and a half (1½) credits • High School students transferring in are not required to make up any missed Priory in the City courses	One and One half (1 1½)
Priory in the City 10 REQUIRED	
Priory in the City 11 REQUIRED	
Priory in the City 12 REQUIRED	
Religious Studies (1 credit) • Students must enroll in two half (½) credit Religious Studies Courses	Three(3)
Any one half (½) credit Religious Studies course	
Any one half (½) credit Religious Studies course	
Science (3 credits) • Biology is required for Grade 9 • Students must take two of the three "core" science classes (Conceptual Physics, Chemistry, or Biology) by the end of junior year • High School students must take a year-long science course in 9th and 10th grades • It is highly recommended that students take at least one physical science course and one life science course to fulfill their graduation requirement	**Three (3)**
Physics, Chemistry, or Biology by the end of junior year:	
Physics, Chemistry, or Biology by the end of junior year:	
Additional science courses: Engineering, Forensics, Human Body Systems	
Social Studies (3½ credits) One (1) credit of Ancient Civilizations, one (1) credit of Modern World History, one (1) credit of US History or Advanced Placement in US History, and one half (½) credit of Hawaiian History	**Three and half (3 ½)**
Ancient Civilizations REQUIRED	

Modern World History REQUIRED	
US History or Advanced Placement US History REQUIRED	
African American History REQUIRED	
Visual or Performing Arts (2 credits)	**Two(2)**
Any Visual/Performing Arts class	
Any Visual/Performing Arts class	
Any Visual/Performing Arts class	
Any Visual/Performing Arts class	
World Languages (3 credits) Three (3) credits are required with two consecutive years in high school	**Three(3)**
Any World Language I (may start from Grade 8) Grade 8 does not count towards the three credits	
Any World Language II	
Any World Language III	
Any World Language IV	

***AP World History replaces either Ancient Civilizations or Modern World History (depending on which course is running) if taken in grade 10. It counts as a Social Studies elective if taken in grades 11 or 12.**

2023-2024 HIGH SCHOOL COURSE LISTING

ENGLISH

COURSE	GRADE	TERM LENGTH
ENGLISH 9	9	YEAR
ENGLISH 10	10	YEAR
ENGLISH LITERATURE	11	YEAR
WORLD LITERATURE	11-12	YEAR
AP ENGLISH LIT & COMP	11-12	YEAR
SPEECH	9-12	SEMESTER
READING AND WRITING LAB	9-12	SEMESTER

DESIGN THINKING

Design Thinking (Class of 2023 & 24 only)	9-12	SEMESTER

INDEPENDENT QUIRY

Independent Inquiry - Humanities	10-12	SEMESTER
Independent Inquiry - Science	10-12	SEMESTER
Independent Inquiry Study	10-12	SEMESTER OR YEAR

JOURNALISM

Journalism - News Writing	9-12	YEAR
Journalism - Yearbook	9-12	YEAR

MATHEMATICS

Algebra I	9	YEAR
Geometry	9-10	YEAR
Algebra II with Trigonometry	10-12	YEAR
Pre-Calculus	10-12	YEAR
AP Calculus AB	11-12	YEAR
AP Calculus BC	11-12	YEAR
AP Computer Science A	11-12	YEAR
AP Computer Science Principles	10-12	YEAR
Statistics	11-12	YEAR
AP Statistics	11-12	YEAR
Computer Programming	9-12	SEMESTER OR YEAR
Personal Finance	9-12	SEMESTER

PERFORMING ARTS

Beginning Band	7-12	YEAR
Intermediate Band	7-12	YEAR
Advanced Intermediate Band	7-12	YEAR
Select Wind Ensemble	9-12	YEAR
Chamber Choir	9-12	YEAR
Beginning Strings	7-12	YEAR
Intermediate Strings	7-12	YEAR
Advanced Intermediate	7-12	YEAR

Strings		
Chamber Strings	9-12	YEAR
Theater	7-12	SEMESTER
AP Music Theory	11-12	YEAR

PHYSICAL EDUCATION

Fitness for Life	9-12	SEMESTER
Health	9-12	SEMESTER
High School Physical Education	9-12	SEMESTER
JV/Varsity Sport Credit	9-12	SEMESTER

PRIORY IN THE CITY

Priory in the City - Sophomores	10	SEMESTER
Priory in the City - Juniors	11	SEMESTER
Priory in the City - Seniors	12	SEMESTER

RELIGIOUS STUDIES

Controversies	9-12	SEMESTER
Practical Theology	9-12	SEMESTER

SCIENCE

Physics	9-12	YEAR
Chemistry	10-12	YEAR
Biology	9-12	YEAR
Forensic Science	10-12	SEMESTER
AP Biology	11-12	YEAR
AP Chemistry	10-12	YEAR
AP Physics	11-12	YEAR
Engineering	9-12	SEMESTER
Human Body Systems	9-12	YEAR
Neuroscience	11-12	YEAR

SOCIAL STUDIES

Ancient Civilizations	9-10	YEAR
United States History	11	YEAR
AP World History	10-12	YEAR
AP US Government & Politics	11-12	YEAR
African American History	10-12	SEMESTER
AP African American History	10-12	SEMESTER
United States Government	11-12	SEMESTER
Model UN & Global Affairs	10-12	YEAR
Controversies	9-12	SEMESTER
Practical Theology	9-12	SEMESTER
Global Girls - Global Action	9-12	SEMESTER
AP Art History/Art History	11-12	YEAR
AP Macroeconomics	11-12	YEAR

AP Microeconomics	11-12	YEAR
AP Psychology/Psychology	11-12	YEAR

STUDENT SERVICES

Student Service	9-12	SEMESTER OR YEAR

VISUAL ARTS

Studio Art I, II	9-12	SEMESTER
Photography I, II	9-12	SEMESTER
Photography Portfolio I, II, III	9-12	YEAR
Portfolio Art I, II, III	9-12	YEAR

WORLD LANGUAGES

English as a Second Language $$	7-12	YEAR
Hawaiian I, II, III, IV, V	8-12	YEAR
Japanese I, II, III, IV, V	8-12	YEAR
Spanish I, II, III, IV, V	8-12	YEAR

NEW YORK UNIVERSITY IMMERSION PROGRAM

SEE COURSE CATALOG	10-12	SEMESTER OR YEAR

RUTGERS UNIVERSITY IMMERSION PROGRAM

SEE COURSE CATALOG	10-12	SEMESTER OR YEAR

NEW JERSEY INSTITUTE OF TECHNOLOGY

SEE COURSE CATALOG	10-12	SEMESTER OR YEAR

DEPARTMENT POLICIES

English

- Students who take Advanced Placement English Literature & Composition during their junior year take American Literature their senior year.
- To enroll in an Advanced Placement (AP) English course, a student must be recommended by the English Department. The English Department determines the roster for the following year and notifies students, who may accept or decline this placement.
- Selection is based on the following student criteria:
    - ❖ Consistently earns A‘s and B’s in English classes. › › › › Science
    - ❖ Has demonstrated the ability to read complex text and understands the value of diverse literature.
    - ❖ Has demonstrated the ability to write with clarity, coherence, accuracy, and precision, and displays strong skills in grammar and word usage.
    - ❖ Has demonstrated a commitment to the writing process (e.g., editing and rewriting).
    - ❖ Has demonstrated a willingness to voluntarily and enthusiastically share insights (oral and written) about what they read and understand that it is their responsibility to be contributing members of the class.

Science

- Students in grade 9 are required to take Biology.
- 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
- To enroll in an Advanced Placement (AP) Science course, a student must be recommended by the Science Department. Students must fill out an application for Advanced Placement course(s), and once approved may enroll.

Math

- A scientific calculator is required in Pre-Algebra and Middle School Algebra courses.
- A graphing calculator is required in Algebra I, Geometry, Algebra II with Trigonometry, PreCalculus, and AP Calculus. It is recommended that students who do not have a calculator purchase the TI-84 Plus CE. However, if a student owns a TI-Nspire CX CAS, that calculator may also be used in the course.
- If a student earns an F in a math class, they 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 from their math teacher, may be retaken during summer school. Although a student does earn math credit for earning a D+, D or D-, the math department strongly recommends that the student retake the course to improve in their mathematical foundations and understanding of the subject before moving to the next level.
- All students have the option of working towards an honors designation in each of their math classes. Each course has a list of criteria that must be fulfilled in order to earn an honors

designation. These criteria are determined by the instructor and approved by the department.
- To enroll in an Advanced Placement (AP) math course a student must be recommended by the Math Department.

Performing Arts

- 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.

World Languages

- 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.

Visual Arts

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

Physical Education

- 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.

Priory in the City

- 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 Priory in the City - Juniors (SSPIC11).

Independent Inquiry

Independent Inquiry trains students to become engaged in a sustained, iterative process of inquiry, critical thinking, problem-solving, self-reflection, and creation by investigating a student-generated central question. Independent Inquiry can be focused on either Science or Humanities.

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 at Academic and Exhibition Fair

each year. Moreover, students develop their oral presentation skills as they present their projects and field questions in a professional manner to a 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: § Review the Independent Inquiry process (below) to gain an understanding of the expectations for Independent Inquiry. § 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 Spring Student Exhibition event

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

COLLEGE COUNSELING

Each year, students work with the Principal to select their courses for the following academic year. The goal is to help students develop their strengths and talents yet not overwhelm them so they can function at a high performance and learning level. The coursework that students take at The Priory is college preparatory in nature; the best preparation for the college admissions process is to take a solid academic course load, learn deeply, and work hard to earn good grades.

Students will be enrolled in a college guidance class during their junior and senior years to assist them in learning more about the colleges and universities that would potentially be a good match for them academically, socially, and financially. In addition, students will take the PSAT/NMSQT exam during their sophomore (practice) and junior (to qualify for National Merit Scholarships) years, and the SAT during their junior year. These standardized tests will be taken during the school day and paid for by the school.

Students will be encouraged to meet with College Admissions Officers when they visit campus and to attend any local college fairs so they can become more familiar with the different types of colleges choices available to them. Parents and students will also be invited to attend a special financial aid workshop in the fall of the student's senior year.

During the college guidance classes, students will learn about the different types of colleges and universities, what colleges are looking for in the admissions process, the components of the college application, how to write their college essay, how to have a successful admission interview, and where to look for scholarships

TYPES OF COURSES AND GPA COMPUTATIONS

Honors Designation Courses

- Students may achieve academic distinction on their high school transcript by engaging in honors coursework in certain courses as indicated in the curriculum guide.
- Honors designation will be conferred by semester.
- The specific criteria for honors designation are determined by course as articulated in the course syllabus.

Advanced Placement Courses

Students in an Advanced Placement course are awarded one additional grade point per credit in the computation of their grade point averages. For example, a “B” counts as an “A” and a “C” counts as a “B.” Grades lower than a “C-” are not weighted. Students may elect to take these courses based on department-specified eligibility and teacher recommendation. All students in an Advanced Placement course are required to take the corresponding College Board Advanced Placement Exam in May. Parents or students with questions about Advanced Placement should contact the Upper School Principal by phone at (808) 532-2447 or by email at info@sdanielsprep.org

ACADEMIC DESIGNATION

Honor Roll and Head of School Lists

Daniels Preparatory School recognizes student academic performance through the Honor Roll and the Head of School List. Each quarter, the Honor Roll acknowledges students in Grade 7 and above who maintain a GPA of 3½ or better with no letter grade lower than a "B-".The Head of School List recognizes students who have a 4.0 GPA or better for the semester term and no letter grade lower than an "A-" in either quarter.

- Students receiving a grade of incomplete (I) are not eligible for Honor Roll or Head of School List.
- Students who act without academic integrity and/or have violated the Code of Conduct are not eligible for Honor Roll or Head of School List during the quarter or semester of the act or violation.

Academic Support

A student is placed on academic support when her quarter-end GPA falls below 2.0; she earns a grade of D+ or lower; she earns two or more grades of C-; or in the judgment of her teachers and the Upper School Principal, she demonstrates that she is struggling academically to the point of concern for her academic success at The Priory. The Upper School Principal and academic counseling staff will monitor the student's progress during this period. Placement in study halls, conferences, or scheduled reports to parents may be part of the monitoring. In the event that the student participates in our athletic

program, the Athletic Director will monitor that student's grades as well. To be released from academic support, a student must earn grades of C or better in all classes by the following grading term.

Study Hall

- All freshmen are assigned to study hall.
- 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.

DANIELS PREPARATORY SCHOOL DISTINCTION OF 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 with the Global Leadership Learning Outcomes. Students' high school transcripts will reflect this Distinction and they will be recognized at commencement with a blue cord, which signifies peace.

DANIELS PREP GLOBAL LEADERSHIP LEARNING OUTCOMES

I. Investigate the world beyond their immediate environment, deeply engaging in inquiry about significant global issues that affect peace

II. Recognize, articulate, and explain multiple perspectives, aware and respectful of how religious, cultural, geopolitical and historical backgrounds shape individual viewpoints, including their own.

III. Construct and articulate their own unique perspectives about how the world works based upon sustained inquiry of global issues that affect peace.

IV. Communicate and engage with audiences of diverse backgrounds, recognizing and overcoming linguistic, ideological, cultural, and geographic barriers.

V. Take action through networking, collaboration, negotiation, and/or compromise, seeing themselves as positive, powerful agents for peace (locally, regionally, and/or globally).

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