

# LA PIETRA

HAWAI'I SCHOOL FOR GIRLS



## ACADEMIC COURSE CATALOG 2023-2024

*RAISING WOMEN OF PURPOSE, ON PURPOSE*

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## RAISING WOMEN OF PURPOSE

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Here at La Pietra – Hawai'i School for Girls, our mission is to educate young women to lead a life of purpose. We are an independent, college-preparatory school for girls in Grades 6-12 located on the slopes of Diamond Head in Honolulu, Hawaii, with a rich and unique history. Established as a school in 1964, it continues to be a place where students flourish in a supportive community led by a vision that values each individual's journey toward a life of passion, confidence, and purpose that they themselves define.

La Pietra's educational philosophy emphasizes developing the whole person, with a goal of giving our students the tools to think critically and creatively – to help them find their voice and develop the confidence to use it. Students participate fully in their learning and have the opportunity to demonstrate critical thinking as well as take on leadership roles.

# UPPER SCHOOL ACADEMIC PROGRAM

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## GRADUATION REQUIREMENTS

SUBJECT	CREDITS
English	4
Electives: Technology and Career	2
Fine Arts: Visual or Performing Arts	2
Mathematics	3
Physical Education	2
Science	3
Social Studies	3.5
Women's and Gender Studies	1.5
World Languages ( <i>three years of the same language</i> )	3
<b>TOTAL MINIMUM CREDITS</b>	<b>24</b>



## UPPER SCHOOL REGISTRATION PROCESS

All information for registering for the 2023-2024 school year is included in this course catalog. Follow the checklist below before meeting with the Dean of Academics & Faculty and/or Registrar to register for the upcoming school year.

- ❑ **Step 1.** Review the high school course catalog and descriptions for all departments and fill out the registration form received at Co-Curr. Choose your courses carefully. The classes offered during the year are based on your requests and availability. Requests to change classes after the registration period are usually not able to be fulfilled.
- ❑ **Step 2.** Discuss your choices with your teachers. Teachers must sign off on advanced course options (AP® level courses) and select upper level classes as noted in the course description.
- ❑ **Step 3.** Discuss with your parents or guardians and have them sign the registration form.
- ❑ **Step 4.** 8-11th Graders should submit their course requests to their Hui Advisor by the specified deadline.
- ❑ **Step 5.** 8-11th graders will have a meeting with the Dean of Academics & Faculty and/or Registrar to review course requests and register for classes.

# UPPER SCHOOL CURRICULUM SNAPSHOT

The following program will serve as a general guide for students entering 9th grade in 2023-2024.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH</b> 4 CREDITS REQUIRED	INTRO. TO LITERATURE AND COMPOSITION	WORLD LITERATURE	AMERICAN LITERATURE OR AP ENGLISH LIT.	AP ENGLISH LIT. OR ENGLISH ELECTIVES
<b>ELECTIVES OFFERED:</b> ROMANTICISM IN LITERATURE, PLAYWRITING & PRODUCTION, CREATIVE WRITING				
<b>MATHEMATICS</b> 3 CREDITS REQUIRED, THROUGH ALGEBRA 2	ALGEBRA 1 OR GEOMETRY	GEOMETRY OR ALGEBRA 2	ALGEBRA 2 OR TRIG. & PRE-CALC	TRIG. & PRE-CALC AP CALCULUS
<b>ELECTIVES OFFERED:</b> DATA SCIENCE				
<b>SCIENCE</b> 3 CREDITS REQUIRED	PHYSICS	CHEMISTRY	BIOLOGY OR AP PHYSICS OR AP ENV. SCIENCE OR SCIENCE ELECTIVES	AP BIOLOGY AP PHYSICS AP ENV. SCIENCE SCIENCE ELECTIVES
<b>ELECTIVES OFFERED:</b> ASTRONOMY, ENVIRONMENTAL SCIENCE, MARINE BIOLOGY				
<b>SOCIAL STUDIES</b> 3.5 CREDITS REQUIRED	WORLD HISTORY: ANCIENT	WORLD HISTORY: MODERN	U.S. HISTORY OR AP U.S. HISTORY	AMERICAN GOVERNMENT
<b>ELECTIVES OFFERED:</b> ETHICS, GLOBAL ISSUES, PSYCHOLOGY				
<b>WORLD LANGUAGES</b> 3 CREDITS REQUIRED	STUDENTS START WORLD LANGUAGE IN GRADE 8. THE FOLLOWING COURSES ARE OFFERED TO GRADES 9-12:  CHINESE 1, CHINESE 2, CHINESE 3, CHINESE 4, CHINESE 5 SPANISH 1, SPANISH 2, SPANISH 3, SPANISH 4, SPANISH 5 FRENCH 4, FRENCH 5 *2023-2024*			
<b>FINE ARTS</b> 2 CREDITS REQUIRED	<b>ELECTIVES OFFERED:</b> DIGITAL IMAGING & PHOTOSHOP, CERAMICS 1-3, FIBER ARTS, JEWELRY 1&2, PAINTING, PHOTOGRAPHY 1&2, SOCIAL JUSTICE ART, ART STORIES			
<b>ALSO REQUIRED</b>				
<b>OTHER ELECTIVES</b> 1.5 CREDITS REQUIRED	<b>PHYSICAL EDUCATION</b> 2 CREDITS REQUIRED	<b>INDEPENDENT PROJECT</b> 40-HOUR LEARNING EXPERIENCE	<b>WOMEN &amp; GENDER STUDIES</b> HEALTH & SOCIETY, INTRO. TO WOMEN & GENDER STUDENTS, PERSPECTIVES IN WOMEN'S HISTORY	

# UPPER SCHOOL SUBJECT AREA & COURSES

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## ENGLISH

**Upper School English (4 Credits)** to include *Intro to Literature and Composition* (9), *World Literature* (10), and *American Literature* OR *AP English Literature* (11).

Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>• Intro to Literature and Composition</li><li>• World Literature</li><li>• American Literature</li><li>• AP® English Literature</li><li>• Playwriting &amp; Production*</li></ul>	<ul style="list-style-type: none"><li>• Creative Writing</li><li>• Romanticism in Literature</li></ul>

## INTRO TO LITERATURE AND COMPOSITION

**Grade Level: 9**

**1 credit**

As an introduction to the high school English program, this course begins with the study of “The Most Dangerous Game” and other famous short stories. The study of literature is a dangerous, exciting game in itself, as it gives students the capacity to understand complex ideas, express powerful thoughts, and write with accuracy and persuasion. Other units of the course include the study of novels, such as the infamous *Lord of the Flies*, and the heartwarming *The Bean Trees*. The outcomes of the course focus on establishing specific skills of composition, such as using quotations, evidence, and figurative language, as well as skills relating to reading comprehension, discussion, and the crafting of basic analytical claims about literature. Students learn to use new vocabulary and increase their understanding and application of grammatical structures.

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## WORLD LITERATURE

**Grade Level: 10**

**1 credit**

World Literature continues to build upon the skills and content that students learned and practiced at the start of high school. Students receive instruction and multiple opportunities to learn how to think critically, communicate effectively, collaborate with others, persevere in the face of challenge, and pursue equity. Each of these competencies will be explicitly taught, and students will gain mastery of these skills through projects inspired by their careful, close-reading of literature. Students read and analyze Madeline Miller’s novel, *Circe*, and Chinua Achebe’s novel, *Things Fall Apart*. Students will also read, write, and analyze poetry.

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## AMERICAN LITERATURE

**Grade Level: 11-12**

**1 credit**

In this course, students take several literary journeys into the heart of what it means to be American. Through Jean Kwok's *Girl in Translation*, students go back to New York City in the 1980s and experience it through the eyes of a Chinese teenager who has just moved from Hong Kong. In *Slaughterhouse-Five*, students time travel with a prisoner of war during World War II, sometimes to his past, sometimes to his future, and sometimes to outer space accompanied by aliens. Other stories and novels include Flannery O'Connor's "A Good Man is Hard to Find" and Rudolfo Anaya's *Bless Me, Ultima*. The learning outcomes of the course are achieved via writing assignments, activities and discussions, projects, and tests. Students compose full-length essays, including the use of analytical claims, commentary, and evidence. They continue to expand their knowledge of literary concepts and vocabulary, become familiar with more sophisticated grammatical structures, and incorporate all of them into their writing. Additionally, students learn to use various critical lenses, such as race, class, and gender, as interpretive tools.

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## AP® ENGLISH LITERATURE

**Grade Level: 11-12**

**1 credit**

*Prerequisite: Requires teacher approval, additional cost involved*

AP® English Literature and Composition is a challenging course that prepares students for the AP Exam in the spring. This course is for the intellectually brave and adventurous, those who love stories, words, and ideas (or those who want to take the school's most difficult course in this content area for other reasons). Students read, discuss, and analyze short fiction, novels, drama, and poetry. In line with the assessment criteria used to score the timed composition portion of the exam, we focus on crafting compelling claims about the meaning of specific works of literature, which also involves the organization of evidence and commentary. We practice our timed reading comprehension skills to prepare for the multiple-choice portion of the exam. As students further develop their critical thinking and composition skills, we solidify our understanding of concepts relating to the so-called Big Ideas of AP English: Narrator, Character, Setting, Language, and Structure. Students must take the AP® English Literature exam in May.

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## PLAYWRITING AND PRODUCTION\*

**Grade Level: 10-12**

**1 credit (0.5 credit English + 0.5 credit Fine Arts)**

In this two-term, interdisciplinary course, students practice and develop the ability to collaborate with peers, communicate effectively, and create original work. Additionally, they will learn skills specific to playwriting such as the ability to analyze the genre of playwriting; develop writing skills and habits through Writers Room sessions; contribute effectively to a writing community; and utilize playwriting to

achieve personal writing goals. Each student crafts their own script from start to finish. In the second term of the course, students will have the opportunity to see their plays read by local professional actors. In addition, they will work together to stage and produce an original showcase featuring the work written in Term 1. Our goal is for the class to work as an ensemble, with the playwrights, directors, and actors collaborating to create an original performance project to culminate by the end of the term.

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## CREATIVE WRITING

**Grade Level: 10-12**

**0.5 credit**

Do you have a story to tell? Let's write it down. In this course, we learn about creative life writing and how those on the margins of society used this form of literature to represent their stories and that of others. This class allows students to examine the lives and stories of those who interest them while simultaneously writing their own. Students will explore indie comics, memoirs, auto/biographies, and fiction. Learn to hone your creative writing craft through drafting and peer reviewing and gain a deeper appreciation for literary elements and devices through writing your own story. Through engaging with this creative life writing genre, students will appreciate its cultural significance as well as participating in documenting their own histories.

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## ROMANTICISM IN LITERATURE

**Grade Level: 10-12**

**0.5 credit**

The Romanticism elective is an interdisciplinary quest into the literature, ideas, art, and prominent figures of the movement. An enduring influence from the 1700s up to the present, Romanticism encompasses a wide variety of elements. It directs us to experience the thrill of exploring old ruins, walking in forests, and seeking the divine in nature and ourselves; it involves writing poetry and making art about love, cemeteries, the seasons, self-examination, and mysticism; it demands that we come to terms with industry, cities, and urban problems; it includes travel into the unknown and the exotic; it establishes modern ideas of celebrities and geniuses; and it challenges governments and leaders. In this class, we seek to study these aspects of Romanticism, and within reason, put them into practice ourselves. We learn what it means to be a Romantic through the composition of poetry, the creation of visual art, the completion of journals, and various in-class and out-of-class activities.

# FINE ARTS: VISUAL, MUSIC, THEATER

Upper School Fine Arts (2 Credits)



Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>• Playwriting &amp; Production*</li><li>• Select Choir</li></ul>	<ul style="list-style-type: none"><li>• Art Stories</li><li>• Ceramics 1, 2 &amp; 3</li><li>• Digital Imaging &amp; Photoshop</li><li>• Fiber Arts</li><li>• Filmmaking &amp; Production</li><li>• Improvisation</li><li>• Jewelry 1 &amp; 2</li><li>• Musical Theater Workshop</li><li>• Painting</li><li>• Photography 1 &amp; 2</li><li>• Printmaking</li><li>• Social Justice Art</li><li>• Songwriting</li><li>• Speech &amp; Public Speaking</li></ul>



# VISUAL ART ELECTIVES

## ART STORIES

**Grade Level: 9-12**

**0.5 credit**

This class will approach the history of art through the lens of contemporary art and current events. Students will examine how historical art movements influence and inspire artists working today. Students will practice analyzing and critiquing artwork and learn how to write about the evolution of aesthetics and values throughout history. This class is based in a combination of lecture and studio to provide an enriching hands-on experience.

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## CERAMICS 1

**Grade Level: 9-12**

**0.5 credit**

This course offers students the basic knowledge and skills with regard to clay and glazes. Beginning with hand building, coil, pinch, and slab techniques and culminating with the use of the wheel in techniques such as wedging, centering, lifting, and trimming, students experience various approaches to working with clay. Students also learn about making glazes, recycling clay, and the loading/unloading of the kiln. In addition to direct work with clay, learning in this course also occurs through various readings, guest artist visits, gallery museum visits, and critiques. Please note that additional study hall or other time may be required should a student not complete their work in class.

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## CERAMICS 2 & 3

**Grade Level: 9-12**

**0.5 credit**

*Prerequisite: Ceramics 1 or 2*

This course extends the Ceramics 1 experience for students who wish to refine and expand their skills with various approaches to working with clay. Advanced techniques such as collaring, stacking, and making lidded forms will be explored. Students will develop their individual expression as well as building their portfolio. Learning in this course also includes various readings, guest artist visits, gallery/museum visits, and critiques. Please note that additional study hall or other time may be required should a student not complete their work in class.

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## DIGITAL IMAGING & PHOTOSHOP

**Grade Level: 9-12**

**0.5 credit**

This is an introduction to the basics of digital imaging starting with taking images with an artistic result. These images will then be further worked on in Adobe's Photoshop and Illustrator to create composites. Students will gain a basic foundation of these 2 application's interface features, basic navigation skills and essential tools. They will understand the difference between vector and raster images and different file formats. Students will practice portrait retouching, masking images and learn about copyright issues. The purpose of this course is to gain confidence to explore and pursue the many possibilities in the Digital Arts.

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## FIBER ARTS

**Grade Level: 9-12**

**0.5 credit**

In this class, students learn a range of techniques and approaches to working with fibers and textiles. Students will learn basic hand-sewing, fabric dyeing, crochet, macramé, and how to use a sewing machine. Students will learn about and analyze the historical and contemporary context of artists working with fibers and textiles. While building their art portfolio, students will practice studio habits of mind and strengthen their critical thinking and media literacy skills. Throughout the term, students will be expected to propose and complete an independent project using a fiber-based process of their choice.

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## JEWELRY 1 & 2

**Grade Level: 9-12**

**0.5 credit**

This course in Jewelry covers not only the art of jewelry making but also a historical look at the adornment of early civilization and contemporary aesthetics. Students begin by building skills in wire working, measuring, linking, and making jump rings. Techniques such as sawing, cold connecting, soldering, and polishing are addressed; problem solving skills, safety knowledge and personal expression by students are emphasized. Learning in this course is enhanced through participation in various readings, guest artist visits, gallery/ museum visits, and critiques.

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## PAINTING

**Grade Level: 9-12**

**0.5 credit**

In this class, students will explore the possibilities of painting. Students will learn traditional techniques in watercolor and acrylic as well as experimental processes. In addition to learning painting techniques, composition, and color theory; students will analyze and engage with historical artworks and contemporary artists. While building their art portfolio, students will practice studio habits of mind and strengthen their critical thinking and media literacy skills.

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## PHOTOGRAPHY 1 & 2

**Grade Level: 9-12**

**0.5 credit**

Photography 1 is an introduction to black and white photography with an emphasis on artistic results. Students learn about the history of photography and basic camera and darkroom techniques, as well as composition, lighting, and portraiture. Projects include photograms, quality of light, casual and studio portraits. Portfolio lectures with visiting photographers, field trips to photography exhibits, and hands-on experience in a professional studio provide inspiration and practical application. Limit of 8 students per class.

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## PRINTMAKING

**Grade Level: 9-12**

**0.5 credit**

Printmaking is an evolving technology, originally used to print newspapers and pamphlets and now primarily used for fine arts. Students will learn and explore techniques of printmaking including relief printing (block and plate), monotype, collagraph, and screen printing. Students will explore and analyze the long history of printmaking, mass production, and the possibilities of printmaking in fine arts and in commercial settings.

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## SOCIAL JUSTICE ART

**Grade Level: 9-12**

**0.5 credit**

Focusing on thematic inquiry, this class will utilize multidisciplinary approaches including painting, drawing, printmaking, sculpture, and research. Students will be introduced to historical and current events and learn how artists respond to issues of their time. Focus will be placed on an intersectional analysis of identity, race, gender, place, nature, and community. Students will be expected to explore topics that interest them and build an art practice that communicates their viewpoints.



## MUSIC ELECTIVES



### SELECT CHOIR

**Grade Level: 9-12**

**1 credit**

Select Choir is open to all students who want to participate in a performance-based vocal ensemble. The choir learns and performs varied repertoire for performances on campus and in the community. Students study and practice vocal technique, ear training, music reading, theory and harmony, blend and balance, singing independently, foreign language pronunciation, and more. Opportunities for solo singing and student arranging are available.

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### SONGWRITING

**Grade Level: 9-12**

**0.5 credit**

Songwriting is an introduction to music theory, history, and composition through studying the craft of writing songs. Students will study great songs from throughout history – from French and German art

songs to English, American, and Hawaiian folk songs, to jazz standards and modern artists like Lady Gaga and Bruno Mars. Students will practice music theory basics (scales, harmony, melody, meter, form, etc.) as building blocks to artistry. Students will study the elements of lyric writing and content. Students will work to develop musical compositions of increasing complexity and varied style. Students will demonstrate skill development through writing their own songs individually and collaboratively and will have the opportunity to perform their original works or have them performed by others (public performance is not mandatory).

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## THEATER ELECTIVES

### FILMMAKING & PRODUCTION

**Grade Level 9-12**

**0.5 credit**

In Filmmaking and Production, students will learn to write, cast, act in, and produce a five-minute short film. Students are introduced to basic script formatting, writing, "pitching," and editing. Focus includes the development of techniques for analysis in shot composition, story structure mapping, appreciation of silent and scored films, and character development through the visual medium of film. Students begin to analyze works of cinema, research film history and genres, learn about the different positions on a film set, and create original scripts using techniques studied in class. The term will culminate in a short film festival.

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### IMPROVISATION

**Grade Level: 9-12**

**0.5 credit**

Improvisation is a project-based acting course that builds upon students' on-the-spot performance skills. Students will be introduced to the tenets of improvisation through the use of drills, exercises and games. Over the course of the term, the class coalesces into an ensemble and will culminate with a presentation of short form improvisation.

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### MUSICAL THEATER WORKSHOP

**Grade Level 9-12**

**0.5 credit**

With an emphasis on individual performance supported by ensemble work, students interested in performing in musical theater will engage with a wide range of repertoire, choreography, and vocal techniques. Teachers and students will work together to determine suitable repertoire for each student based on vocal range, technical difficulty, and student interest, culminating in a personal repertoire that may be used for future auditions. Areas of study will include acting, music analysis, lyrical analysis,

character development, and audition preparation.

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## PLAYWRITING & PRODUCTION\*

**Grade Level: 10-12**

**1 credit** (*0.5 credit English + 0.5 credit Fine Arts*)

In this two-term, interdisciplinary course, students practice and develop the ability to collaborate with peers, communicate effectively, and create original work. Additionally they will learn skills specific to playwriting such as the ability to analyze the genre of playwriting; develop writing skills and habits through Writers Room sessions; contribute effectively to a writing community; and utilize playwriting to achieve personal writing goals. Each student crafts their own script from start to finish. In the second term of the course, students will have the opportunity to see their plays read by local professional actors. In addition, they will work together to stage and produce an original showcase featuring the work written in Term 1. Our goal is for the class to work as an ensemble, with the playwrights, directors, and actors collaborating to create an original performance project to culminate by the end of the term.

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## SPEECH AND PUBLIC SPEAKING

**Grade Level: 9-12**

**0.5 credit**

This course approaches public speaking as performance art and uses studies of communications as the basis for students to improve their public speaking skills and gain proficiency in their abilities to find their own voices, speak with confidence, and communicate effectively with an audience. Over the course of the term, students learn how to create and present a wide variety of speeches. Students improve their command of rhetorical techniques, practice how to design effective visual aids, and rehearse how to think and speak on their feet every day.

# MATHEMATICS

Upper School Mathematics (3 Credits) to include Algebra 1, Geometry & Algebra 2.



Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>Algebra 1</li><li>Geometry</li><li>Algebra 2</li><li>Trigonometry and Pre-Calculus</li><li>AP Calculus</li></ul>	<ul style="list-style-type: none"><li>Data Science</li></ul>

## ALGEBRA 1

**Grade Level: 8-9**

**1 credit**

*Prerequisite: Math 7 or Pre-Algebra*

In this course, students will develop an understanding of fundamental operations with real numbers. Students will perform these operations to solve various equations with special attention to linear equations, linear functions, inequalities, systems of equations in two variables, and an introduction to quadratic equations. Students will develop fluency in expressing linear relationships verbally, numerically, graphically, and symbolically using appropriate mathematical notation. Conceptual



understanding of linear relationships, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course.

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## GEOMETRY

**Grade Level: 9-10**

**1 credit**

*Prerequisite: Algebra 1*

Students develop an awareness and appreciation of two and three-dimensional geometry through visualization, analysis, and deductive and inductive reasoning. Through a variety of activities with angles, polygons, circles, parallel and intersecting lines, congruent triangles, similar figures, and solid figures, students learn the necessary skills and concepts to apply their knowledge to the real world. Special attention is given to hands-on and cooperative learning in an effort to develop the students' ability to reason, test conjectures, solve problems, and communicate geometric understanding.

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## ALGEBRA 2

**Grade Level: 10-11**

**1 credit**

*Prerequisite: Algebra 1 and Geometry*

The course begins with an extensive study of quadratic functions. This leads to explorations of other functions, including polynomial, rational, exponential, and logarithmic functions and their transformations. Students will learn to recognize and represent functions in various forms. To build a systemic understanding of functions and their relationships, students will analyze and describe the structure of various functions through their key characteristics. Understanding structural similarities will enable students to write and use equivalent expressions, model real-world scenarios, and solve problems. Students use technology such as graphing calculators and online resources to explore math concepts and patterns more fully.

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## TRIGONOMETRY AND PRE-CALCULUS

**Grade Level: 11-12**

**1 credit**

*Prerequisite: Algebra 2*

This course serves as a bridge from advanced algebra to calculus. Students are introduced to the fundamentals of trigonometry, developing proficiency in using the unit circle and recognizing the connections between the unit circle and the basic trigonometric functions. Students will also develop an understanding of the different applications of trigonometry. In pre-calculus, students will develop a stronger foundation of the different families of functions, including polynomials, rational, logarithmic, and exponential functions. Students should be able to identify multiple key characteristics of a



function, analytically describe functional behavior and sketch its graph using these key characteristics. By the end of this sequence, students may be introduced to elementary topics in calculus.

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## AP® CALCULUS AB

**Grade Level: 11-12**

**1 credit**

*Prerequisite: C- in Trigonometry & Pre-Calculus and department approval*

AP® Calculus AB is equivalent to one semester of college calculus. Students in AP® Calculus AB are assumed to have a strong background in Algebra 1 & 2, Geometry, Precalculus, and Trigonometry. AP® Calculus AB students will explore the connections between limits and the two essential ideas of calculus: differentiation and integration. A strong emphasis will be placed on utilizing appropriate mathematical definitions and theorems to clearly communicate methods, reasoning, justification, and conclusion. Topics covered include limits, derivatives, applications of derivatives, integration, and applications of integration.

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## DATA SCIENCE

**Grade Level: 10-12**

**0.5 credit**

Data science is the study of extracting insightful conclusions from a collection of data by integrating math, science, and computer science. Students in this course will develop competencies in data literacy, as well as interpreting, extrapolating, and expressing (via infographics) data representations. Students will also learn statistical methodologies in analyzing data and will communicate their findings as supported through their research. Topics of discussion may include local or global current events, social justice, and women and gender issues.

# PHYSICAL EDUCATION

## Upper School PE (2 Credits)

Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>• Intro to Dance</li><li>• Intermediate Dance</li><li>• Advanced Dance</li></ul>	<ul style="list-style-type: none"><li>• PE Upper School</li><li>• Self Defense &amp; Strength Training</li></ul>
<i>Students who are on a La Pietra or Pac-5 Varsity team can apply to take another academic course in place of PE to receive physical education credit for their participation in the varsity sport. They must complete and turn in a "Request for Physical Education Credit" form and have it approved by the Dean of Academics &amp; Faculty and the Athletic Director. If approved, the student-athlete will receive ½ credit for physical education. This can be requested only once during each year of high school.</i>	

## PE UPPER SCHOOL

**Grade Level: 9-12**

**0.5 credit**

The emphasis of the Physical Education Upper School class is to experience, as practitioners, a variety of traditional and non-traditional team and individual sports, activities, and skills. By participating in the lead-up drills/activities, fitness training, and competitive scrimmage games with their classmates, students will gain more competence, confidence and learn and demonstrate valuable life skills and character traits (e.g. cooperation, teamwork, industriousness, persistence, self-discipline, etc.) that can not only be applied to success in class activities but also in all areas of their lives. This knowledge should encourage students to get involved in, and enjoy, a variety of activities after school and outside of school to promote an active lifestyle that will continue on throughout high school, college, and into adulthood. A variety of environments will be utilized to teach each unit. Assessment for this course is based on progress in skill development towards mastery and consistency in student effort.

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## INTRO TO DANCE

**Grade Level: 9-12**

**1 credit**

Introduction to Dance offers the basics of ballet, jazz, and hip hop along with the fundamentals of body awareness, technique development and choreography. Students learn about the roots of dance and how it has developed while physically working to execute techniques found in various dance genres. We use classical and current music to fuel our creativity in class, and students have an opportunity to self-choreograph and perform an original piece at the end of the term. No textbook is required, however, dance shoes (jazz or ballet slippers) are an optional purchase for class.

## INTERMEDIATE DANCE

**Grade Level: 9-12**

**1 credit**

*Prerequisite: Intro to Dance or Department Approval*

Intermediate Dance builds upon the skills, techniques, and terminology gained in Intro to Dance. Dancers will begin learning to refine their skills along with building upon this foundation and applying more advanced concepts and elements to their class performance. Dancers will explore the styles of lyrical, musical theater, hip hop and salsa/social dance. They will also create a portfolio of work demonstrating their ability to conceptualize and create a dance from lighting to make-up, music and costume selection. No textbook is required, however dance shoes (jazz or ballet slippers) are an optional purchase for class.

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## ADVANCED DANCE

**Grade Level: 9-12**

**1 credit**

*Prerequisite: Intermediate Dance or Department Approval*

Prior to students enrolling in Advanced Dance, they must have completed Intro to Dance and Intermediate Dance. Advanced Dance serves as a class to help elevate the developing students into more confident dancers, performers and choreographers. The course utilizes their advanced skills by incorporating opportunities for improvisation, choreography composition workshops, and dance portfolio building. The skills they learned throughout their introduction and intermediate classes will be called upon and they will be asked to contribute original ideas to create a student-run showcase.

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## SELF-DEFENSE & STRENGTH TRAINING

**Grade Level: 11-12**

**0.5 credit**

The Self Defense and Strength Training course is designed to teach young women to be safer now and in the future. This class will focus on the mental skill of fear management as it pertains to a self-defense situation (and in life). This includes detecting dangerous situations (situational awareness), de-escalating situations, and the ability to mentally decide to defend oneself if absolutely necessary. It will also incorporate simple and effective physical self-defense skills training that relies on the body's natural reflexes based on the methodology of Tony Blauer (<https://blauerspear.com/>). Fitness training and practical skills drilling will be incorporated for physical health and to promote self-confidence.

## SCIENCE

Upper School Science (3 Credits) to include *Physics* (9) and *Chemistry* (10).

Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>• Physics</li><li>• Chemistry</li><li>• Biology</li><li>• AP® Environmental Science</li><li>• AP® Physics 1</li><li>• AP® Biology</li></ul>	<ul style="list-style-type: none"><li>• Astronomy</li><li>• Environmental Science</li><li>• Marine Biology</li></ul>



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## PHYSICS

**Grade Level: 9**

**1 credit**

Physics is designed as a fundamental science course and the foundation for chemistry, biology, and advanced science classes. Students will use conceptual models and basic mathematical and algebraic application to describe physical relationships. Students will describe motion, forces and Newton's

Laws, energy and its conservation, basic thermodynamics, electricity and magnetism, and electromagnetic waves. Students will also make connections to describe energy and the environment as it relates to climate change as a special topic.

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## CHEMISTRY

**Grade Level: 10**

**1 credit**

This course is taught within the context of real-world applications. Within the units “Alchemy,” “Smells,” and “Toxins,” students learn about topics including the structure of the elements and the relationship to the periodic table, electron configurations, molecular functions, chemical reactions, stoichiometry, and acid-based chemistry. Students will demonstrate strong observational and critical thinking skills, formulate and reassess hypotheses through experimentation, and be able to argue soundly the human effects on environmental change through stoichiometry.

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## BIOLOGY

**Grade Level: 11**

**1 credit**

Biology is a dynamic and ever-changing subject. This course is designed to give students a taste of some of the diverse topics and an appreciation for the many ways biology impacts their own lives. Students explore the diversity of life on Earth, evolution, cellular biology, energy transformations, as well as the basic principles of molecular genetics. Lab work is strongly emphasized with particular emphasis on the use and care of microscopes and application of the scientific method. In this course, students apply the scientific method and build upon prior scientific knowledge as they explore the different units. Students read and write scientific papers and complete group projects to demonstrate their knowledge.

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## AP® ENVIRONMENTAL SCIENCE

**Grade Level: 11-12**

**1 credit**

*Prerequisite: Chemistry and department approval.*

The AP® Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from



geology, biology, environmental studies, chemistry and geography. In May, students will take the AP® Environmental Science exam.

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## AP® PHYSICS 1

**Grade Level: 11-12**

**1 credit**

*Prerequisites: Algebra II and department approval.*

AP® Physics 1 is designed to prepare students for a college-level entry physics course. Students will explore topics including linear and rotational motion, Newton's Laws, energy and conservation laws, harmonic motion and waves, and electric charge and circuits. Students will conceptually and mathematically describe physical phenomena. They will also demonstrate sound critical thinking and application of the scientific method while sharpening their reasoning skills. In May, students will take the AP® Physics 1 exam.

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## AP® BIOLOGY

**Grade Level: 11-12**

**1 credit**

*Prerequisites: Biology, Chemistry and department approval.*

The AP® Biology course is designed to be the equivalent of a one-semester, introductory college course in biology. The course requires that students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students should be able to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Students should report recorded data and quantitative conclusions drawn from the data with appropriate precision (i.e. significant figures). Students should also develop an understanding of how changes in the design of the experiments could impact the validity and accuracy of their results. Many questions on the AP® exam are written in an experimental context, so these skills will prove invaluable for both concept comprehension and exam performance. In May, students will take the AP® Biology exam.

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## ASTRONOMY

**Grade Level: 11-12**

**0.5 credit**

*Prerequisites: Physics and Chemistry*

Astronomy is an application of physics to explain the nature of the universe. Students will conceptually and mathematically describe natural cycles that occur on Earth and in the solar system using Newton's and Kepler's Laws. Students will also build upon prior knowledge to scientifically describe theories on

the origin of the universe and solar systems as well as the life and death of stars and formation of the elements. Finally, students will accurately describe theories on the fate of the universe.

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## ENVIRONMENTAL SCIENCE

**Grade Level: 11-12**

**0.5 credit**

Environmental Science is a course dedicated to understanding the interactions between Earth's natural systems and the demands placed on them by the human population. This course examines the scientific principles behind natural phenomena and resource cycles, explores how we utilize these systems and our impact, and potential solutions for the resulting consequences of resource mismanagement and exploitation. The course includes elements of life science, physical science, and social science and focuses on breadth and interrelatedness of relevant current events. Students will examine the causes, risks, consequences, and potential solutions for both natural and human created environmental problems. These concepts are explored through laboratory activities, environmental case studies, and student projects.

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## MARINE BIOLOGY

**Grade Level: 11-12**

**0.5 credit**

In this course, students will develop critical thinking skills and use the scientific method to explore the diversity of organisms that encompass the marine environment, which include microbial, algal, and animal life forms. Students will examine how these organisms interact with abiotic (salinity, nutrients, currents and tides) and biotic factors (competition, predation, and symbiosis). Other topics include geological processes behind the formation of marine ecosystems, primary and secondary production, rocky intertidal biodiversity, estuaries, subtidal communities, coral reefs, pelagic and deep-sea communities, impacts of humans on the ocean, and conservation. Students will explore the different marine environments through independent research projects and will improve their scientific vocabulary by reading articles and published scientific papers on current topics.

## SOCIAL STUDIES

**Upper School Social Studies (3.5 Credits)** to include *World History: Ancient (9)*, *World History: Modern (10)*, *U.S. History or AP U.S. History (11)*, and *American Government (12)*.

Two Term (1 Credit) Courses	One Term (0.5 Credit) Courses
<ul style="list-style-type: none"><li>• World History: Ancient</li><li>• World History: Modern</li><li>• U.S. History</li><li>• AP® U.S. History</li></ul>	<ul style="list-style-type: none"><li>• American Government</li><li>• Ethics: Medicine, Law and Media</li><li>• Global Issues</li><li>• Psychology</li></ul>

### WORLD HISTORY: ANCIENT

**Grade Level: 9**

**1 credit**

This two-term course is an introduction to the history of the global world and to the anthropological study of diverse cultures. Emphasis is placed on the interaction among world cultures, the influence of geography, and the link between the past and the present. The course covers early human foundations through the middle ages and sets students up for World History: Modern. Students will hone their historical thinking and writing skills through document evaluation, argumentative writing and independent research.

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### WORLD HISTORY: MODERN

**Grade Level: 10**

**1 credit**

Students will investigate numerous events that have led to the modern world as it is today. Starting with the Renaissance and going to the present day, students will learn key vocabulary as they complete a wide variety of assignments including analyzing primary sources and creating their own original written and creative work. In addition, students will continue to develop and refine their researching, sourcing, and writing skills all on their way to learning to think historically about the past.

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### U.S. HISTORY

**Grade Level: 11**

**1 credit**

The United States History course emphasizes historical concepts that have shaped America. Students acquire historical knowledge of past events then analyze to create a deeper understanding of their relevance to modern day society. Assessments and classwork require students to synthesize pertinent information from various sources, including primary source materials, teacher presentations, as well as

material from the textbook. For each chapter covered, students either individually, or as part of a group, examine a variety of historical topics which serves to increase their cultural literacy.

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## **AP® U.S. HISTORY**

**Grade Level: 11-12**

**1 credit**

*Prerequisites: Department Approval*

The AP® program in U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to critically view the past, present, and future in American history. This course prepares students for advanced college courses by making demands upon them equivalent to those made by universities. AP® U.S. History develops the skills necessary to arrive at historical conclusions through informed reasoning and by citing historical evidence. Students must take the AP® U.S. History exam in May.

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## **AMERICAN GOVERNMENT**

**Grade Level: 12**

**0.5 credit**

This one-term course provides an overview of the roles and functions of the American government. Through varied assignments, students will understand the foundations of the American government as well as explore its roles and functions in society. Students will also have the opportunity to analyze many of the primary documents that serve as the foundation of the American system of government. After students have gained an understanding of the foundations of the American government, they will explore the role of citizens in a republic (such as voting, researching issues, etc.), and also compare other governmental systems around the world.

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## **ETHICS: MEDICINE, LAW, AND MEDIA**

**Grade Level: 10-12**

**0.5 credits**

This course enhances students' understanding of the medical, legal, and media worlds and the moral quagmires of each – whether it be doctor-assisted suicide, invasion of privacy, manipulation by the press, or the defense of a mass killer. Through reading the ideas and philosophies of Immanuel Kant, John Stuart Mill, Noam Chomsky, Niccolo Machiavelli, Albert Schweitzer and others, students learn both the historical and present day ins and outs of these three interesting fields. Critical thinking, analytical reading and writing, active discussion, and knowledge of current events are key elements of this class.

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## GLOBAL ISSUES

**Grade Level: 10-12**

**0.5 credits**

Global Issues is a one-term course that seeks to examine the ever-changing global system of relationships between countries. Through discussing and analyzing major issues in today's global society, students will develop their research and writing skills by investigating key issues at home and abroad. In doing so, students will understand the interconnectivity of the globe and learn to create informed opinions and respectful dialogue on numerous issues.

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## PSYCHOLOGY

**Grade Level: 10-12**

**0.5 credit**

In Psychology, students can expect to learn a survey of the main subfields in the study. This one-term class covers historical concepts, parts of the brain, cognitive processes, emotions, and illness. Through discussion, readings, lectures, and projects students learn about the intricate workings of their brains and use their knowledge to analyze big questions about bias, discrimination, justice, empathy and sexuality. This class is meant to foster perspective on our inner workings and how we can use that knowledge as a tool to approach our lives.



# TECHNOLOGY & COLLEGE/CAREER

Upper School Electives (2 Credits)



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## YEARBOOK

Grade Level: 9-12

0.5 credit

This course uses the school's yearbook as the primary vehicle through which students gain an authentic introduction to the three main areas of journalism: reporting, photography, and graphic design. Through the process of meeting each term's deadline, students learn publishing terms, interviewing techniques, and use of time management. Students also learn the importance of creating an accurate historical document for the school's present community as well as its future archives.

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## LIFE SKILLS AND COMPETENCIES

**Grade 12**

**0.5 credit**

What are life skills? What is the difference between life skills and life experience? In this class, students learn how to navigate the beautiful, and also scary, vastness of adulthood. They will acquire basic knowledge for different situations which will help them better understand how to handle adult situations through critical thinking as well as their “gut feeling.” They will learn important lessons such as opening a bank account, doing taxes, changing a car tire, planning a trip, reacting to basic medical emergencies, being proficient in self-defense, writing a CV (*curriculum vitae*) and being their best self during an interview.

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## INTRODUCTION TO COMPUTER SCIENCE

**Grades 11-12**

**0.5 credit**

Students in computer science (CS) will have the opportunity to be exposed to the field and the process of learning a computer programming language. The primary language taught in this course will be Python, which is a popular computer programming language for beginners as well as the industry. Students will learn the theoretical aspects as well as practical aspects of computer programming, which includes creating various personal projects. This course will promote algorithmic thinking, and students will also understand the appropriate syntax, structure, and applications of different Python functions. Students will expand upon their skills to model real-life procedures into appropriate lines of code. This course is interdisciplinary which relates various aspects of science and technology.

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## JUNIOR SEMINAR

**Grade Level: Required for Grade 11**

**0.5 credit (Pass/Fail)**

Junior Seminar is a required class for 11th graders focusing on academic wayfinding via the theme of purpose. Under this theme, students will launch their Independent Projects and start the process of looking ahead and learning about post-secondary education options. Additionally, students will learn the importance of responsible technology usage via digital citizenship lessons from the Common Sense Education curriculum.

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## INDEPENDENT PROJECT

**Grade Level: Required for Grade 11**

As a requirement for graduation from La Pietra, each student must plan and carry out an Independent Project (IP) outside of their classroom work that is designed to achieve some personal goal. The

purpose of this project is to expand students' experiences in exploring career possibilities or in attempting something they have always wanted to do but didn't think they could. Students must present a proposal to the Independent Project Committee and have it approved before beginning the work. Each student will be assigned a Faculty Advisor from the IP Committee. Upon completion, students must share the results of their project, giving a presentation during a Co-Curr period.

The minimum graduation requirement is a one-term project (minimum of 40 hours), though some projects last a year or even more. The project must be completed by April of the junior year. This project may be started in the summer with pre-approval. However, 40 hours must be experienced within the school year. Individual Independent Projects will be evaluated and given a rating of A through F, which will be noted on the student's transcript and shared on college applications. However, the grade will not be calculated into the student's overall GPA.

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## SENIOR SEMINAR

**Grade Level: Required for Grade 12**

**0.5 credit (Pass/Fail)**

Senior Seminar is a required course for 12th graders that is designed to equip students with the tools needed to successfully navigate the college admissions process. Students will learn how to create a list of colleges they are interested in, how to craft an effective admissions essay, and how to navigate the financial aid process. This class will also host visits from college admissions representatives as scheduling permits. Additionally, students will continue their discovery of purpose and learn about responsible digital citizenship.

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## STUDENT INTERNSHIP

**Grade Level: 12**

**0.5 credit (Pass/Fail)**

*Prerequisites: Requires Departmental Approval*

This student internship opportunity is designed to provide on-site experiences in school-to-work skills, personal responsibility, and community relationships. Students may be enrolled for one term (0.5 credit) or its equivalent over the summer program offerings. Requirements for this class include a grade point average of 3.0 or greater, parent permission, faculty/administration recommendation, and approval from the Dean of Academics & Faculty. Students are assessed using input from Internship Supervisor, self-evaluation, journal and a final reflection paper, and participation and attendance. Credits during the school year are attached to the term in which they are earned; credits earned during the summer are attached to the upcoming fall term of the year the student will be entering.

## WOMEN'S AND GENDER STUDIES

**Upper School Women's and Gender Studies (1.5 Credits)** to include *Health and Society (9)*, *Intro to Women's and Gender Studies*, and *Perspectives in Women's History*.

### HEALTH AND SOCIETY

**Grade Level: 9**

**0.5 credit**

*Required Course*

This class uses a Women's and Gender Studies perspective to equip students with knowledge and skills necessary for living a healthy life. Topics include nutrition and exercise, human anatomy of the reproductive system, mental health, substance use and abuse, and relationships. Students learn about the body and its anatomy and functions within the social context of our gendered world. Specifically, students investigate cultural values and views about various health topics and conditions to better understand how we navigate our health in society. Through activities and group discussion, students develop positive communication skills, learn to manage stress, and how to advocate for themselves.

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### INTRO TO WOMEN'S AND GENDER STUDIES

**Grade Level: 9-10**

**0.5 credit**

*Required Course*

This introductory course to La Pietra's Women's and Gender Studies program explores how gender is a significant factor in shaping our identity, our perspectives, and our life experiences. Through an interdisciplinary approach, students examine the diversity of attitudes, events, and issues that continue to shape the lives of 21st century women. What forces and conditions inform our gender and role identification? What can we learn from women in other societies around the world? Students reflect on their own experiences and hone their ideas, create and present projects related to the issues, and analyze their social worlds.

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### PERSPECTIVES IN WOMEN'S HISTORY

**Grade Level: 10-11**

**0.5 credit**

*Required Course*

This Women's and Gender Studies course gives a historical perspective on women's experiences while also drawing on global and transnational perspectives. The course is an interdisciplinary approach to the history of women in the U.S. and abroad. In this class, we look at the significant cultural, socioeconomic, and political conditions that have shaped the lives of women while centralizing the dynamics of gender, race, and class. Students critically analyze how the stories of women's lives are told and how gender shapes the ways in which narratives are constructed, reproduced, and circulated

throughout history. This course places particular emphasis on women's experiences from several different backgrounds and social and geographic locations.

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## **GENDER & CULTURE**

**Grade Level: 11-12**

**0.5 credit**

In this interdisciplinary course, students receive explicit instruction and multiple opportunities to learn how to think critically, communicate effectively, collaborate with others, persevere in the face of challenge, and pursue equity. Students practice these competencies by exploring the role of gender, race, class, and sexuality through popular film, television, music, literature, and performance. Our case studies draw on various cultural productions from the U.S. and the Pacific, focusing on the early 1900s to the present. We address how culture-making can both express and inform gender and how ideas about gender and sexuality shape cultural environments. The course examines representations of women and gender in film, literature, and music, as well as cultural productions by women writers and artists.



# WORLD LANGUAGE

**Upper School World Language (3 Credits)** – *Students must complete three consecutive years in one language.*



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## CHINESE 1

**Grade Level: 8-12**

**1 credit**

This course is for students with little or no prior knowledge of the Mandarin Chinese language, the national standard language of the People's Republic of China and the Republic of China (Taiwan). With the knowledge of the phonetic system, "Pinyin," and the four tones, students will establish a solid foundation in their listening and speaking abilities. Each lesson incorporates basic grammatical structures and sentence patterns to prepare students to communicate effectively. In addition, students will also learn how to read and write Chinese characters in both simplified and traditional versions.

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## CHINESE 2

**Grade Level: 9-12**

**1 credit**

*Prerequisite: Chinese 1*

This course is for students who have successfully developed the four basic skills. Students will expand their oral expression and writing abilities by building on previously studied Chinese characters and advanced sentence patterns. By the end of the course, students can use the language in daily life, such as shopping, writing a journal about their everyday life, and short descriptive articles.

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## CHINESE 3

**Grade Level: 10-12**

**1 credit**

*Prerequisite: Chinese 1 & 2*

This course is designed to continue building students' daily communication skills in standard Mandarin Chinese with more vocabulary, expressions, sentence patterns, and grammar. The goal is to develop fluency and proficiency. Students are challenged to read authentic materials such as newspapers and write narrative essays and articles.

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## CHINESE 4

**Grade Level: 11-12**

**1 credit**

*Prerequisite: C- or better in Chinese 3 and department approval*

This course reinforces prior Chinese content and skills by expanding on vocabulary, expressions, and sentence patterns. In addition to the textbook, students will listen to the Chinese news and watch short films about current events to deepen their listening comprehension. Students will read Chinese newspapers and summarize using their own words in advanced sentence patterns. The goals for Chinese 4 are fulfilling daily tasks such as seeing a doctor, asking for directions and planning for a party with competency and proficiency.

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## CHINESE 5

**Grade Level: 11-12**

**1 credit**

*Prerequisite: C- or better in Chinese 4 and department approval*

At this stage, students develop advanced skills in reading, writing, listening, and speaking Chinese. This course provides opportunities for students to acquire better speaking skills by emphasizing natural, colloquial usage with opportunities to practice, explore the language, and develop intercultural understanding. They can read authentic materials such as newspapers, short stories, and magazines. Writing tasks include letters, creative writing, and essays. Through developing receptive, productive,

and interactive skills, students build skills to respond and interact appropriately in a defined range of everyday situations. Chinese 5 students have the option, and are encouraged, to take the AP® Chinese exam.

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## FRENCH 4

**Grade Level: 11-12**

**1 credit**

*Prerequisite: C- or better in French 3 and department approval*

In French 4, students read different genres of literature and review them orally and in writing, learning about subjects such as French history, from the Middle Ages to the present, along with French art, literature, and music. Students are required to give presentations and research the literature and movie clips presented in class. Previously learned grammar is reinforced through the writing of both subjective and objective essays.

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## FRENCH 5

**Grade Level: 12**

**1 credit**

*Prerequisite: C- or better in French 4 and department approval*

Students at this level of language study focus on acquiring more difficult vocabulary related to ideology, economics, and politics in order to engage in more complex levels of conversation and written communication. In addition, students also understand more refined grammatical points of the language. Experiences in this course tend to be advanced in nature, such as reading and analyzing films, literature, short stories, and newspaper articles. By the conclusion of French 5, students generally test well on college placement exams, allowing them to enter advanced levels of this language at the college level.

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## SPANISH 1

**Grade Level: 8-12**

**1 credit**

As a beginning level course, students learn the fundamentals of the language such as the alphabet, numbers, the date, telling time, colors and basic conversations. Students also learn more sophisticated grammar such as present and past tenses, verb conjugations and adjective agreement. A study of geography and culture of the Spanish-speaking world is also included.

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## SPANISH 2

**Grade Level: 9-12**

**1 credit**

*Prerequisite: Spanish 1*

As an intermediate level course, Spanish 2 reviews the fundamentals of Spanish 1 and provides exposure to more complex linguistic patterns, allowing students to read, write, listen and speak with greater confidence. New grammatical skills include the subjunctive mood and various types of verbs. By the end of this course, students are able to express themselves using a broader vocabulary.

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## SPANISH 3

**Grade Level: 10-12**

**1 credit**

*Prerequisite: Spanish 1 & 2*

Spanish 3 reinforces the skills learned in levels 1 and 2. In addition, there is a focus on more advanced topics that reflect the nuances of the language. Vocabulary also becomes more challenging as students hone their grammatical abilities. By the end of this course, students are comfortable with written and spoken Spanish.

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## SPANISH 4

**Grade Level: 11-12**

**1 credit**

*Prerequisite: C- or better in Spanish 3 and department approval*

As an advanced course, Spanish 4 reviews fundamentals of the language and covers more sophisticated topics such as global citizenship. Culture is further studied through authentic texts and student presentations in Spanish.

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## SPANISH 5

**Grade Level: 12**

**1 credit**

*Prerequisite: C- or better in Spanish 4 and department approval*

In Spanish 5, key grammatical concepts are reviewed and students deepen their understanding of the language through literature, film, and current event analysis. By the conclusion of Spanish 5, students generally test well on the AP® Spanish exam, allowing them to enter advanced levels of this language in college.

## ONLINE LEARNING

### ONE SCHOOLHOUSE™

**Grade Level: 10-12**

**1 credit**

*Prerequisites: Requires Departmental Approval*

La Pietra is proud to partner with One Schoolhouse, an organization with elite membership from top schools for girls around the nation. This partnership offers students access to additional classes during the school year in various core subjects. As an integrated element of our curriculum, these courses are considered La Pietra courses and are reflected in student GPAs and on transcripts. One Schoolhouse tuition fees are included in the regular tuition when these courses are taken during the fall and spring terms of the academic school year. An administrative processing fee per class registration is required, and additional tuition fees are assessed for summer courses. To register for classes, students must contact the Dean of Academics & Faculty, as registration is coordinated through La Pietra. To view the One Schoolhouse Course Catalog, click [here](#).

**Prerequisite: Completion of One Schoolhouse Contract and approval by Dean of Academics & Faculty**

- Regular Course: Approval by Dean of Academics & Faculty required.
- AP Courses: Minimum 3.3 GPA and approval by the Dean of Academics & Faculty and department teacher.
- All students enrolling in a One Schoolhouse course must complete a Learning Contract and submit a deposit before May 1, 2023. See Dean of Academics & Faculty for a copy.



# MIDDLE SCHOOL ACADEMIC PROGRAM

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## MIDDLE SCHOOL REGISTRATION PROCESS

All information for registering for the 2023-2024 school year is included in this course catalog. Follow the checklist below before meeting with the Dean of Academics & Faculty and/or Registrar to register for the upcoming school year.

- ☐ **Step 1.** Review the middle school courses and descriptions for your upcoming grade level. Complete the registration form given at Co-Curr. The classes offered during the year are based on your requests and availability.
- ☐ **Step 2.** Review with your parents and/or guardians and have them sign the registration form.
- ☐ **Step 3.** 6th & 7th Graders will submit their signed form to the front office by Feb 1.

## MIDDLE SCHOOL CURRICULUM SNAPSHOT

The following program is a general guide for entering students:

	GRADE 6	GRADE 7	GRADE 8
ENGLISH	ENGLISH 6	ENGLISH 7	ENGLISH 8
MATHEMATICS	MATH 6	MATH 7	PRE-ALGEBRA OR ALGEBRA 1*
SCIENCE	SCIENCE 6	SCIENCE 7	SCIENCE 8
SOCIAL STUDIES	SOCIAL STUDIES 6	WORLD GEOGRAPHY	CIVICS IN HAWAII
WORLD LANGUAGES	N/A	INTRO. TO LANGUAGES	CHINESE 1* OR SPANISH 1*
ELECTIVES	PE 6 ART 6 MUSIC 6 THEATER 6 SUCCESS IN MIDDLE SCHOOL	MIDDLE SCHOOL PE MIDDLE SCHOOL ART MUSIC 7 THEATER 7 DESIGN THINKING	MIDDLE SCHOOL PE MIDDLE SCHOOL ART MUSICAL THEATER MIDDLE SCHOOL STEM
<p><i>*Algebra 1 and World Language 1 are counted towards the cumulative GPA for a student's upper school academic coursework. Students are required to take a final exam for both Algebra 1 and World Language 1. See Student-Parent Handbook for more information.</i></p>			

## MIDDLE SCHOOL SUBJECT AREA & COURSES

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## MIDDLE SCHOOL ENGLISH

### ENGLISH 6

**Grade Level: 6**

Sixth grade English is designed to promote reading, writing, speaking, and listening skills. In this class, students will learn and practice communicating verbally and in writing, thinking critically by using textual evidence to support their ideas, and how to collaborate with their peers through discussions and writing workshops. To enhance communication skills, we will focus on grammar and vocabulary. Through reading and discussing short stories, novels, and poetry, students will gain proficiency in these skills. The two anchor texts of the course are *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg and *Homeless Bird* by Gloria Whelan.

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## ENGLISH 7

### Grade Level: 7

In this course, students will build on the skills practiced in sixth grade. Emphasis is placed on close reading, communication, critical thinking, and collaboration. Students will practice writing with clarity and organization and will collaborate in writing workshops. Students will continue developing their written and oral communication skills by focusing on vocabulary and grammar. Through studying a variety of genres, students will gain proficiency in these skills and practice telling their own stories. The largest units of study center on *The Giver* by Lois Lowry, *I Am Malala* by Malala Yousafzai, and *A Midsummer Night's Dream* by William Shakespeare.

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## ENGLISH 8

### Grade Level: 8

Eighth grade English continues to build upon the skills students learned and practiced at the start of Middle School English. Students will receive instruction and multiple opportunities to learn how to think critically, communicate effectively, collaborate with others, and persevere in the face of challenge. Each of these competencies will be explicitly taught, and students will gain mastery of these skills through projects inspired by their careful, close-reading of literature. Students read the graphic novel *Persepolis* to explore Iran and Persian culture. We also examine *To Kill a Mockingbird* and Denby Fawcett's *Secrets of Diamond Head* to learn about neighbors and our neighborhood.

## MIDDLE SCHOOL FINE ARTS



### ART 6

**Grade Level: 6**

**Pass/Fail**

Art 6 serves as a foundation for future art classes. Students will use a variety of different materials and methods to explore and learn about the elements of art and principles of design. Students will engage with contemporary artists and historical art movements while learning basic art techniques in a variety of mediums in order to express themselves creatively. Emphasis is placed on learning foundational art vocabulary, practicing the studio habits of mind, and building critical thinking skills.

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### MUSIC 6

**Grade Level: 6**

**Pass/Fail**

Music 6 serves to raise the level of each student's musicianship. Students will engage with a wide range of music and work with the fundamentals of all music: rhythm, harmony, form, tone colors, and textures. Students will practice active listening, instrumental performance, vocal techniques, music analysis, composition and improvisation. Along the way, students will develop a musical vocabulary,



have room to express individually, work collaboratively, think and listen critically and openly, and hopefully further their appreciation of, and joy in, music participation.

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## THEATER 6

**Grade Level: 6**

**Pass/Fail**

Theater 6 introduces students to theater terms and the elements of the theatrical process with emphasis on performance, observation, and focusing skills. Students build confidence and imagination as they practice the fundamentals of acting, individually and as an ensemble, through theater games and improvisation. The class rehearses and presents a culmination performance for an invited audience at the end of the term.

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## MIDDLE SCHOOL ART

**Grade Level: 7-8**

Middle School Art introduces students to basic visual art techniques and the studio habits of mind. Students work in a variety of media and techniques, including drawing, painting, photography, ceramics, printmaking, and fiber arts. Students build critical thinking skills by analyzing and engaging with contemporary artists and historical art movements. Specific projects rotate from year to year to provide an enriching hands-on learning experience for middle school students.

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## MUSIC 7

**Grade Level: 7**

Music 7 is a continuation of and expansion on developing the fundamental music skills identified in Music 6, but with a greater emphasis on learning through individual and collaborative music creation. Students learn and develop skills with a variety of instruments, including *ukulele*, percussion, and vocals to create and recreate musical works and learn through active participation. Imaginative creation, clear and kind communication, joyful participation, critical thinking, and deep engagement are the goals, with music theory understanding, instrumental and vocal technique, listening skills, and vocabulary development as paths that lead us there.

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## THEATER 7

**Grade Level: 7**

Middle School Theater students explore elements of the theatrical process by building imagination, confidence, poise, and ensemble skills. They also learn the basic language used in theater and create material that they perform. Students can expect to have fun while learning voice, movement, observation, focusing, and characterization techniques. Units of curriculum include theater games, improvisation, voice and movement, and solo and group performances. The end of the term will conclude with a student showcase.

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## MUSICAL THEATER 8

**Grade Level: 8**

This two-term course for eighth grade students combines and elevates the skills learned in their previous music and theater courses. Students learn how to “act on pitch” and tell a story through music and lyrics. They will learn the basics of vocal technique, musical phrasing, lyrical analysis, making the transition from dialogue to vocals, solo singing, and blending with fellow vocalists. They will also learn to analyze musical performances. Students learn scenes and songs that culminate in a student showcase at the end of each term.



# MIDDLE SCHOOL MATHEMATICS

## MATH 6

**Grade Level: 6**

Throughout the Math 6 course, students learn how to think critically about math concepts, practice math skills, and learn how to effectively share ideas orally and in written work. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. Students create and keep math notebooks to summarize and highlight math concepts learned. Major focus areas are number theory, concepts and computation with fractions and decimals, percentage concepts, two-dimensional geometry, and data collection and display in preparation for Math 7.

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## MATH 7

**Grade Level: 7**

In this course, students explore mathematical concepts that are foundational for success in Algebra. Students work on engaging problems both individually and in groups, learning how to effectively verbalize math concepts during group discussions and problem-solving. Students will improve their fluency with integers and rational numbers, extend their understanding of two and three-dimensional geometry, develop proportional reasoning skills, and explore probability. Students will be able to recognize linear relationships in various representations and solve linear equations.

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## PRE-ALGEBRA

**Grade Level: 8**

This course is designed to help students bridge from Math 7 to Algebra 1. Using a problem-centered approach, students master and apply computational and problem-solving skills. Students extend their work with linear relationships, exploring linear models, systems of linear equations, and inequalities. Other types of relationships are introduced, such as inverse variations, quadratic functions, and exponential functions. Units on three-dimensional geometry and the Pythagorean Theorem will give students context for irrational numbers as well as prepare them for geometry. Students are encouraged to verbalize their understanding through class discussion, writing assignments, and group work.

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## ALGEBRA 1

**Grade Level: 8-9**

**1 credit**

*Prerequisite: Pre-Algebra 1 or Math 7 and department approval*

In this course, students will develop an understanding of fundamental operations with real numbers. Students perform these operations to solve various equations with special attention to linear equations, linear functions, inequalities, systems of equations in two variables, and an introduction to quadratic equations. Students will develop fluency in expressing linear relationships verbally, numerically, graphically, and symbolically using appropriate mathematical notation. Conceptual understanding of linear relationships, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course.

# MIDDLE SCHOOL PHYSICAL EDUCATION

## PE 6

**Grade Level: 6**

**Pass/Fail**

The PE 6 will introduce students to a variety of traditional and non-traditional team and individual sports, fitness activities, and games. Students learn about strategies, history, rules, safety, and good sportsmanship relative to each activity in a variety of environments. The gymnasium, outdoor court, swimming pool, Great Lawn area, and Kapiolani Park will be utilized during class. Over the course of the term, students will gain self-awareness, competence and confidence, as well as learn and demonstrate valuable life skills and character traits (e.g. cooperation, teamwork, industriousness, persistence, etc.), while developing their skills and fitness. Our hope is that this wide range of experiences will encourage students to select, get involved in, and enjoy a variety of activities in our after school athletic program or physical activities and sports outside of school to promote an active lifestyle. Assessment for this course is based on progress in skill development towards mastery and consistency in student effort.

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## MIDDLE SCHOOL PE

**Grade Level: 7-8**

Middle School Physical Education will introduce students to a variety of traditional and non-traditional team and individual sports, fitness activities, and games. Students learn about strategies, history, rules, safety, and good sportsmanship relative to each activity in a variety of environments. The gymnasium, outdoor court, swimming pool, Great Lawn area, and Kapiolani Park will be utilized during class. Over the course of the term, students will gain self-awareness, competence and confidence, as well as learn and demonstrate valuable life skills and character traits (e.g. cooperation, teamwork, industriousness, persistence, etc.), while developing their skills and fitness. Our hope is that this wide range of experiences will encourage students to select, get involved in, and enjoy a variety of activities in our after school athletic program or physical activities and sports outside of school to promote an active lifestyle. Assessment for this course is based on progress in skill development towards mastery and consistency in student effort.



## MIDDLE SCHOOL SCIENCE



### SCIENCE 6

**Grade Level: 6**

Students will explore the world through an Earth Systems Science lens. First, through the weather and water unit, students will develop a model to describe changes in Earth's climate and weather systems. After this, students explore Earth's history and learn to construct a scientific explanation based on evidence from rock strata to describe Earth's 4.5 billion year history. Next, students dive into planetary science and will understand Earth's place in the larger solar system and the universe beyond. Throughout this course, students will engage in hands-on science lab investigations.

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### SCIENCE 7

**Grade Level: 7**

Science 7 explores phenomena related to many different aspects of life on Earth. The course is an introduction to different life forms, ecosystems types, heredity, adaptation, and anatomy and physiology of the human body. Students engage in several hands-on investigations of cell structures and functions

and explain the interactions between the living and nonliving world. The class is designed to create an interest in the natural world and in the human body systems. Students will collaborate in group projects and laboratory activities as they learn to analyze and interpret data using the scientific method. They also develop their creative and critical thinking skills through independent research and hands-on activities.

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## SCIENCE 8

### Grade Level: 8

This class will introduce middle school students to the study of physical science. Topics include chemical interactions, electromagnetic force, kinetic energy, gravity and waves. Through hands-on experiments, students plan investigations using the scientific method and develop a model to describe chemical and physical changes of substances. Throughout each unit, students learn to analyze and interpret data to draw conclusions about phenomena.

# MIDDLE SCHOOL SOCIAL STUDIES

## SOCIAL STUDIES 6

**Grade Level: 6**

Students in sixth grade social studies explore major ancient civilizations and analyze major themes that appear in all civilizations, including geographic influence on culture, religious systems, social hierarchy benefits and leadership styles. Civilizations studied include Ancient Egypt, Greece, Rome, India, China, and Hawaii. Emphasis is placed on developing historical thinking skills such as articulating an argument, placing locations on a map, and chronological thinking.

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## WORLD GEOGRAPHY

**Grade Level: 7**

Students in World Geography “travel” the world to learn about the globe’s peoples, places, cultures, history, governments, and geological features. During the course, students will build their vocabularies, interpret maps, graphs and charts, and create their own physical and political maps through a variety of assignments. Additionally, students will also develop their researching and writing skills through fiction and nonfiction narratives.

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## CIVICS IN HAWAII

**Grade Level: 8**

This two-term class introduces students to the study of civics, with a particular focus on understanding what it means to be an ethical and engaged resident of Hawaii. Students will build their knowledge of state and local governments and learn how to claim a place within those systems and in other public venues. Students will work on developing their political and historical writing and thinking skills in direct action projects that require them to join conversations about social issues relevant today.

# TECHNOLOGY AND LEARNING SKILLS & COMPETENCIES

## Middle School Electives

### SUCCESS IN MIDDLE SCHOOL

**Grade Level: 6**

**Pass/Fail**

In this course, students learn a variety of academic and social-emotional skills that will help contribute to their success in middle school. Guided by the principle of a growth mindset, students learn resiliency and to believe in themselves and their ability to learn new things. Through the exploration of various topics, students practice strategies to develop confidence and independence as they begin to consider their own individual purpose. To prepare students to navigate our digital world, they learn digital citizenship skills as well as how to use technology for learning. Additionally, students will examine study and note-taking strategies to support them in their academic courses. Problem-solving, planning and organizational skills, and leadership are also addressed through class projects and activities.

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### DESIGN THINKING

**Grade Level: 7**

This course introduces students to the design thinking process and how to apply it as a problem-solving tool. Expanding from the skills and strategies introduced in Success in Middle School, students will collaborate during project-based learning units focused on designing houses, robots, and fashion. Each project will highlight specific aspects of the design thinking process and require students to learn and apply problem-solving skills to current issues in Hawaii and on the planet.

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### MIDDLE SCHOOL STEM

**Grade Level: 8**

Building on the creative problem-solving skills students learned in Design Thinking, Middle School STEM offers eighth graders the opportunity to investigate real-world problems and propose innovative solutions. Using the MIMIC framework (Motivate, Investigate, Match, Innovate, Communicate) from the Biomimicry Institute, students will participate in the Biomimicry Youth Design Challenge where they will identify a local issue that is tied to one of the United Nations Sustainable Development Goals and then use inspiration from nature to create a solution. Additionally, using the *Girls Who Code* curriculum as a guide, students will be introduced to basic coding concepts.

# MIDDLE SCHOOL WORLD LANGUAGES

7TH GRADE	8TH GRADE
<ul style="list-style-type: none"><li>• Introduction to Languages</li></ul>	<ul style="list-style-type: none"><li>• Chinese 1</li><li>• Spanish 1</li></ul>

## INTRODUCTION TO LANGUAGES

**Grade Level: 7**

In this introductory course, students learn basic vocabulary such as greetings, colors and numbers as well as simple grammatical patterns. Students are also introduced to the cultures of their chosen languages. The purpose of this course is to encourage students to build confidence and enjoy the learning of a new language. Through projects and other hands-on activities, students acquire a basic knowledge of a new language. This course runs over two terms, with students gaining exposure to both languages offered: Spanish and Chinese. At the conclusion of this course, students select the language they wish to focus on beginning with level 1 in the eighth grade.

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## CHINESE 1

**Grade Level: 8-12**

**1 credit**

This course is for students with little or no prior knowledge of the Mandarin Chinese language, the national standard language of the People's Republic of China and the Republic of China (Taiwan). With the knowledge of the phonetic system, "Pinyin," and the four tones, students will establish a solid foundation in their listening and speaking abilities. Each lesson incorporates basic grammatical structures and sentence patterns to prepare students to communicate effectively. In addition, students will also learn how to read and write Chinese characters in both simplified and traditional versions.

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## SPANISH 1

**Grade Level: 8-12**

**1 credit**

As a beginning level course, students learn the fundamentals of the language such as the alphabet, numbers, the date, telling time, colors and basic conversations. Students also learn more sophisticated grammar such as present and past tenses, verb conjugations and adjective agreement. A study of geography and culture of the Spanish-speaking world is also included.



# ACADEMIC POLICIES & PROCEDURES

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As a college preparatory school, La Pietra's aim is to teach students skills and offer courses that will prepare them for success in college or university and beyond. Our teachers are available to help beyond scheduled class time. Please make an appointment to see them when you need additional assistance. Also available to help you are the Dean of Students and the Dean of Academics & Faculty.

## COURSE REGISTRATION

Upon your acceptance to La Pietra, the Dean of Academics and/or Registrar will work with you to create a schedule for your first year. In each subsequent year, this planning will be done in the spring. A Course Catalog will be available online to assist you in completing your course registration which you will review with your advisor and your parents or guardians.

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## ADVANCED PLACEMENT (AP®) ENROLLMENT

Students who request to enroll in AP-level classes, whether on campus or online, must sign the La Pietra AP® Learning Expectations contract at the time of course registration.

Students enrolled in AP® courses with La Pietra or One Schoolhouse are required to take the AP® exams in May. The cost for each AP® exam course taken will be billed to your La Pietra account and is non-refundable if they fail to take the AP® Exam. AP® exams are scheduled during the first two weeks of May.

AP® Students agree to organize their time and effort to successfully complete the AP® course in which they are enrolled. The student will be expected to complete assignments, readings and projects outside of class time. In accordance with La Pietra school policy, all enrolled students are required to take the AP® Exam on its scheduled date and time as outlined by the College Board. Students in level 5 language classes who choose the option of taking the AP® exam will be required to notify their teacher and pay the exam fee.

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## ADD/DROP POLICY

Our goal at La Pietra is to both challenge and support students academically. Elective courses will have been added to courses required for graduation in order to meet the school's requirements for a full master schedule.

Schedule change requests must be approved by the Dean of Academics & Faculty. Changes are granted only for significant academic reasons. Any changes made after schedules are finalized are subject to a \$40 change fee. Schedule changes are not allowed after seven calendar days once the term has started.

Any course dropped after the midterm, due to approved reasons, will show a “WD,” or withdrawal. This grade will not be factored into the student GPA, but will be reported on the transcript.

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## STUDY HALL/CONSULTATION

All students in sixth through eighth grade are assigned to proctored study halls. Their purpose is to help students complete some of the nightly homework, allow for help from teachers, and to make up work. Either a student or teacher may request a conference at this time or a student may have the opportunity to make up work. To leave a study hall for a meeting or to see another teacher, a middle school student must obtain permission from the teacher or meeting advisor in advance.

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## STUDY/OPEN BLOCK

Students in Grade 11 have the option of a maximum of one open block per year. Students in Grade 12 have the option of a maximum of two open blocks per year. Exceptions to this include periods to balance numerous AP® or online course loads. These exceptions must be approved by the Dean of Academics & Faculty. Students are expected to productively utilize this time for their studies. For Grades 9–12, teachers reserve the right to hold students in study hall.

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## END OF TERM POLICY

Final examinations are generally given in all core upper school courses at the end of each term. There are two final exam periods on each of the final two days of each term. If no final exam is scheduled on those days, students will still meet to attend class. Middle school students will continue with their daily classes during end-of-term exam days; however, middle schoolers will follow the same bell schedule as the upper school students. All students will be dismissed at 1:50 p.m. on those days.

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## ACADEMIC INTEGRITY

Students must exhibit academic integrity in all aspects of their lives at La Pietra – doing their own work fairly and honestly. All violations of academic integrity, whether intentional or unintentional, may be treated the same. Conduct prohibited by this policy includes, but is not limited to:

- Any form of cheating or misrepresentation.
- Plagiarism - passing off another’s work as one’s own, including taking someone else’s completed assignment and submitting it as yours.
- Copying, emailing, exchanging or duplicating assignments that will each be turned in as “original work.”
- Giving, receiving or use of unauthorized assistance, technology or answers during any assignment, quiz or test.

- Allowing parents, family members, tutors, or friends to do work for you.
- Submitting material created by someone else without proper citation.
- Forging of signatures.

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## GRADES

Cumulative grade point averages are calculated at the end of each term. See basic grade scale below:

<b>A 93-100%</b>		<b>A- 90-92</b>
<b>B+ 87-89</b>	<b>B 83-86</b>	<b>B- 80-82</b>
<b>C+ 77-79</b>	<b>C 73-76</b>	<b>C- 70-72</b>
<b>D+ 67-69</b>	<b>D 63-66</b>	<b>D- 60-62</b>
<b>F 59 and below</b>		

*\*Pass/Fail grades are given in sixth grade electives and PE, Junior Seminar, Senior Seminar and Student Internship.*

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## REPORTING

Parents will have access to grade reports via My Backpack at the midterm with personal comments and at end of term with final letter grades. Midterm grade reports with comments note a student's progress as of the date indicated in the report. Parents will receive progress reports at any point in the term when a student's achievement changes significantly.

Students' grades, assignments, and attendance records can be accessed online through the My Backpack [Parent Portal](#). A username and password are required to access this information. If you have not received your username and password or have misplaced them, please contact the main office at (808) 922-2744 or [info@lapietra.edu](mailto:info@lapietra.edu). Teacher conferences may be arranged through the Dean of Students or Dean of Academics & Faculty. My Backpack access will be disabled at the end of each grading period for three to five for data verification and storage.

Any grade appeals must be made directly with the Dean of Academics & Faculty within two weeks of receiving a final report card. Any appeals made thereafter will not be eligible for consideration.

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## HONOR ROLLS

Upper school students who receive an end-of-term grade point average of 3.67 or higher earn a place on the Head's List. Those earning a grade point average of 3.33 – 3.66 earn a position on the Honor Roll. The Honor Roll status and cumulative grade point average is determined at the end of each term.

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## GRADUATION WITH HONORS

Students who earn a cumulative grade point average of 3.5 and higher will graduate with honors. All upper school courses up to Term 3 grades of senior year (and World Language 1 and Algebra 1 classes taken in the eighth grade year) will be used for grade calculations.

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## VALEDICTORIAN AND SALUTATORIAN CRITERIA

A valedictorian will be selected based on the highest cumulative grade point average in Grades 9-12 (including Algebra 1 or World Language 1 taken in eighth grade), to be determined after the third term of senior year. A salutatorian shall be the student with the next highest cumulative grade point average.

Any disciplinary issue regarding academic dishonesty (including, but not limited to, cheating or plagiarism) or other major disciplinary actions (such as suspension) in the junior or senior year will disqualify students from valedictorian or salutatorian eligibility.

To be eligible, a student must have earned their final eight credits at La Pietra at the time of graduation and have attended a minimum of two consecutive years at the school.

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## COLLEGE COUNSELING

The goal of college counseling is admission for each graduate at a school of higher education well suited to a students' needs, talents, and expectations. It encompasses a four-year program of interaction by the College Counselor with students and their parents. In Grades 9 and 10, emphasis is placed on helping students make appropriate curriculum choices and instilling them with healthy academic attitudes. The program intensifies in the junior year with the Junior Seminar college counseling curriculum, visits from college admissions officers, college exploration activities, parent conferences, test taking preparation, and national testing. The senior year is devoted to deciding where to apply and successful navigation of the actual application process. Our students have been accepted at a diverse range of colleges and universities.

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## STANDARDIZED TESTING

10th and 11th graders may take the PSAT annually.

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## **SATISFACTORY ACADEMIC PROGRESS**

Students earning grades of C- or above in all classes are considered meeting satisfactory academic progress. Difficulty with maintaining these grades for two or more consecutive terms may result in academic probation, during which time additional support and monitoring will occur. Parent conferences or additional reporting may also be requested. If a student continues to struggle with satisfactory progress, the school reserves the right to make the best decision in the interest of the school and the student.

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## **SATISFACTORY PROGRESS IN SEQUENTIAL COURSES**

If a student fails to meet the minimum required grade to progress in a course, teachers may require the student to repeat the course, even if a passing grade has been earned in the first attempt. For each level of World Language or Mathematics, starting with level 1 or Algebra I, students must achieve a final term grade of C- or above and/or teacher approval in order to move onto the next level. Students who do not meet this requirement may have to retake the course or complete summer supplemental coursework in order to advance. In this case, the most recent course attempt will be used to compute credit and GPA. All course attempts will be recorded on the school transcript.



# ONE SCHOOLHOUSE ACADEMIC LEARNING POLICIES

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## ENROLLMENT REQUIREMENTS

In order to enroll in an online course from One Schoolhouse, students must receive approval from the Dean of Academics & Faculty and submit a non-refundable deposit to be enrolled. Any student who wishes to take an online AP® course must have earned at least a 3.3 GPA at the time of enrollment and must have received approval from the content area teacher and the Dean of Academics & Faculty. Students are then required to fill out an application with the Dean of Academics & Faculty.

Cost for One Schoolhouse class registration is borne by both the family and the school. The student will submit a non-refundable payment to register and the school will subsidize the remainder of the course.

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## COURSE DEMANDS AND TIME

95% of our students report that the courses are appropriately challenging or difficult. Year-long coursework ranges between 8-10 hours per week for AP® courses and between 6-8 hours per week for non-AP® courses.

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## ONE SCHOOLHOUSE SCHOOL YEAR

Our courses run from September through the end of April. The first semester is September through December, and the second semester is mid-January through the end of April. There is an extended winter break, but no spring break. Summer courses run from June through August.

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## ONE SCHOOLHOUSE WITHDRAWAL DATE

If you wish to withdraw or drop the course, you will be responsible for 50% of the **entire cost of the course**. Students who withdraw after thirty days for school-year courses and ten days for summer courses will receive a transcript indicating the withdrawal (WD). A failing grade will show up on your transcript with the grade at the time you drop

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## TESTING

Students are expected to take all Topic Tests and Cumulative Exams on-site with a proctor.

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## COURSE RESOURCES: BOOKS, SUBSCRIPTIONS AND MATERIALS

Course resource lists are emailed to registered students one month before the start of the course. Students are responsible for purchasing the books and materials required for each course.

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## END OF TERM GRADES

Since One Schoolhouse courses are on a semester or year-long term, grades in these courses will be reflected on the transcript only after Term 2 and 4.