
KAUA'I



PACIFIC

S C H O O L

2010-2011 ADMISSIONS HANDBOOK

4480 Ho'okui Road
Kilauea, HI 96754
Phone: 808-828-1144
Fax: 808-828-1110
info@kauaipacific.org
www.kauaipacific.org

TABLE OF CONTENTS

Mission and Core Values	3
Welcome to Kaua'i Pacific School	4
Faculty and Staff	5
Kaua'i Pacific School Journey	6
Kaua'i Pacific School Today	7
Curriculum Framework	11
Core Academic Curriculum	13
Specialty Classes	15
Curriculum Overviews by Grade	
Early Childhood	19
First Grade	30
Second Grade	34
Third Grade	38
Fourth Grade	42
Fifth and Sixth Grade	46
Sixth Grade	
Admissions & Tuition Policies	50
Code of Conduct	53
School Calendar	54



FACULTY AND STAFF

Richard Stark, Head of School

Ph.D. & M.A. Anthropology and Archaeology, The University of Texas-Austin
B.A. Anthropology & Geology, The University of Arizona-Tucson

Core Teachers

Robin Avina

B.A. Liberal Studies/Elementary Education, Humboldt State University
Credential: California Multiple Subject with CLAD Emphasis

Christine Bandsma

B.A. Psychology, University of California, Santa Cruz
Credential: California Multiple Subject

Carla Bissell

B.S. English - SUNY Brockport
Credential: NY Elementary Teacher N-6/Certification English Teacher 7-12

Michele Schwemmer

B.A. Liberal Studies - Loyola Marymount
Credential: California Multiple Subject with CLAD Emphasis

Chris Skabo

B.A. Environmental Community Studies, University of California, Santa Cruz
B.A. Elementary Education, UH Manoa ; Credential: Hawaii Teaching Credential

Specialty Teachers

Art	Denise Dion-Scoyni
Gardening	Laura Check
Hawaiian Studies/Dance/Storytelling	Mauliola Cook
Marine Science	Paul Clark
Music	Will Lydgate
Technology	Robin Avina

KAUAI PACIFIC SCHOOL TODAY

Kaua'i Pacific School serves approximately 60 students in Grades PK-6 with 5 full time teachers, a full time teaching assistant in early childhood and several part time specialty teachers. Our curriculum is based on integrated units of discovery that explore big ideas such as who we are, where we are in time and place, how we express ourselves, how the world works, how we organize ourselves and how we share the planet. Each grade has six units of discovery per year. Science, Social Studies and Language Arts are all integrated during these exciting units. Every unit has specific and articulated essential understandings and essential questions. Students are encouraged to ask their own questions and to explore areas of interest within the units of study. We understand that learning is in essence a social experience and that children bring much knowledge and wisdom to the classroom every day. Thus our teachers are not "Knowledge Dispensers". Rather they are "Knowledge Facilitators". Their aim is to inspire curiosity and a passion for lifelong learning. Global awareness, sustainability and the notion of community are central pillars across the units of discovery. Process and project based learning is emphasized but all modes of instruction are used depending on the needs & interests of the students. Independent and cooperative learning strategies are used equally in order to teach children both the value of learning from others and the value of individual mastery and reflection. Finally, we recognize that self-management skills, collaboration skills, research skills, communication skills and thinking skills are the keys to success in the 21st century. Every unit of discovery provides opportunity for children to further their growth in these important areas.

At Kaua'i Pacific School children are seen as key and equal members of the school community. At the beginning of each year, teachers devote a great deal of time to developing healthy learning communities. Students formulate their own class guidelines and mechanisms are put into place to ensure that every child feels like a valued member of the class community. Morning meetings, tribal circles and peace meetings are held regularly. Students participate daily in school-wide kokua activities. Our weekly Aloha Friday assemblies provide a forum for sharing and appreciation. Student conflicts are handled using a method that promotes understanding, taking responsibility, empathy, and reconciliation. A "love and reason" approach is favored over a "rewards and consequences" approach although at times the latter approach is employed when the former does not seem to be improving a situation. Most importantly children are honored at Kaua'i Pacific School as active participants in the development and maintenance of a healthy community.

Kaua'i Pacific School students have a myriad of offerings for such a small school. We have laptops available for all students. Every week, each student takes Physical Education, Technology, Marine Science or Garden, Art, Music, Creative Dance/Storytelling and Hawaiian Studies. In addition, students sign up for 10 week courses in areas of interest in our elective program. Courses offered have included watercolor, pottery, robotics, digital media, cooking, yoga, hip hop, theatre arts, chess, storyline and garden club.

Kaua'i Pacific School is a safe haven where children are appreciated and cared for with love and reverence. We believe each child to be complete and perfect. We also believe that every child is talented in their own way. Our job is to capture the beauty within each child and show each one how they can channel their strengths, find their passion and make a difference!

21st CENTURY TEACHING & LEARNING

How should education be structured to meet the needs of students in this 21st century world? How do we now define "School", "Teacher" "Learner" and "Curriculum"? Effective schools in the 21st century will be laced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter. This is a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-centered, paper and pencil schooling. It means a new way of understanding the concept of "knowledge", a new definition of the "educated person". A new way of designing and delivering the curriculum is required. Imagine a school in which the students – all of them – are so excited about school that they can hardly wait to get there. Imagine having little or no "discipline problems" because the students are so engaged in their studies that those problems disappear? Imagine having parents calling, sending notes, or coming up to the school to tell you about the dramatic changes they are witnessing in their children: newly found enthusiasm and excitement for school, a desire to work on projects, research and write after school and on weekends. Imagine your students making nearly exponential growth in their basic skills of reading, writing, speaking, listening, researching, scientific explorations, math, multimedia skills and more! It is possible. It has happened, and is happening, in schools across the country. And there is growing evidence of schools everywhere having the same results when they implement a 21st century curriculum.

Critical Attributes of 21st Century Schools

Integrated & Interdisciplinary

Global Classrooms – Globalization

21st Century Skills (see below)

Relevant, Rigorous and Real-World

Adapting to and Creating Personal & Social Change, and Lifelong Learning

Project Based & Research-Driven

Student-Centered

Technologies & Multimedia

21st Century Skills

Critical Thinking & Problem Solving
Collaboration & Leadership
Agility & Adaptability
Self-Direction & Initiative
Oral & Written Communication Skills
Accessing & Analyzing Information
Curiosity, Creativity & Innovation
Awareness of Global Challenges & Trends

21st Century Schools Literacies

- The Arts & Creativity
- Ecoliteracy
- Cyberliteracy
- Physical Fitness & Health Literacies
- Globalization & Multicultural Literacy
- Social/Emotional Literacies
- Media Literacy
- Financial Literacy

SUSTAINABILITY

In an ecological context, sustainability can be defined as the ability of an ecosystem to maintain ecological processes, functions, biodiversity and productivity into the future. From a school perspective - it means that we look at our school as an interconnected system and we consider how this system can self-maintain its functions, diversity and productivity for the long haul. It means that we ask ourselves at every level if what we are doing is healthy and sustainable. In the classroom, it means that we teach our children about sustainability and how they are part of larger ecosystems. Kaua'i Pacific has several programs in place to support sustainability as we understand it.

- Waste Free Lunches are promoted and encouraged
- School Garden Club offered as an elective all year long
- Cooking Class offered as an elective
- Composting
- On-Campus Recycling
- Market - Our families bring in their excess produce and healthy organic treats to sell. Money raised goes back to funding sustainability related projects.
- HI-5 Collection Program
- Off Island Field Trips with Environmental Awareness Components
- Marine Science Program – students explore environmental science through our one of a kind Ocean Pulse program in partnership with Save our Seas. Students take weekly

classes for one semester each year and make monthly field trips to Anini Reef to snorkel and monitor the health of the reef.

- Integration of sustainability concepts in our units of discovery at every grade level.
- Partnerships with local eco non-profits that support our units of discovery.

COMMUNITY

In biological terms, a **community** is a group of interacting organisms sharing an environment. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness. In sociology, the concept of community has caused infinite debate, and sociologists are yet to reach agreement on a definition of the term. There were ninety-four discrete definitions of the term by the mid-1950s. Traditionally a "community" has been defined as a group of interacting people living in a common location. The word is often used to refer to a group that is organized around common values and social cohesion within a shared geographical location, generally in social units larger than a household. The word can also refer to the national community or global community.

The idea of a school as a learning community is not a new one. The central activity of a school should be learning and thus the idea of a community devoted to learning makes perfect sense. At our school, we recognize that our community is made up of students, teachers, parents, administrators, board members and members of the community at large. Much energy is devoted to ensuring that **all** member groups of our community are valued and that our community is healthy and functioning so that it can serve its primary purpose of learning.

We teach our students that they are a community on many levels, in the grade level, classroom and as a community as a whole on the playground. We also believe that a school must serve its community. For us, this means that we recognize that we are situated in the community of Kilauea on the island of Kaua'I in the middle of the Pacific Ocean and that we must actively find ways to interact with, learn from and serve our community. We must explore different areas in our community through our units of discovery, take field trips, connect with other organizations that share common goals and establish high quality partnerships when appropriate. We are currently developing action components for each of our units as appropriate. Our goals in this area are to:

1. Ensure that all individuals and groups are equally valued.
2. Ensure open and transparent access & dialogue
3. Teach about communities.
4. Reach out to serve their greater communities.

KAUA'I PACIFIC SCHOOL CURRICULUM FRAMEWORK

Kaua'i Pacific School recognizes active, hands-on experiences as the most powerful and natural form of learning. To fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communicative media – oral language, writing, drawing, poetry, dance, drama, music, movement, and visual arts. The immersion in experience and expression is balanced by opportunities for learners to reflect, integrate, and apply their experiences to what they have felt, thought and learned. The classroom is considered a model community where students learn what they live as citizens of the school. Kaua'i Pacific School embraces cultural diversity as well as different learning styles. We believe that students learn best when faced with genuine challenges, choices, and responsibility in their own learning. Kaua'i Pacific School also recognizes the importance of fostering inquiry and a spirit of discovery to promote a life-long love of learning. Therefore we strive to develop units that:

Integrate world cultures
Promote sustainability
Create connections
Include rich content

Embrace the notion of community
Reflect a variety of perspectives
Examine what it means to be human
Emphasize process & project based learning

I hear, and I forget. I see, and I remember. I do, and I understand.
-- Chinese Proverb

THE INTEGRATED UNITS OF DISCOVERY

- *Respect the innate knowledge in every student.*
- *Take advantage of children's natural curiosity about the world around them.*
- *Require collaborative planning and thus build a sense of community among the teachers.*
- *Encourage teachers and students to learn together which means we are continually modeling a love for learning.*
- *Encourage students to delve into their communities and build within them a sense of connectedness.*
- *Develop personal responsibility for learning.*
- *Allow us to tailor projects to the individual student's ability levels and interests.*
- *Foster social skills, thinking skills, communication skills, self-management skills and research skills.*

Each year, students study several in-depth units that integrate the various disciplines. The integrated units are designed around essential understandings and questions so that by the time the student is ready for middle school, they have a sound grasp of how people

work together to understand themselves and the world around them. By exploring these bigger concepts, we aim to instill a deep understanding and respect for the complexity of our world and our ability to understand the past in order to shape the future.

“The important thing is not to stop questioning.”

-Albert Einstein

INTEGRATED SKILL DEVELOPMENT

At Kaua'i Pacific School we recognize that a deep understanding of rich content is essential in order to help our students develop fully. However, we also recognize the importance of identifying and developing skills that impact all of the traditional academic subjects. These skills help students in all subjects and hopefully in all areas of their lives. Concentrating on **universal thinking, social, self-management, research and communication skills** as appropriate throughout the entire curriculum helps us to develop students who embody the Kaua'i Pacific School mission and core values.

THE CORE ACADEMIC CURRICULUM

Language Arts

Throughout Kaua'i Pacific's eight-year program, students will strengthen their literacy skills through a variety of reading experiences that encourage comprehension, analysis and a love for reading. We strive for a balance between teacher-facilitated group reading, shared reading in student-facilitated groups, independent reading, and read-aloud experiences with the teacher. The Houghton-Mifflin Reading and Write Source Writing Programs are supplemented with rich, authentic literature that supports the units of inquiry. Integral to Kaua'i Pacific's curriculum are the fundamentals of reading instruction and vocabulary development, as well as language mechanics and spelling instruction. Structuring ideas, creating drafts, revising and editing, and publishing finished works will help to emphasize the importance of writing as a process. Oral language experiences are used to develop appropriate speaking and listening skills in order to promote self-confidence and overall communication skills. New to the curriculum are viewing and presenting skills which reflect the changing nature of literacy.

"Language shapes the way we think, and determines what we can think about." - Benjamin Lee Whorf

Mathematics

Kaua'i Pacific's mathematics curriculum prepares students for more complex, abstract courses in secondary school, while at the same time instilling in children an understanding of the important role mathematics plays in everyday life. Students progress sequentially in mathematical understanding, reasoning, problem solving, and application of learned skills through grade-appropriate practice and applications. Topics include: number sense, measurement, geometry, patterns, sequences, algebra, relations, functions, data analysis, statistics, and probability. Students across the grades use the Everyday Math program from the University of Chicago.

Do not worry about your difficulties in Mathematics. I can assure you mine are still greater. - Albert Einstein

Social Studies

Students at Kaua'i Pacific will be exposed to a wide variety of past and present cultures from around the world to help them understand and accept the diversity and the connectedness among humans. Central to this is the importance of becoming humble global citizens. Children will grow in their understanding of history and geography starting with their own communities and expanding outward to all the continents. Emphasis will be placed on how people from all cultures have tried to make sense of the world around them and how they have worked together throughout history to achieve common goals. We will explore the roots of conflict between humans and explore various ways in which humans have tried to solve and resolve conflicts. Hawaiian history and culture is an integral part of our program. Students will learn about innovators and contributors from around the globe. The social studies curriculum is designed to introduce concepts and skills that will be explored in greater detail during the secondary school years.

***Human history becomes more and more a race between education and catastrophe. -
H.G. Wells***

Science

Each year at Kaua'i Pacific children will grow in their understanding of scientific terminology, concepts, and applications. A variety of topics will be introduced in physical science, life science, and earth/space science during the eight-year span. We use the FOSS Science Kits to support this program. Students will engage in hands-on experiences to promote exploration of the scientific process. Students will also be exposed to the idea that scientific innovations have helped to change and shape our knowledge of how the world works. Students will learn how we can utilize our scientific knowledge to encourage responsible stewardship of the earth. Sustainability will be an ongoing theme throughout the entire Kaua'i Pacific experience. The students' range of scientific investigations and explorations during their elementary years at Kaua'i Pacific will prepare them for focused study of specific topics in science during secondary courses.

My goal is simple. It is complete understanding of the universe, why it is as it is and why it exists as all. - Stephen Hawking

SPECIALTY CLASSES AT KAUA'I PACIFIC SCHOOL

Creative Dance and Storytelling

As the elements of dance address the questions what, how, where, and how long, so can they help students to address similar questions that will sharpen their skills in language arts. A kinesthetic approach to learning vocabulary can deepen a child's understanding and appreciation of words helping to make the understanding a lasting one. In Storytelling and Creative Dance, students from preK-6 will be taught the basic elements of dance, a process for creating simple choreography based on stories, skills for deepening reading comprehension and techniques for enriching vocabulary and writing creatively. Students will be guided to discuss and retell stories using reading comprehension skills of inference, prediction, questioning, determining importance and relating the text to their own personal experiences or other texts. As well, they will be encouraged to use the elements of dance to explore vocabulary, mood, characters, action and settings of stories. They will have the opportunity to plan and perform simple choreography based on stories they hear, read and create.

"Dancing with the feet is one thing, but dancing with the heart is another." ~Anonymous

Hawaiian Studies

In all grade levels, children are introduced to Hawaiian culture through chants, songs, dances, stories and games. In lower elementary grades, students learn Hawaiian vocabulary about the body, numbers, colors, the surrounding environment and Hawaiian values. As students progress through the grades they learn more sophisticated vocabulary. Upper level students memorize many songs and chants, also learning about the content of the material. Topics covered in Hawaiian Studies include historical events, ruling chiefs and chieftesses, geological formations, and significant places of great beauty. Hula is introduced in kindergarten and is an integral part of the program. By third grade children perform standing dances using a variety of steps. Younger students do hula noho or seated dances. Grade level appropriate craft activities use materials from nature to complement the academic curriculum. Field trips enable students to appreciate the unique power and beauty of their island home.

Garden (One Trimester)

Gardening brings many scientific concepts to life as students explore the full life cycle loop from seed to table. Students participate in hands on activities designed to ensure that they learn important elements related to sustainable food production. This includes observing, describing, and comparing the physical properties of seeds, plants, soil, water retention, layer formation, and decomposition of materials. This year we are excited to be able to have our own plot at nearby Kauapea Farms which is a Community Supported Agricultural project. Students will learn from actual gardeners and be exposed to all elements of gardening. Gardening and plant-based learning open a door to discovery of the living world. It stimulates even as it focuses and calms. Within the school environment, a garden offers an unparalleled platform to help kids achieve learning goals in ways that are

recommended by the National Science Standards and crosses all subject areas. Gardening offers the chance to get out into the world and make a difference while offering an opportunity to become more self-aware and empowered.

"The greatest gift of the garden is the restoration of the 5 senses." Hanna Rion

Marine Science (One Trimester)

Ocean Pulse is a course in partnership with Save Our Seas on The living Ocean and Fluid Earth: Hawaiian Coral Reef Ecology, symbiosis on the reef, species identification and classification, zonation, reproduction, productivity and growth. Emphasis is on experiential labs to survey and monitor coral reefs using international research protocols at Anini Beach. Students learn ecological principles, conservation issues related to the Hawaiian Ahupua'a system and resource management methods. Most importantly, students realize the impact and consequences of anthropogenic (human caused) activities on oceanic ecosystems. Other topics include: *Global Ecology, Plankton, Oceanography, Atmospheric and Oceanic Circulation, Plate tectonics, Sediments, Ocean Basins, Waves, Beaches, Tsunamis, Technology, Environmental Pollution and the multifaceted world of science.*

***"Ooh ocean warriors...There is still time to change this.
It's never too late to make a positive change.
Never too late." Pato Banton***

Music

Music integrates history, choral, and instrumental music. The central question is "How do we express ourselves through music?" Our prek and kindergarten approach to teaching music begins with singing. Rhythm patterns, expressed through walking and body percussion are introduced as the fundamentals for developing students' musical intelligence. In grades one through three, students develop ear training that lays the foundation for sight-reading. Third and fourth grade students begin composing simple melodies based on repetition and rounds. In all grades, folk music, cultural story songs, street calls and world music enrich our students with global music appreciation. Students will learn about musicians from various times and places who have had great impact on the evolution of music around the world. In addition to choral work, students will be exposed to instruments such as the recorder and ukulele.

Music washes away from the soul the dust of everyday life. ~Berthold Auerbach

Physical Education

Students in all grades will have ample time for physical activity during the day as we have two breaks for eating and play every day. We also have time built in at least twice during the week for more formal physical education activities. Both collaborative and team sports will be integrated into the program. Emphasis will be on trust-building, cooperation and individual development of skills. Students will also be taught about the importance of physical activity in maintaining a healthy life style with the ultimate goal of having students intrinsically motivated to stay fit and healthy through regular physical activity that they enjoy.

Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it. ~Plato

Studio Art

Emphasizing exploration and self-expression, studio projects will involve techniques to educate students in the six fundamental elements of art: line, value, form, space, texture and color. As students progress in age and gain stronger hand/eye coordination, new techniques and artistic media will be introduced. Students will explore spatial relationships through proportion and perspective, and work with three-dimensional forms. While artistic processes will remain the priority, students will refine their talents and create finished pieces. Students will also investigate the importance of art from a historical perspective.

The beautiful is in nature, and it is encountered under the most diverse forms of reality. Once it is found it belongs to art, or rather to the artist who discovers it.
- [Gustave Courbet](#)

Technology

Students will use technology to help them learn more about the world that surrounds them. They will learn how to conduct searches to find useful information. They will then learn how to use various software applications in order to express what they have learned from their research, class discussions and other experiences provided for them in their classroom. Technology is viewed as a tool to help students construct knowledge and stimulate student creativity while creating connections with the greater community.

It has become appallingly obvious that our technology has exceeded our humanity.
~Albert Einstein

CURRICULUM OVERVIEWS BY GRADE

THE EARLY CHILDHOOD PROGRAM

The pre-k and kindergarten offer a nurturing environment, highlighted by open-ended, hands-on activities promoting creative deep thought and social interaction. The teacher provides guidance, support, and interesting projects. At **Kaua'i Pacific School**, we recognize the importance of play! As children swing, dig, climb, run, and jump, they develop large motor skills. Children exercise their muscles in increasingly sophisticated ways by jumping rope, throwing and bouncing balls, racing, and building forts. Outside is also a glorious place for children to negotiate social relationships as they learn to collaborate, express their own needs, and solve problems.

Beyond the confines of their own classroom and playground, children are encouraged to discover the larger **Kaua'i Pacific School** setting when they are ready. They participate in weekly Aloha Friday assemblies, reading buddies with upper elementary students and have school-wide kokua chores. They also enjoy spending time with the school's special subject teachers in Hawaiian Studies, Creative Dance/Storytelling, Art, Music, and Marine Science. Off-campus field trips further expand the children's world as they visit parks, the beach, nature centers, theater and music shows, the library and local farms.

Students in our 4 & 5 year old program develop a sense of trust and well-being as they learn to share space, materials, friends, and teachers. With teacher guidance, we prepare them to make decisions, settle disagreements, and manage some of their own important needs with increasing skill and independence. Pre-k students benefit from spending their day with the kindergarten students who can show them the ropes. Kindergarten students benefit from their previous experience and shine in the mentor role they occupy within their classroom community.

Together, our students explore & experiment, create & pretend, and play with possibilities. Each day is filled with wonder, risk-taking and challenges. We encourage our students to ask questions based on their personal life experiences. We encourage guided inquiry and sophisticated work and play. Areas of learning connect to others, and themes of interest are organized into structured study units that last for many weeks. Math, science, social studies, language, and the arts are integrated during the units of discovery. Student interests are sparked by the familiar and the exotic: transportation, rainbows, shadows and reflections, celebrations, sand, water, wood, their five senses and baby animals. Hands-on experiences are the heart of all learning, and our curriculum evolves from children's places in their own development. Small groups provide the security and stimulation to help children learn to share, make choices, solve problems, resolve differences, build skills, and experience success.

Pre-k children dictate group stories about shared experiences, play organized math games, work in the class garden, act out favorite stories, and explore geometric shapes and symmetry using manipulatives.

As students mature in our two year program, they continue to enjoy regular opportunities for exploring and experimenting with a vast variety of interesting and challenging materials. Children's increasing independence and responsibility are encouraged. During kindergarten, teachers help them refine their concentration and ability to follow through on commitments. Above all, we recognize and nurture their love of learning.

The kindergarten provides rich, stimulating language & math experiences! Phonemic awareness skills are introduced and explored; children dictate and write their own imaginative signs and stories in their journals. Teacher and students read constantly to each other. Group times provide opportunities for children to share their stories, practice their listening skills and to learn to communicate fairly and effectively with others.

Concrete materials (such as mazes, puzzles, and pattern blocks) invite children to explore logical reasoning, math relationships, and patterns! Kindergarten children graph interesting information about their class group, measure familiar objects and their classroom spaces, and generally learn how math permeates their everyday lives!

The early childhood program is the shining star of our school! Exposure to a wide variety of materials and activities engages our youngest students, igniting their curiosity and enabling them to make sense of their world.

Age Guidelines

For our Pre-K and Kindergarten programs we use August 1st as a guideline date. Pre-K students generally turn four by August 1st of the year they will be starting school, and Kindergarten students turn five by that date. Since these dates are used flexibly in our admission process, we look at children with late summer and early fall birthdays on an individual basis. However, we are not able to consider children for these programs whose birthdays fall after October 1st. For students applying to grades one to six, students are admitted to grade levels appropriate for their development. Decisions are based on data from student records, teacher reference forms and their KPS interview.

PREKINDERGARTEN CORE CONTENT OVERVIEW

LANGUAGE ARTS (Pre - Kindergarten)

- **Reading:** Spoken – printed word correspondence, letter-word orientation on page, compare sounds, produce basic rhymes, segment simple syllable, recognize all letters by sight, letter-sound correspondence introduced. Retell information from familiar oral or printed text. Retell familiar stories.

- **Writing:** Letter and Number Formation, Describe familiar topics and convey thoughts, ideas, and basic information using pictures. Write upper-and lower-case letters. Use correct spelling for own name, Add detail to drawings and other products.
- **Listening:** Following instructions & active listening in small groups. Use basic social conventions in conversations, Ask and respond appropriately to basic questions.
- **Speaking:** Sharing Information & Asking Questions, Retelling Stories, Share Thoughts, Ideas and Feelings, Role Play, Sing Songs, Simple Skits, and Choral Reading. Use basic social conventions in conversations. Follow simple oral directions. Use personal experiences as a topic when speaking.
- **The Arts:** Traditional Art, Music and Dance from Various Cultures

MATHEMATICS (Pre - Kindergarten)

- **Number & Numeration:** Verbally count in sequence to 10 and beyond, count objects with one to one correspondence, develop awareness of numbers and their uses, compare and order groups of objects using more, fewer, less, same.
- **Operations & Computation:** Solve and create number stories using concrete modeling, explore part-whole relationships
- **Geometry:** Recognize and describe basic 2 dimensional geometric shapes, Introduction to 3-dimensional shapes, recognize and describe position and location of objects, use spatial reasoning in concrete tasks with puzzles, collages and block structures.
- **Patterns, Function and Algebra:** Recognize and match attributes of objects, such as size, shape, and color; use rules to sort objects; use rules to create and extend repeating patterns.
- **Measurement:** Distinguish and describe size attributes, compare objects according to size attributes, become familiar with standard measuring tools, sequence familiar events in time
- **Data and Chance:** Tally, Graphing, pictograph

KINDERGARTEN CORE CONTENT OVERVIEW

LANGUAGE ARTS (Kindergarten)

- **Reading:** Segment and blend syllables, Recognize all letters by sight and recall the basic sound attributed to each letter, Identify basic high-frequency words, Decode one-syllable words, Use pictures and titles to make predictions about a text, Retell familiar stories, using beginning, middle, and ending, Identify characters and setting in a story read aloud. Parts of a Book & Non-Fiction vs. Fiction, Family Stories & Fairy Tales, Dictionary Introduction

- **Writing:** Letter formation & simple sentences, High Frequency Words, Lists, Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words, Write upper-and lower-case letters independently, attending to form and spatial alignment, Use phonetic spelling to write new words, Use correct spelling for own name, commonly used high-frequency words, and words in environmental print, Use spacing and appropriate sizes of letters, words, titles, and pictures to show a rudimentary sense of form.
- **Listening:** Follow instructions & active listening in small and large groups, Use basic social conventions in greetings, in introductions, and in conversations, Ask and respond appropriately to basic questions, Follow simple oral directions, instructions, and explanations.
- **Speaking:** Share information & ask questions, Retell stories, Give instructions, Share thoughts, ideas and feelings, Role play, Sing songs, Simple skits, Choral reading , Use basic social conventions in greetings, in introductions, and in conversations, Ask and respond appropriately to basic questions, Follow simple oral directions, instructions, and explanations, Use appropriate volume when speaking in various situations, Use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s), Use personal experiences as a topic when speaking, Present events in chronological order, Use appropriate words when speaking.
- **The Arts:** Traditional Art, Music and Dance from Various Cultures

MATHEMATICS (Kindergarten)

- **Number & Numeration:** Count on by 1's to 100, count on by 2's, 5's and 10's, count back by 1's, count 20 or more objects, estimate number of objects, model number with manipulatives, compare and order whole numbers up to 20, use manipulatives and numerical expressions involving addition and subtraction of 1-digit numbers up to 20.
- **Operations & Computation:** Use manipulatives, number lines, and mental math to solve problems involving addition and subtraction of single digit whole numbers, identify join and take – away situations.
- **Geometry:** Identify and describe plane and solid figures such as circles, triangles, squares, rectangles, spheres, and cubes,. Identify shapes having line symmetry.
- **Patterns, Function and Algebra:** Extend, describe and create visual, rhythmic and movement patters; use rules, which lead to functions, to sort and make patterns. Read and write expressions and number sentences using symbols +, -, =.
- **Measurement:** Estimate and compare weight and length, identify standard measuring tools, identify coins, describe temperature and identify thermometer as a tool for measuring temperature. Describe and use measures of time periods relative to a day and week; identify tools that measure time.
- **Data and Chance:** Collect and organize to create tally charts, tables and bar graphs, describe events using basic probability terms (certain, possible, impossible)

SOCIAL STUDIES (Kindergarten)

World Cultures: Celebrations - We all celebrate important personal and cultural events through celebrations and traditions.

History: Our Family Stories - Family histories provide an insight into our culture, our history, the family and the individual.

Geography: Where Are We? - We can show where we are on the Earth using maps and globes.

Community: Family Roles - Families exist in various forms and teach us how to interact and live with others.

Economy: From Field to Table - Most of the food products we eat go through several stages from their origin to their consumption.

SCIENCE/HEALTH (Kindergarten)

Living Things: Animals and Their Babies - In the life cycles of many animals, adults care for their young.

Living Things: Class Pets and Plants - Plants and animals in our homes and classrooms have certain requirements in order to grow and stay healthy.

Earth and Space: What on Earth? - Earth is a distinct planet with specific features that work together to sustain life.

Materials and Matter: Exploring Materials (Sand, Fabric, Wood) - We can do things with materials to find out how they behave, what they can be used for and how they can be changed.

Forces and Energy: Shadows and Reflections - Light creates shadows and reflections.

Environmental Studies: Reduce, Reuse, Recycle: Trash - Our personal choices can impact our health and change our environment.

Health & Life Skills: My Senses and Emotions - Our senses help us discover and express our nature, ideas, feelings, beliefs and values.

KINDERGARTEN UNITS OF DISCOVERY

Theme: My Family, Your Family

Essential Understanding: Families exist in various forms and understanding our family histories and traditions can help us better understand who we are.

Essential Questions

- What do we mean by the word 'Ohana'?
- Why do we have families?
- What are the different types of families?
- What is my family history?
- How do families create and share their culture through celebrations?

Theme: Mother Earth

Essential Understanding: Earth is a unique planet with specific geographical features that must stay in balance to sustain life.

Essential Questions:

- What is the Earth made of?
- How did the Earth form?
- Where is the Earth in relation to other planets?
- How can we use maps and globes to help us learn more about the earth's unique features?
- What happens if the earth is not in balance?
- How can we take care of the life on earth so animals do not become extinct?

Theme: Exploring Materials Using My Senses and Emotions

Essential Understanding: People use their senses to explore different materials to help them express their feelings and ideas creatively.

Essential Questions:

What are our senses?

How do humans use their sense to understand the world?

How do we express our feelings and emotions?

What are the properties of sand, wood and fabric?

What can we make with sand, wood and fabric?

- In what ways can we creatively use natural materials to express our creativity, emotions and feelings?

Theme: Shadows, Reflections & Rainbows

Essential Understanding: Light creates shadows, reflections and rainbows

Essential Questions:

- What is the difference between a shadow, a reflection and a rainbow?
- How do things look when they are reflected in water compared to being reflected by a mirror?
- How does the color and direction of light change our perception of objects?
- How do things look when we use various reflective surfaces?
- Why do we have so many rainbows on Kauai?

Theme: From Field to Table

Essential Understanding: Most of the food products we eat go through several stages from their origin to their consumption.

Essential Questions:

- Where does our food come from?
- How is food made?
- What jobs are involved in the process of making food?
- How can we take care of the environment and make sure we have a healthy food supply?

Theme: Caring for Plants and Animals

Essential Understanding: Plants and animals in our homes and classrooms have certain requirements in order to grow and stay healthy.

Essential Questions

- What do plants and animals need to grow and stay healthy?

- How can we best take care of the plants and animals that we choose to bring into our homes and classrooms?
- How should we treat animals and plants?
- Why are animals and plants important to our ecosystem?

GRADE 1 CORE CONTENT OVERVIEW

LANGUAGE ARTS (Grade 1)

- **Reading:** Reading Fluency & Expression, Word Families & Sight Words, Reading Strategies, Reads 40-60 wpm, Creation Stories, Myths, Fables and Legends, Parts of a Book, Authors and Illustrators, Poetry about Nature and Animals
- **Writing:** Writing & Sentence Structure, Possessive Pronouns, Capitalization, End Marks, Singular and Plural, Creative Writing, Journal Writing about Personal Experiences, Friendly Letters, Dictionary Skills, Library Skills
- **Listening:** Listening to each other, following directions and Taking Turns
- **Speaking:** Discussions, Presentations & Journal Sharing, Announcements, Choral Reading, Tongue Twisters, Role Playing, Mime, Puppetry
- **The Arts:** Art, Music and Dance of Europe & the Cultures represented in Class

MATH (Grade 1)

- **Number Sense:** Place Value to 100, Addition Facts, Subtraction Facts, Fact Families, Odd/Even, Skip Counting, Comparing Numbers, Count by 100's, Write Numbers Using Words, Adds 2 digit numbers without regrouping. One to One Correspondence, Mental Math (2's, 5's, 10's), Turn Around Facts, Number stories
- **Fractions:** Identify fractional parts of a region, Compare fractions less than 1
- **Mathematical Processes:** Choosing operation, patterns, classification, sorting, probability, connections
- **Geometry:** Attributes, Draw Shapes, Symmetry, Angles and Sides, Polygons, Names and characteristics, 3 – dimensional shapes
- **Algebraic Thinking:** Odd/Even, Missing Numbers, Venn Diagrams, Comparison Symbols (>, <, =), Input and Output, Patterns in sums
- **Measurement:** Compare sizes/weights, Measure Lengths, Thermometer, Time to $\frac{1}{2}$ and $\frac{1}{4}$ hour, Monthly Calendar, Estimation, Money, Capacity
- **Statistics:** Picto & Bar Graphs, Tally Charts, Data Collection, Calculator intro.

SOCIAL STUDIES (Grade 1)

- **World Cultures: Homes, Languages, Food and Clothing** - Where people live can influence what they wear, what they eat and what languages they use.
- **History: History of Humans** - There are a variety of theories explaining how humans have developed over time.

- **Geography: A Sense of Place** - All places on Earth have special features that distinguish them from other places. (Landforms, Climate)
- **Community: Multiple Communities** - We are all members of various communities that shape our life experiences.
- **Economy: Workplaces** - The workplace is an organization where people share responsibility towards a common purpose

SCIENCE/HEALTH (Grade 1)

- **Living Things: Bugs, Bugs, Bugs** - Spiders and insects have distinct features and play an important role in the ecosystem.
- **Earth and Space: Air and Weather** - The Earth's geology and weather patterns are closely related and have a significant impact on life.
- **Materials and Matter: Properties of Air** - Air supports our lives and its uses are related to its properties.
- **Forces and Energy: Physics of Sound** - Sound originates from a source that is vibrating and is detected at a receiver.
- **Environmental Studies: Reduce, Reuse, Recycle: Clean Air** - Our personal choices can impact our health and change our environment.
- **Health & Life Skills: Getting Along with Others** - Listening to other people's perspectives and communicating our own points of view help people live better together

GRADE 1 UNITS OF DISCOVERY

Theme: Our Communities (It Takes a Village)

Essential Understanding: We are all members of various communities that shape our life experience.

Essential Questions:

- What is a community?
- What communities do we belong to?
- Who works to help people in our community?
- How does the community work together to help make Kauai a better place to live?

Theme: Our Homes, Our Selves

Essential Understanding: Where people live influences what they wear, eat and the languages they use.

Essential Questions:

- What are the basic things humans need to survive on earth?
- What characteristics do all humans have in common?
- What do people around the world wear different kinds of clothes, build different kinds of houses, eat different kinds of food and speak different languages?
- How do different groups use food, clothing and language to reflect or transmit culture?

Theme: Sounds from Around the World

Essential Understanding: Throughout history, people have used various materials and tools to create and understand sounds.

Essential Questions:

- How is sound made?
- How have musical instruments developed throughout history?
- What are the different types of music around the world?
- How does music represent culture?
- How can we create original music that reflects who we are?

Theme: More than Hot Air

Essential Understanding: Air is everywhere and essential to all living things.

Essential Questions:

- What are the properties and uses of air?
- How does air move and change?
- What is the relationship between air and weather patterns?
- How important is it to have clean air?

Theme: Work and Play

Essential Understanding: Although the notions of work and play have changed throughout history and across cultures, all peoples have filled their days with sleep, productive pursuits and more leisure type activities.

Essential Questions:

- What do we like to play?
- What kind of work do we do?
- What are the differences and similarities between work and play
- Why do people work? How do they work?
- Why do people play? How do they play?
- How do different cultures work and play?

Theme: A Buggy World

Essential Understanding: Spiders and insects play an important role in our ecosystem.

Essential Questions:

- What are the differences and similarities of spiders and insects?
- What role do spiders and insects play in the food chain?
- What are the various ways insects and spiders help us?
- How can we respect the role of spiders and insects in maintaining a healthy ecosystem?

GRADE 2 CORE CONTENT OVERVIEWS

LANGUAGE ARTS (Grade 2)

- **Reading:** Story Elements – Where, When, Who, What, Reads 90 wpm, Comprehension, and Vocabulary Development, Context and Structural Clues, Rhythm, rhyme, Alliteration, Folk Tales, Indian and Chinese Stories and Poetry, Library and Dictionary Skills
- **Writing:** Stories, Summaries, Descriptive Writing, Persuasive Writing, Brochures, Free Writing, Journals, Reflections, Research Writing, Cursive Writing, Writing Process, Punctuation, Capitalization, Spelling, Contractions, Possessives, Idioms, Word Order, Commas, Alphabetizing
- **Listening:** Oral and Written Directions, Being a Good Audience, Taking Turns
- **Speaking:** Oral Presentations, Group Sharing, Elements of Speaking Clearly, Read Alouds, Improv, Role Playing
- **The Arts:** Music, Art and Dance of China, India, Africa and Latin America

MATH (Grade 2)

- **Number Sense:** Addition & Subtraction to 20, 2-digit addition/subtraction with and without regrouping, 3 digit addition/subtraction without regrouping, rounding 10's, place value to 1000, recognition to 100, even/odd, skip counting by 2's, 5's and 10's, Identifies multiples, Greater than, Less Than, Equal to, Number Patterns, Fact Families, Multiplies by 0-5. Multiplies by 10, 100, 1000 and/or 10,000, Adds and Subtracts Money, Makes Change.
- **Fractions:** Whole/parts of set ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- **Mathematical Processes** – Guess and Check, Using an Object, Drawing a Picture, Math Journals, Talk and Share, Working in Groups
- **Geometry:** Plain and Solid Shapes – Sides, Corners, Polygons, Parallel & Perpendicular Lines, Line Segments, Vertices, Circles, Symmetry, Congruents, Slides, Flips and Turns, Perimeter, Circumference, Area
- **Algebraic Thinking:** Odd/Even, Missing Numbers, Venn Diagrams, Comparison Symbols ($>$, $<$, $=$), Input and Output, Patterns in sums
- **Measurement:** Standard/Non-Standard Measurement, liquids, weight, length – metric and US, temperature, time to $\frac{1}{4}$ hour, money, Date using digits
- **Statistics:** Gathering Data, Graphing – line, picto, bar, tall, coordinate

SOCIAL STUDIES (Grade 2)

- **World Cultures: Expression of Cultures** - People around the world express culture and beliefs through games, stories, art and music.
- **History: Historical Case Study: India and China** - The world's two most populous countries have rich histories, cultures and legacies
- **Geography: A Place for Everyone** – Humans will change their environments to meet various needs.
- **Community: Challenges, Risks and Resilience** - Children worldwide face a variety of risks and challenges.
- **Economics: Toys and Games** - Toys and games have social, cultural and economic ramifications.

SCIENCE/HEALTH – (Grade 2)

- **Living Things: Endangered to Extinct: The Rainforest** - We can protect our animal and plant world by understanding how it is organized and becoming aware of what threatens it.
- **Earth and Space: A Place for Everyone** - Humans have adapted to a variety of climatic and geographic conditions.
- **Materials & Matter: Solids and Liquids** - Matter with which we interact exists in three fundamental states: solid, liquid, and gas.
- **Forces & Energy: Simple Machines** - Our capacity to see and invent relationships between effort and work produced through simple machines has helped us create new ways of doing things.
- **Environmental Studies: Reduce, Reuse, Recycle: Food** - Our personal choices can impact our health and change our environment
- **Health & Life Skills: Keeping My Body Healthy**- A balance between factors such as nutrition, exercise and recreation contributes to human health.

GRADE 2 UNITS OF DISCOVERY

Theme: Caring for the World's Children

Essential Understanding: Children around the world face a variety of risks and challenges.

Essential Questions:

- What does it mean to be healthy?
- How can we stay healthy?
- How healthy are the world's children?
- Who works to help keep kids around the world safe and healthy?
- How can we help to keep the world's children healthy?

Theme: India and China

Essential Understanding: The world's two most populous countries have rich histories, cultures and legacies.

Essential Questions:

- What is the geography of India and China?
- What have been the contributions of China and India?
- How are the beliefs and values of India and China reflected in Chinese and Indian stories, music and art?
- Who are the significant people in Chinese and Indian history?
- What role do China and India play in today's world?

Theme: Roses are Red

Essential Understanding: People use poetry to express themselves

Essential Questions:

- What are the different types of poetry?
- How are different types of poetry structured?
- How is poetry the same and different around the world?
- How do we interpret poetry?

Theme: Simple Machines

Essential Understanding: The human capacity to see and invent relationships between effort and work has helped us create new ways of doing things.

Essential Questions:

- What are simple machines?
- How do simple machines work?
- What are some examples of simple machines created and used in various parts of the world?
- How can we create our own simple machines?
- What is the impact of simple machines on people and society?

Theme: Toys and Games

Essential Understanding: Toys and games have existed throughout time and across all cultures.

Essential Questions:

- What role do toys & games play in our lives?
- What kinds of toys and games do kids around the world play?
- How are toys and games created, manufactured and marketed?
- What is the economic impact of toys & games in society?

Theme: Endangered to Extinct: The Rainforest

Essential Understanding: We can protect our animal and plant world by understanding how it is organized and what threatens it.

Essential Questions:

- What are the elements and characteristics of the rainforest?
- How interdependent are living things with their habitats?
- What resources can be found in the rainforest?
- What is the impact of humans on the rainforest?
- What can or should we do to protect the rainforest?

GRADES 3 CORE CONTENT OVERVIEW

LANGUAGE ARTS (Grade 3)

- **Reading:** Formulate Questions, Main Ideas/Supporting Details, Plot, Characterization, Theme, Word Analysis, Fluency, Decoding, Expression, Pausing, Pacing, Historical Fiction, Biographies, Poetry of Indigenous People's, Reads 120 wpm, Literature Discussions, Book Reviews, Reading Logs, Plot, Setting, Characters, Figurative Language
- **Writing:** Narratives, Developing Plots and Characters, Friendly Letters, Creative Writing, Personal Voice, Research Reports, Historical Fiction, Paragraphs, Main Ideas, Details, Outlining, Cursive, Spelling, Grammar, Root Words, Homophones, Prefixes, Suffixes, Subject-Verb Agreement, Articles, Quotation Marks
- **Listening:** Retelling in own words, summarizing and paraphrasing, responding to questions
- **Speaking:** Clear and Specific Vocabulary, Sequencing of Ideas, Creative Expression, Body Language, Group and Oral Presentations, Storytelling, Pantomime
- **The Arts:** Art, Music and Dance of Polynesia

MATH (Grade 3)

- **Numeration:** Addition & Subtraction of 2 & 3 digit numbers with regrouping, 4 digit addition and subtraction without regrouping, single digit and double digit multiplication and division, three digit by one digit multiplication and division., checks division using multiplication, counts by 1000's, rounds numbers to nearest hundred or thousand, reads and writes Roman Numerals, Finds perfect squares, Multiplication
- **Fractions:** Decimals to the 1000th, Rounding Off, Estimating, Addition and Subtraction, Mixed Numbers, Equivalent Fractions
- **Mathematical Processes:** Estimation, reading, writing, & ordering of numbers, math journals, working in groups
- **Geometry:** Review Solid Figures, Congruent Figures, Tessellations
- **Algebraic Thinking:** Odd/Even, Missing Numbers, Venn Diagrams, Comparison Symbols (>, <, =), Input and Output, Patterns in sums, number models with parentheses
- **Measurement:** Customary and Metric Lengths/Sizes, Capacity, weight, temperature, time to nearest minute, elapsed time, am and pm, Adding, Subtracting and Multiplying Money
- **Statistics:** Various Graphs – pictographs, tally, line and bar graphs, ordered pairs

SOCIAL STUDIES - (Grade 3)

- **World Cultures: Polynesian Culture** - Polynesian values, beliefs and traditions are unique, meaningful and evolving.

- **History: Explorers Past and Present** - While motives for exploration have varied, explorers have played a large role in shaping world history.
- **Geography: Explorers Past and Present** - People settle in particular locations based on a variety of climactic and geographic conditions.
- **Geography: Polynesian Culture** - The geography of Polynesia is vast and varied.
- **Community: Preserving our Oceans** - The ocean is a community of fragile organisms that can be preserved and protected by communities and governments.
- **Economy: Off the Drawing Board: The Role of Inventions** - Technology has and is changing the world of work and leisure.

SCIENCE/HEALTH (Grade 3)

- **Living Things: Ecosystem: The Ocean** - The ocean is a community of fragile organisms interacting with one another and with their environment.
- **Earth and Space: Shaping the Earth's Surface: Natural Disasters** - The natural features of the Earth have been formed over time and are still changing.
- **Materials and Matter: Ideas and Inventions** - Inventors and their inventions have helped shape our world.
- **Environmental Studies: Preserving our Oceans** - The ocean is a community of fragile organisms interacting with one another and with their environment.
- **Health and Life Skills: Human Body Systems** - Our bodies are composed of interdependent complex systems.

GRADES 3 UNITS OF DISCOVERY

Theme: Human Body Systems

Essential Understanding: Our bodies are composed of complex, interdependent systems.

Essential Questions:

- How do the various body systems function?
- How interdependent are the various body systems?
- How can we keep our various body systems healthy?
- How do stress and other influences impact the body systems?

Theme: Explorers Past and Present

Essential Understanding: Theme: Explorers Past and Present

Essential Understanding: While motives for exploration have varied, explorers have played a large role in shaping world history

Essential Questions:

- What is an explorer?
- Who are the famous and not so famous explorers from various cultures past and present?
- How did scientific innovations spur exploration?
- How has exploration affected indigenous people?

Theme: Polynesian Culture: Beyond the Hula

Essential Understanding: People use many different forms of expression to convey their uniqueness as human beings and as members of a specific culture.

Essential Questions:

- What constitutes Polynesian culture?
- How do artists express themselves and their cultures?
- How do people become or develop into artists?
- How we can express individual and cultural uniqueness through visual art, music, drama, dress and dance?

Theme: Natural Disasters: Tsunami's, Hurricanes, Earthquakes and Volcanoes

Essential Understanding: The natural features of the earth have been formed over time and are still changing.

Essential Questions:

- What are the different components that make up planet Earth?
- How and why does the earth change?
- How do natural disasters change the Earth's surface?
- How can we best prepare for global natural disasters?

Theme: Off the Drawing Board

Essential Understanding: Technology has changed the world of work and leisure.

Essential Questions:

- What is technology?
- Who invents?
- What have been the most important human inventions and creations?
- How do inventors think and work?

Theme: Preserving Our Oceans

Essential Understanding: The ocean is a community of fragile organisms interacting with one another and with their environment

Essential Questions:

- What makes the ocean?
- Why is the ocean habitat important to us?
- How do ocean plants and animals adapt to particular habitats?
- What are the primary threats to the ocean's well-being?
- Why is there a conflict between using and protecting the ocean's resources?

GRADES 4 CORE CONTENT OVERVIEW

LANGUAGE ARTS (Grade 4)

- **Reading:** Fluency, Accuracy, Pacing, Expression, Vocabulary Development, Reading for Information, Skimming and Summarizing, Prediction, Compare/Contrast, Reads 130 wpm, Fantasy, Polynesian Poetry and Literature, Free Verse Poetry, Literature Circles, Book Critiques, Interviews, Reading Logs, Narrative vs. Expository Text, Story Elements, Word Derivations and Origins, Figurative Language
- **Writing:** Multiple Paragraphs, Writing Process, Essential Understandings, Supporting Details, Writing for Various Purposes, Persuasive Writing, Class Magazine, Transitional Words and Phrases, Synonyms, Similes, Metaphors, Direct Quotes, Commas, Apostrophes, Italics, Note taking, Literature Responses, Formal Letters, Parts of Speech, Advertisements
- **Listening:** Relevant Questioning, Summarizing Formally and Informally, Different Accents
- **Speaking:** Voice Quality, Eye Contact, Posture, Forming Opinions, Formulating Questions, Reader's Theatre, Persuasive Speeches, Monologues, Mock Trials, Short Passage Prepared Read-aloud
- **The Arts:** Art, Music and Dance of Polynesia

MATH (Grade 4)

- **Number Sense:** Place value to 100 million, rounding to the thousands, estimation, addition & subtraction 4 or more digits, Multiplication 4 digits X 2 digits, properties of multiplication, Division 2 digits into 4 digits, long division with remainders, counts by 11's, cube roots and perfect squares, Approximate value of pi, Percents, Adding and Subtracting positive and negative numbers
- **Fractions:** Adding and subtracting with like and unlike denominators, lowest common denominators, Decimals related to money, to 1000's, add and subtract decimals related to money
- **Mathematical Processes:** Organizing and Displaying Data
- **Geometry:** Plane and solid shapes, Parallelograms, Polygons, Circle Constructions, Lines, Rays, Segments, Perimeter, Area, Circumference
- **Algebraic Thinking:** Identifying missing numbers, order of operations, symbols (>, <, =), Number Stories, True or False Number Sentences, Logic, Parentheses in Number Sentences, Open Sentences
- **Measurement:** Time to the Second, Time Zones, Graphs, Weights, Distance, Circumference, Metric Units of Length, Conversion, Scale Drawings, Capacity, Weight
- **Statistics:** Find the mean and median of a set of data

SOCIAL STUDIES (Grade 4)

World Cultures: Native Americans – Native American values, beliefs and traditions are unique, meaningful and evolving.

History: Native Americans – Native American culture was shaped by contact with different groups of people.

History: Very Inspiring People – Inspiring people have lived across the centuries and across the globe but they tend to share some common characteristics.

Geography: Native Americans - The vast and varied geography of America impacted the lifestyle of Native Americans

Community: Native Americans- Native Americans, like many other groups, developed their own systems of governance.

Community: Conflict Resolution – Individuals, communities and countries all play a role in resolving global conflicts.

Economy: The Ahupua'a - The Ahupua'a supported a self-contained community working with a spirit of cooperation of caring and revering the land to meet the needs of all.

SCIENCE/HEALTH (Grade 4)

Living Things: Hawaiian Habitats - The place in which living things are found provides them with what they need to survive.

Living Things: Wings, Waves and Wind - Kauai's ecosystem is comprised of a unique blend of endemic and introduced species

Earth and Space: The Solar System - The Earth and its atmosphere are surrounded by space and are part of a vast and complex universe.

Materials & Matter: Rock Study - Rocks are composed of minerals that cannot be physically separated into other materials.

Forces & Energy: Force and Motion: Rockets - We live in a dynamic world where everything is in motion although the type of motion varies depending on the object.

Environmental Studies: Preserving the Natural Habitats and Endemic Species of Hawaii - The place in which living things are found provides them with what they need to survive.

Health & Life Skills: Conflict Resolution - There are a variety of ways to solve conflicts among individuals and communities.

GRADES 4 UNITS OF DISCOVERY

Theme: Conflict Resolution

Essential Understanding: There are many reasons for conflict between individuals but there a variety of ways to resolve these conflicts.

Literature Connection: The Adventures of Huckleberry Finn

Essential Questions:

- What is conflict?
- What creates conflict?
- What are the consequences of conflict on individuals and groups?
- How can we best resolve conflicts with our peers and families?
- How is conflict resolved in different cultures?

Theme: Native Americans

Essential Understanding: The ability to adapt allows humans to survive and migrate.

Literature Connection: TBD

Essential Questions:

- What are the origins of Native Americans?
- How did the environment of Native Americans impact their lifestyle and culture?
- How has the lifestyle and culture of Native Americans changed over time?
- What was the impact of contact on Native Americans?

Theme: Very Inspiring People (VIP's)

Essential Understanding: When people act on their beliefs and talents, they can change and influence the world.

Literature Connection: Biographies of inspiring people

Essential Questions:

- What does it mean to be inspiring?
- What are the differences and similarities between very inspiring people and us?
- How do very inspiring people change and/or influence the world?
- Can we create a profile of a very inspiring person?

Theme: The Solar System

Essential Understanding: The Earth is part of a vast and complex universe that we are striving to better understand.

Literature Connection: Non-fiction books related to the Solar System & Space

Essential Questions:

- What comprises the solar system?
- How did ancient peoples explain the solar system?
- How do we learn about the solar system?
- What is the technology of space exploration? (past, present and future)

Theme: Plants and Food from the Earth

Essential Understanding: The Ahupua'a supported a self-contained community working with a spirit of cooperation of caring and revering the land to meet the needs of all.

Literature Connection: Mountains to the Sea

Essential Questions:

- What is the nature of the Ahupua'a?
- How were plants and foods cultivated and shared under the Ahupua'a system?
- What were the various roles of individuals in the Ahupua'a?
- How did interdependence work in the Ahupua'a?
- Does Ahupua'a work in today's society?

Theme: Wings, Waves and Wind

Essential Understanding: Kauai's ecosystem is comprised of a unique blend of endemic and introduced species.

Literature Connection: Island of the Blue Dolphins

Essential Questions:

- How does Kauai's ecosystem work?
- What is the difference between endemic and introduced species?
- How do introduced species arrive on Kauai?
- What is the impact of introducing new species to a natural habitat?
- What species are endangered or extinct on Kauai?
- What organizations are trying to protect Kauai's plant and animal species?

GRADES 5 CORE CONTENT OVERVIEW

LANGUAGE ARTS (Grade 5)

- **Reading:** Comprehension, Main Idea/Supporting Detail, Analysis and Criticism, Comparison, Prediction, Synthesizing Research, Reading Workshop, Science Fiction, Mysteries, Peace Poetry and Literature, Reading Response Journals, Letters to the Author, Character Analysis, Reads 150 wpm, Origins, Derivatives, Synonyms, Antonyms, Idioms
- **Writing:** Writing Portfolios, Writing Process, Peer Conferences, News Stories, Brochures, Editorials, Reports, Summaries, Essays, Narratives, Expository, Persuasive, for Purpose, Spelling, Grammar, Punctuation, Write a Science Fiction or Mystery Story, Organize Complex Writing, Prepositional Phrases, Clauses, Conjunctions & Transitions, The Big 6 Research Approach
- **Listening:** Questioning, Dictation, Audience Skills
- **Speaking:** Formal and Informal Presentations, Expressions, Oral Presentations, Newscasts or Radio Spots, Debates, Dialogues, Analyze Speeches
- **The Arts:** Early American, Contemporary American

MATH - (Grade 5)

- **Number Sense:** Exploring place value and ordering, adding, subtracting, and multiplying whole numbers and decimals, dividing whole numbers and decimals with one and two digit divisors
- **Fractions and Mixed Numbers:** Greatest common factor, numerators & denominators, simplest form, mixed form, percentage, adding, subtracting and multiplying mixed numbers & fractions, equivalent fractions, reading and writing decimals, reading and writing percents, ratio and proportion, converting decimals to fractions to percents.
- **Mathematical Processes:** Estimation, Comparisons, Equivalence, Sample Size, Good Conclusions
- **Geometry:** lines, angles, triangles, quadrilaterals, rhombuses, trapezoids, squares, rectangles, pyramids, cylinders, cones, prisms, similar and congruent polygons, points, segments, angles, tessellations, rotational symmetry, coordinate grids, building solids
- **Algebraic Thinking:** Algorithms, order of operations, positive and negative numbers, parentheses in equations, scientific notation, exponents, pan-balance problems, algebraic expressions
- **Measurement:** length, perimeter, area, circumference, diameter, solids, shapes, weight, volume, capacity, rotation, metric scales, rulers, scale models, protractors, stopwatches, measuring cups, converting
- **Statistics:** Reading and making graphs, making predictions based on experiments, organizing data, data landmarks, probability, tree diagrams, chance

SOCIAL STUDIES (Grades 5)

- **World Cultures: I Believe** - The beliefs and values of cultures & religions are conveyed through rituals, celebrations, the arts and the way we live our lives.
- **History: Kilauea Stories** - Kilauea has a rich history which can help us plan for a more sustainable future.
- **Geography: Finite Resources: Infinite Demands** - Our planet has limited resources that are unevenly distributed and affected by human interactions.
- **Community: Forming a Government** - Political systems evolve over time and take different forms in different places.
- **Economy: Persuasion** - Print, other visual media and sound can create, alter or manipulate images and perceptions

SCIENCE (Grades 5)

- **Living Things: Finite Resources, Infinite Demands: A Look at Water** – Water is essential to life.
- **Earth and Space: Finite Resources: Infinite Demands – Water** - Our planet has limited resources that are unevenly distributed.
- **Forces & Energy: Electricity and Magnetism** - Electricity and magnetism provide energy for the world in which we live.
- **Materials & Matter: Solids and Liquids** - Matter with which we interact exists in three fundamental states: solid, liquid, and gas. The water cycle is essential to life.
- **Environmental Studies: Energy & Alternate Forms of Energy** - Humans have tried to harness various forms of energy and some have a greater impact on the environment than others.
- **Environmental Studies: Finite Resources: Infinite Demands – Water** - Our planet has limited resources that are unevenly distributed.
- **Health & Life Skills: Drugs, Alcohol and Tobacco: Refusal Skills** - Humans face a variety of risks and challenges and understanding of how our bodies respond to these challenges can help us make better choices.

GRADES 5 UNITS OF DISCOVERY

Theme: I Believe

Essential Understanding: The beliefs and values of cultures & religions are conveyed through rituals, celebrations, the arts and the way we live our lives.

Guiding Questions:

- What is the difference between spirituality and organized religion?
- How are ritual and celebrations used to mark important religious events?
- How has religion inspired music and art?

- In what ways do personal adornments represent cultural or religious beliefs?
- What does it mean to be spiritual?

Theme: Kilauea Stories

Essential Understanding: Kilauea has a rich history which can help us plan for a more sustainable future.

Guiding Questions:

- What are Kilauea's roots?
- How has Kilauea changed over time?
- How did migration affect our community?
- Who knows our community history?
- What lessons can we learn from the stories of our community members?

Theme: Hidden Persuaders

Essential Understanding: Print, other visual media and sound can create, alter or manipulate images and perceptions.

Essential Questions:

- How do humans communicate?
- What is media?
- What is the purpose of advertisement?
- What devices that are used to manipulate perceptions?
- What is the role of music in the media?
- How do we know the truth?

Theme: Invisible Forces

Essential Understanding: Electricity and Magnetism provide energy for the world in which we live.

Essential Questions:

- What are the properties of electricity and magnetism?
- How is electricity controlled?
- How does electricity reach our homes and surroundings?
- Why should we conserve our natural resources?
- What are the viable alternate forms of power?

Theme: Forming a Government – American Revolution

Essential Understanding: Political systems evolve over time and take different forms in different places.

Essential Questions:

What is a government?

How are governments formed?

What are the different kinds of political systems?

Can we create the ideal government?

Theme: Finite Resources, Infinite Demands: A Look at Water

Essential Understanding: Our planet has limited resources that are unevenly distributed.

Essential Questions:

- Where does our water come from?
- How much water how do we use and what happens after we have used it?
- How is water distributed around the planet?
- How has human activity affected the availability of usable water?
- What is our responsibility when it comes to water conservation?

GRADES 6 CORE CONTENT OVERVIEW

LANGUAGE ARTS (Grade 6)

- **Reading:** Autobiographical Novels, Realistic Fiction, Poetry, Short Story Study, Reading Workshops, Author Studies, Book Talks, Paraphrasing, Poetic Device, Persuasive vs. Informative, Author's Craft
- **Writing:** Portfolios, Journals, Testimonials, Speeches, Poetic Forms, Autobiographies, Scripts, Writer's Notebooks, State a Position on a Topic, Run-ons and Fragments, Active Voice, Avoid Double Negatives, Compound and Complex Sentences, Colons, Verb Tense, The Big 6 Research Report,
- **Listening:** Critical Listening, Taking Notes, Evaluating Oral Presentations
- **Speaking:** Performing Original Script, Conducting Interviews, Descriptive vs. Labeling Language, Speaker's Message, Phrases that Show Agreement and Disagreement in Discussions
- **The Arts:** Early American, Contemporary American

MATH (Grade 6)

- **Number Sense:** Adding and subtracting signed numbers, cross multiplication, multiplying and dividing signed numbers, powers of decimals, powers of fractions, scientific notation, using a calculator to find roots, approximating and estimating roots, prime factors, irrational numbers, least common multiple, greatest common factor
- **Fractions:** Adding and subtracting fractions and mixed numbers, multiplying and dividing fractions and mixed numbers, percent, converting from fraction to decimal to percent, reciprocals, estimation, real number system
- **Mathematical Processes:** Estimation, Conversion, Approximations, Persuasive Data
- **Geometry:** Complementary and supplementary angles, transversals, angle bisectors, finding unknown angles, interior and exterior angles, sum of angle measures, concentric circles, area of triangles, parallelograms, rectangles, and circles, Pythagorean Theorem, constructing circles, perpendicular bisectors, cross sections, Mobius strips, rotation symmetry, volume
- **Algebraic Thinking:** Adding and subtracting integers/signed numbers, multiplying and dividing integers/signed numbers, transforming equations, graph functions, balancing equations, substituting for variables, solving equations, algebraic expressions, formulas, open proportions, Venn diagrams, distributive property, rates in functions, graphing lines, simplification
- **Measurement:** Two and three dimensional shapes and solids, perimeter, area, converting, body measurements, angles, coordinate grids, drawing to scale
- **Statistics:** Graphs, representative samples, bias related to collecting data, sample size, persuasive data, best landmark for a central tendency, tree diagrams, matching graphs with situations, converting data, interpreting data, probability, stem and leaf plots

SOCIAL STUDIES (Grades 6)

- **World Cultures: Rites of Passage** - People around the world celebrate distinct developmental milestones.
- **History: Legacies of Ancient Civilizations:** - There are many perspectives about how past civilizations are linked to societies and cultures of today.
- **Geography: World Geography** - The study of geography provides us with a framework to understand the past and present.
- **Community: Fair Play for All** - Personal and institutional value systems, attitudes and structures can either promote or deny social justice.
- **Economy: Fair Play for All** - The ability to produce mass quantities of goods using techniques developed during the industrial revolution impacted the use of humans for labor.

SCIENCE (Grades 6)

- **Living Things: Solar Energy** – Solar energy captured by plants is the basis of the food chain.
- **Living Things: Healthy Body, Healthy Mind.** Staying healthy involves taking care of both the mind and the body
- **Earth & Space: Erosion & Water Quality** - The natural features of the Earth have been formed over time and are still changing.
- **Materials and Matter: Erosion & Water Quality/Solar Energy** - The natural features of the Earth have been formed over time and human activities may be accelerating these changes.
- **Environmental Studies: Solar Energy** – Some energy sources are non-renewable (fossil fuel) and some are renewable (wood) and some are inexhaustible (solar).
- **Environmental Studies: Reduce, Reuse, Recycle: Water** - Our personal choices can impact our health and change our environment.

Health and Life Skills: Healthy Body, Healthy Mind. Staying healthy involves taking care of both the mind and the body

GRADES 6 UNITS OF DISCOVERY

Theme: Healthy Body, Healthy Mind

Essential Understanding: Staying healthy involves taking care of both the mind and the body.

Essential Questions:

- What does it mean to be healthy?
- What should I eat to stay healthy?
- Why exercise?
- What are different ways that people around the world stay healthy?
- How can I take care of myself as I enter adolescence?

Theme: Legacies of Ancient Civilizations

Essential Understanding: There are many perspectives about how past civilizations are linked to societies and cultures of today

Essential Questions:

- What makes a great civilization?
- What did ancient civilizations contribute to today's society?
- What can we learn from ancient societies?
- What were the values of ancient people's?

Theme: Rites of Passage

Essential Understanding: People around the world celebrate distinct developmental milestones.

Essential Questions:

- What is a rite of passage?
- What rites of passage have I experienced?
- How do various cultures celebrate rites of passage?
- What does it mean to grow up?
- How do we best learn cultural values and norms?

Theme: Erosion & Water Quality

Essential Understanding: The natural features of the Earth have been formed over time and are still changing.

Essential Questions:

- What natural weather patterns create erosion?
- How do human activities accelerate erosion?
- How is the earth changing physically?
- What challenges do these changes create?
- What is our responsibility to protect the earth?

Theme: Fair Play for All

Essential Understanding: Personal and institutional value systems, attitudes and structures can either promote or deny social justice.

Essential Questions:

- What is fair and just?
- Why is equality so hard to achieve?
- How have people been denied their rights in the past?
- How have people fought for justice throughout history?
- What groups are fighting to promote social justice today?

Theme: Solar Energy

Essential Understanding: Solar Energy – Some energy sources are non-renewable, some are renewable and some are inexhaustible

Essential Questions:

- Why does the reef matter?
- What lives in the reef?
- What threatens the reef?
- How can we protect the reef?

ADMISSIONS AND TUITION POLICIES

Application: For children entering school for the first time, parents fill out an application packet. Once completed and returned with the one time \$75.00 application fee (non-refundable), an interview with the principal will occur and upon acceptance, a second round of required forms will need to be completed. Children will not be admitted without all completed, required documents on file. For children transferring to Kaua'i Pacific, parents will receive the New Student Application and sign a release for the child's previous records, if applicable. These include current and previous Progress Reports, Teacher Reference Forms and Medical Records.

APPLICATION PROCESS: Continuing students must submit a reenrollment application every year. The priority deadline for new students is March 30th. The following forms must be on file before NEW students can be interviewed and accepted:

- Completed application form
- Non-refundable \$75 application fee
- Recent photo of the student
- Teacher Reference Form (2)
- School Records/Standardized Test Results (past 2 years)
- Parent Questionnaire
- Student Essay (Grades 3-6 only)
- Interview with Principal
- Current/Physical examination
- T.B. clearance test
- Immunization record or religious exemption waiver.

ENROLLMENT FEE: The \$300 non-refundable enrollment fee is due within 15 days after students are accepted, upon enrollment. Continuing students must submit their reenrollment fee by March 30th in order to guarantee a space in the class.

2010-2011 TUITION RATES:

PreK - \$6,800

K-8 - \$9,800

We offer a 5% discount for each younger sibling when enrolling two (2) or more students **Tuition does not include** school pictures, yearbook, field trips, certain extra-curricular activities or elective course materials.

WITHDRAWALS OR LATE ENROLLEES: Because it is often not possible to enroll another student and our costs are fixed with regards to payroll and operating, families who withdraw during the school year will still be responsible for tuition for the entire school year. Students who enroll in Kaua'i Pacific School after the first day of school will be charged for the current trimester and subsequent trimesters.

METHODS OF PAYMENT:

- **Annual** tuition payments are due by **August 1**.
- **Semi-annual** tuition payments are due **August 1** and **December 1**.
- **Monthly** payment plan is available through FACTS Management-\$38/year fee. **FACTS forms must be completed no later than August 1**. Tuition is to be paid on a 10-month basis.

FACTS LATE FEE: A late fee of \$25 will be assessed by FACTS for insufficient funds, unless KPS is notified a minimum of 5 business days prior to due date. Payment may be postponed by 15 days.

TUITION ASSISTANCE: Families who seek tuition assistance must indicate so on the admission application. Tuition Assistance awards range from 25-50% of tuition. Every year, parents/guardians are required to complete and/or submit the following forms by **April 30**.

- [Facts Tuition and Grant Aid Application](https://www.factstuitionaid.com/facts/gaindex) which is available online at <https://www.factstuitionaid.com/facts/gaindex>
- KPS Tuition Assistance Questionnaire
- A copy of federal and state tax returns

Tuition assistance awards are considered and determined once a student is accepted and enrolled or re-enrolled in Kaua'i Pacific School. Families must pay the enrollment fee even if applying for tuition assistance. If tuition assistance is not approved and you choose not to enroll your child, your enrollment fee will be refunded. If a student or family is on tuition assistance, no other discounts (such as sibling or early payment) apply. Applicants will be notified by mail no later than **July**. Current families are given first consideration for

tuition assistance but all families are encouraged to apply. Families who do not file taxes are not eligible for tuition assistance.

ANNUAL GIVING CAMPAIGN: Every family must contribute to the Annual Giving Campaign. Our current budget calls for, on average, \$1,000 of Annual Giving per student. Yearly gifts, which are tax deductible, impact all the activities and programs of the school, strengthening its financial foundation. Our community goal is participation from 100% of our families.

PARENT PARTICIPATION: Every Kaua'i Pacific family is required to participate in a minimum of 10 hours of school related activities. Volunteer forms are sent out at the beginning of the year and opportunities are published regularly in the WAYS YOU CAN HELP section of our newsletter. A fee of \$15 for each volunteer hour not completed will be assessed at the end of the school year.

SCHOOL TIMES: The school day begins at 8:15 a.m. and ends at 2:45 p.m. daily, with the exception of Wednesdays, when early dismissal is at 2:00 p.m.

SCHOOL HANDBOOK: The Handbook is published and distributed to all families in July, along with a student/parent directory. We encourage all families to carefully read and discuss the contents of the Handbook, including dress code, school rules and discipline policy with your child/young adult. This Handbook is also available in the main office and on the school portal (RENWEB) for your perusal at any time.

WORK TRADES: At times, we are able to offer a work trade for a service that the school requires on an ongoing basis. Areas for work trade include landscaping, janitorial work, office support for the principal and accounting. If you are interested in a work trade, please contact the principal directly.

KAUAI PACIFIC CODE OF CONDUCT

The Code of Conduct is a pledge by students to choose academic and personal integrity. The Code of Conduct is also a pledge by students, and parents/guardians, to display personal honesty. Students at Kaua'i Pacific recognize how their actions impact others. The ultimate objective of the Code is to establish conditions for honorable, academic and personal behavior and achievement in an atmosphere that stimulates the integrity of each student. Support from the faculty, parents/guardians, and the principal, along with the full commitment of every student is necessary in order for the code to function effectively. The acceptance of our Code of Honor is essential for the moral and ethical growth of our students. As a Kaua'i Pacific student:

- I agree to reflect upon and to consider the consequences of my actions and speech upon others and myself.
- I agree to show concern for other people and to help insure that they come to no harm physically or mentally by my action or inaction.
- I agree to abide by a policy of truth and honesty in all situations.
- I agree to create original work instead of copying or appropriating the intellectual or artistic output of others.
- I agree to do my work and to allow others to do theirs while helping to maintain a supportive and positive learning environment.
- I agree to respect the rights of other people to their privacy, possessions, beliefs, and ideas.
- I will follow all the rules and laws of any place that I may be as a representative of Kaua'i Pacific (field trips, events, special classes)
- I agree to keep all personal toys, candy and gum at home.
- I will be polite to everyone I talk to, including my classmates, teachers, and other adults that are connected to the school.
- I will participate to the best of my ability in all group activities.
- I agree to abide by the policies and protocol of Kaua'i Pacific and to relinquish my privilege of attending Kaua'i Pacific if I am unable to uphold the principles of this document.

AUGUST '10

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Teachers Back to School
 16 Meet the Teachers
 17 First Day of School

SEPTEMBER '10

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 Labor Day
 8 Curriculum Night
 21 Peace Day Activities

OCTOBER '10

S	M	T	W	Th	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

14,15 Fall Break
 20-22 Conferences
 29 Halloween Celebration

NOVEMBER '10

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11 Veterans Day
 19 End of First Term
 (65)
 22-26 Thanksgiving Break
 29 Term 2 Starts

DECEMBER '10

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16 Winter Festival
 17 Half Day
 20-24 Winter Break
 28-31 Winter Break

JANUARY '11

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Back to School
 17 M.L. King Jr. Day

FEBRUARY -11

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21 Presidents Day
 25 POL's

MARCH '11

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(57)
 3 Second Term Ends
 4 Term Break
 7 Term 3 Starts
 18 Half Day
 21-31 Spring Break

APRIL '11

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Spring Break
 21 Earth Day Activity
 27-29 Student Conferences half day

MAY '11

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27 Graduation
 30 Memorial Day

JUNE '11

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3T Term 3 Ends (54) Half day
 6-8 Teacher Work Days

DRAFT 2010-2011
 Term 1 – 65
 Term 2 - 57
 Term 3 - 54
 School Days – 176
 Teacher Days – 184

