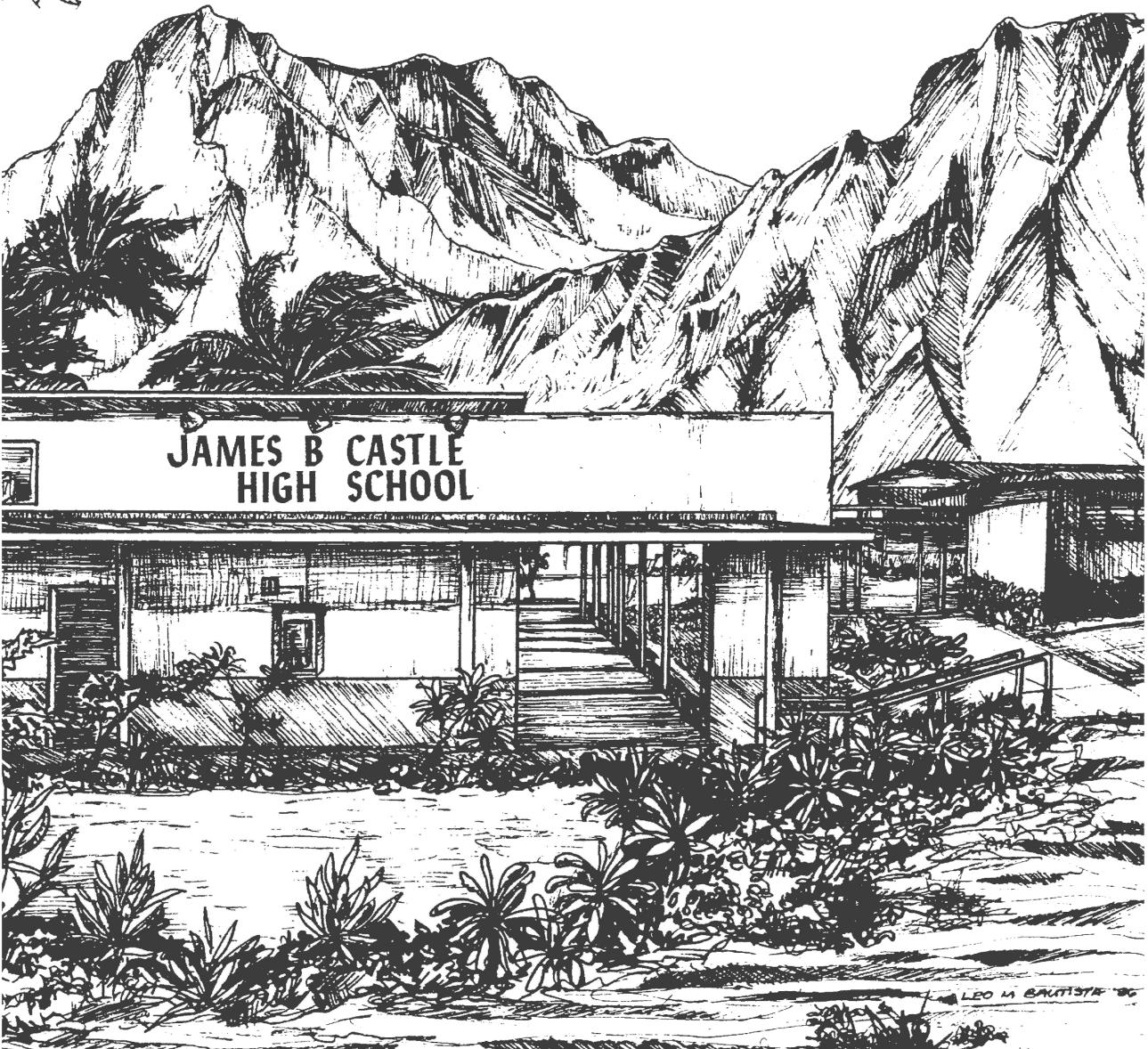




# Description of Courses and Registration Manual 2021-2022

**James B. Castle High School**  
**45-386 Kaneohe Bay Drive**  
**Kaneohe, Hawai'i 96744**

Windward Oahu District • Department of Education  
State of Hawai'i • RS 20-0581 • October 2019



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## GRADUATION REQUIREMENTS

Courses	High School Diploma	Honors Recognition Certificates And Valedictorian Designation (Determined after Quarter 3)
English	4.0 cr <i>including Eng 1; Eng 2; Expos Writing .5cr</i>	<p><b>Academic Honors</b>  <i>Cumulative GPA of 3.0+</i>  <i>4 credits of Math (4<sup>th</sup> credit beyond Alg 2)</i>  <i>4 credits of Science</i>  <i>2 credits minimum in AP/IB/Running Start</i>  <i>(equivalent to 2 college courses)</i></p> <p><b>CTE Honors</b>  <i>Cumulative GPA of 3.0+</i>  <i>Complete program of study (2-3 courses in sequence)</i>  <i>Earn a B or better in each required program of study course</i>  <i>Meet or exceed proficiency on performance-based assessment</i></p> <p><i>Complete one of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Earn at least 70% on end-of-course assessment</i></li> <li>• <i>Earn a nationally recognized certificate</i></li> <li>• <i>Earn a passing score on a Dual Credit Articulated program of study assessment</i></li> </ul> <p><b>STEM Honors</b>  <i>Cumulative GPA of 3.0+</i>  <i>4 credits of Math (4<sup>th</sup> credit beyond Alg 2)</i>  <i>4 credits of Science</i>  <i>STEM Capstone / STEM Senior Project</i></p> <p><b>VALEDICTORIAN DESIGNATION</b></p> <ul style="list-style-type: none"> <li>• <i>Cumulative GPA of 4.0; and</i></li> <li>• <i>Earned and met the requirements of one of the Honor Recognition Certificates.</i></li> </ul>
Social Studies	4.0 cr <i>including: US Hist 1.0cr World Hist 1.0cr MHH/PID .5/.5 cr</i>	
Math	3.0 cr <i>including Alg 1 &amp; Geometry</i>	
Science	3.0 cr <i>including Biology &amp; 2 other lab sciences</i>	
PE	1.0 cr <i>PE Life Fitness &amp; PE Req Elective</i>	
Health	0.5 cr	
Personal Trans. Plan	0.5 cr <i>Requirement completed in Sr year</i>	
World Lang	2.0 cr in same language or	
Fine Arts	Fine Arts or	
Career Tech Ed	same CTE Pathway Program of Study  <i>Course#s begin with TA, TB, TH, TI, TJ, TN, TP,</i>	
Electives	6.0	
TOTAL	24.0	

This cumulative grade point average applies to all graduates:

- *Cum Laude with a GPA of 3.0 to 3.5*
- *Magna Cum Laude with a GPA of 3.5+ to 3.8*
- *Summa Cum Laude with a GPA of 3.8+ and above*

### Castle High School Honor Graduate

A Castle High School honor graduate is a student who has earned an Honors Recognition Certificate. Students will be recognized at the graduation exercises by an honor cord.

## HEALTH REQUIREMENTS FOR SCHOOL ATTENDANCE

The Hawaii School Attendance Law requires that all children entering any school in the State of HI for the **first time must** meet certain health requirements before they can be admitted to school.

The health requirements are:

Physical Examination - Completed within U.S.A. one year before school entry.

Tuberculosis Clearance - Completed within U.S.A. one year before school entry.

IMMUNIZATIONS - Diphtheria / Pertussis / Tetanus (DPT)      Polio      Varicella  
Measles, Mumps, and Rubella      Hepatitis B

The school must be provided with a record proving that a physical examination and tuberculin test or X-ray ruling out TB was completed in the U.S.A. within a year before school entrance and that all immunization requirements have been met. A signed appointment slip from doctor or medical clinic to complete physical exam and immunizations will be accepted for provisional admittance. The law allows the student 90 days to complete all the health requirements except for the tuberculin test.

## ADMISSION REQUIREMENTS FOR THE UNIVERSITY OF HAWAII at MANOA

1. Cumulative high school grade point average of at least 2.8 in all academic subjects.
2. Rank in the upper 40% of your graduating class.
3. Minimum college admission test scores:  
SAT 560 Reading /Writing / 540 Math OR ACT 22 English / Math
4. Complete high school course requirements in: Eng (4); Math (3 - including Alg 2+Geom); Sci (3- Bio, Chemistry, Physics recommended); SocSt (4); Other College Prep (4 - typically additional math, science, social studies, or foreign language); and Electives (5).

## NCAA ELIGIBILITY

All students that enroll in college and wish to participate in Division I or II athletics must register with the NCAA Clearinghouse in order to certify initial eligibility. To be certified you must:

1. Graduate from high school.
2. Earn a GPA of at least 2.30 in core curriculum of at least 16 academic courses that were completed during grades 9 - 12. Only courses listed as approved on your high school's "List of NCAA Approved Core Courses" can be used to calculate your NCAA GPA.

Required Courses	Division I GPA 2.30	Division II GPA 2.0 GPA 2.2 (2018)
English	4 cr	3 cr
Math (Alg 1 or higher)	3 cr	2 cr
Natural/Physical Science (atleast 1 lab science)	2 cr	2 cr
Social Studies	2 cr	2 cr
Additional Eng, Math, or Sci	1 cr	3 cr
Additional Core (Eng, Math, Sci,Soc.St., For. Lang, Computer science, Philosophy, nondocrtrinal religion)	4 cr	4 cr
TOTAL CREDITS REQUIRED	16 cr	16 cr

3. Earn qualifying scores on the ACT or SAT on new score index. See Career/College Counselor or Grade level counselor for conversion table and/or additional information.
4. Complete 10 core courses prior to the 7<sup>th</sup> semester (7 of 10 must be a combination of Eng, math or natural/physical science. Courses will be "locked in" and cannot be retaken for grade improvement.



## SELECTION OF COURSES

Course offerings and information on registration will be shared with parents and students in the 2<sup>nd</sup> quarter. Every student must register for seven (7) periods. Elective choices (6 or 8 for grade 12) will be prioritized for scheduling. Students need to plan his/her program carefully to meet high school graduation requirements, as well as post-high school plans. Teachers, counselors, and parents should be consulted.

You will be held to the choices that you make. If choices are not listed and/or there is a conflict in your schedule with the electives you have selected, you will be placed in any course where space is available. **Students who do not register will be automatically assigned courses. The school will try to honor course selections, however there is NO guarantee that you will get all the courses you choose.**

## RULES AND REGULATIONS REGARDING PROGRAM SCHEDULING

1. All students are required to enroll in English and Social Studies each semester.
2. Students that have failed classes and/or are short credits need to see their grade level counselor.
3. Math and Science may be taken in any grade level, but it is strongly advised that the student complete the requirements in grades 9, 10, and 11.
4. Except as indicated, courses may not be repeated for credit.
5. Students who are retained in a certain grade level may enroll in second level or advanced courses if they have passed the first level requirements.
6. Students planning for early graduation must meet with the counselor and obtain administrative approval.
7. Negotiated programs for alienated students or other students with unique problems or needs may be structured with the approval of the counselor, and administration.

**Although a course may be offered and listed in this manual, the administration reserves the right to cancel the course due to low enrollment or any other justifiable reason.**

## EARLY COLLEGE COURSES

In partnership with Windward Community College, Castle High School offers Early College courses where Castle High School students will earn dual credit for both Windward Community College and Castle High School. The Early College program offers college-level courses on the Castle High School campus taught by Windward CC faculty utilizing the same outcomes, texts, assignments and assessments as traditional college campus offerings. In addition, some Early College classes may be free to participating students through grant funding, while students in other Early College classes may be responsible for paying for tuition, fees, books, and/or supplies.

## RUNNING START

Running Start is a statewide program that allows public high school students to attend college classes during the school year and summer sessions while earning both high school and college credits. Academically qualified juniors and seniors can enroll in college classes through the University of Hawaii system as part of their high school coursework. Students and parents are responsible for all tuition, fees, books, and/or supplies that incur with enrollment. Prospective students should make an appointment with the College and Career Counselor for more information.

## **ADVANCED PLACEMENT**

Students are encouraged to enroll in an Advanced Placement (AP) course on the bases of their preparation for the course, their willingness and ability to meet its academic challenges, and the level of support they have from family and friends. AP courses prepare students for the AP Exam in which college and universities may grant credit and placement for AP scores or acknowledge AP scores in the admission process. Taking the end of year AP Exam is a requirement of AP courses. Students and parents are responsible for exam fees which may be upwards of \$100.

## **PART-TIME / HALF DAY SCHEDULE**

Although Part-Time / Half Day Schedules are not recommended or guaranteed, there may be circumstances that allow for it. The following criteria will be used to determine consideration for any application submitted.

- Signed parent/guardian letter stating their approval and your reason(s)
- Proof of employment/volunteer or college enrollment
- Minimum 19.5 credits entering senior year to be eligible (4 classes + PTP).
- Grades from previous semester with a GPA 2.0 or higher from the previous semester
- Attendance must be on "Track" according to school database.
- No Chapter 19 A or B Offenses in 11th grade year
- No current obligations to the school

## **EARNING OF CREDITS**

Each student who receives a passing mark of A, B, C, or D will earn one-half (1/2) credit for a semester course or one (1) credit for a year course. A failing grade of F earns no credit. An incomplete grade (I) must be made up within two weeks after the quarter ends. If an "I" remains on the student's final report card, it will be treated as an "F".

## **PROMOTION POLICY**

Promotion from one grade level to the next is based upon the number of credits earned by the student. The Department of Education has adopted the following promotion policy:

Grade 9 ⇨ 10    5 credits                      Grade 10 ⇨ 11    11 credits                      Grade 11 ⇨ 12    17 credits

## **HONOR ROLL**

The designation of honor roll students is made at the end of each quarter.

In order to qualify for the honor roll, a student must meet the following criteria:

1. Minimum grade point average of 3.0.
  2. No F's or U's.
  3. Enrolled in four or more courses that semester.
- (A student on the Honor Roll does not automatically qualify as an honor graduate.)

## GRADING POLICY

Grading is in accordance with the Hawaii Board of Education Policy 4501: Assessing/Grading Student Performance.

Conversion Scale for Course Grades

Letter Grade	Grade Point Assignment	Rubrics
A	5	Teacher and/or Dept. Designed
B	4	
C	3	
D	2	
F	1	
	0	

Except for the courses listed under "Exceptions", students will receive letter grades A – F for all courses offered at Castle High School.

### EXCEPTIONS:

Students will be graded “S” for satisfactory and “U” for unsatisfactory for the following:  
PTP Advisory and Work Study - credit courses; School Service and other non-credit courses.

### “I” = INCOMPLETE

1. An “I” as a grade must be made up within two weeks after the end of the quarter.
2. If the “I” cannot be made up within the stipulated time, an exception must be requested from an administrator.
3. An “I” cannot be given at the end of the school year.

### FAILURES AND/OR REPEATING A COURSE

When a student fails or wants to improve his/her grade in a course and repeats the course,

1. Only the highest grade achieved is counted in calculating the grade point average.
2. If the course is not repeatable for credit; only one credit will be awarded

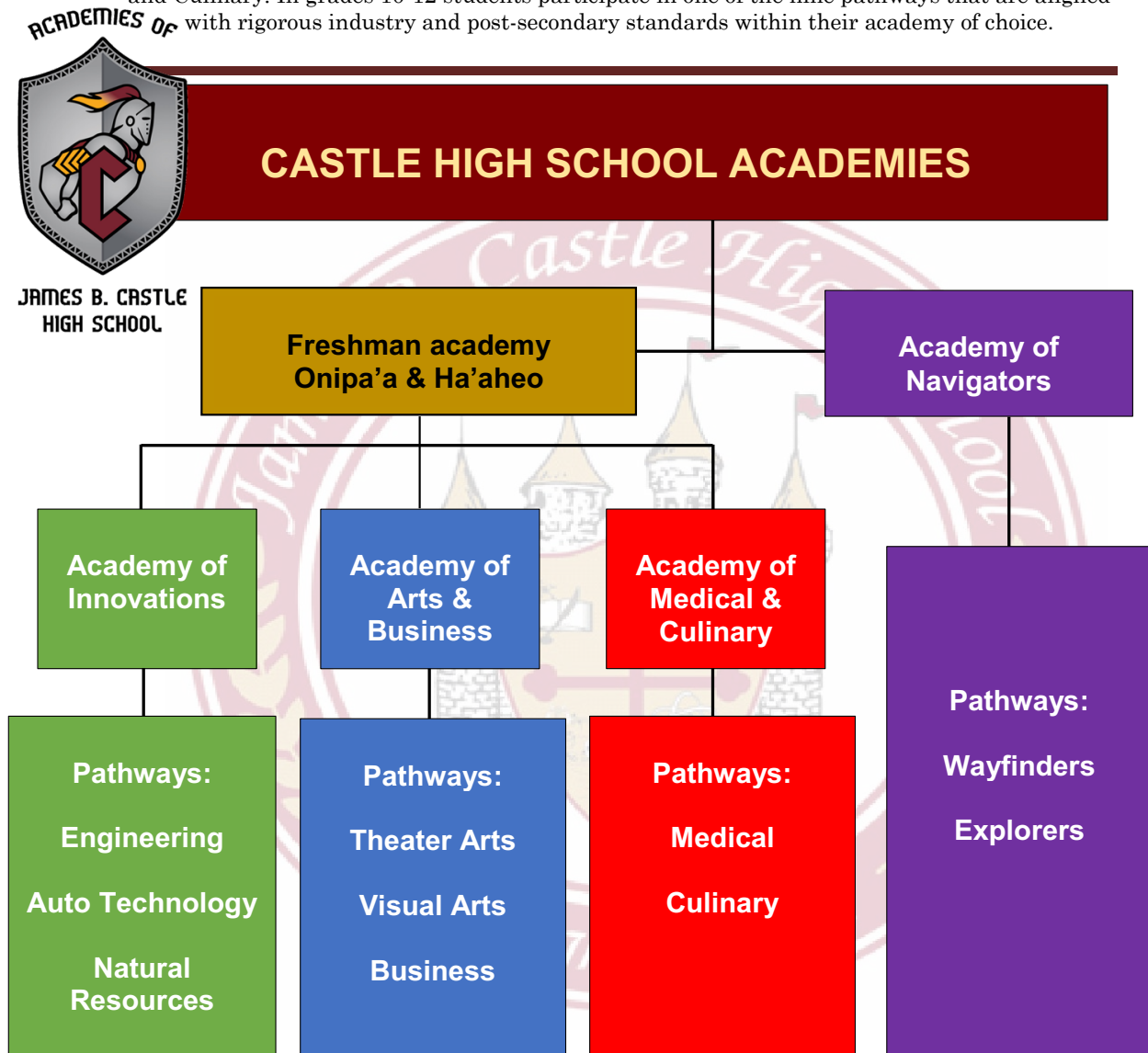
Grade Point Average (GPA) Computation - MPA listing on the report card.

- |   |               |                      |
|---|---------------|----------------------|
| A | 4 Mark Points | (5 for A.P. courses) |
| B | 3 Mark Points | (4 for A.P. courses) |
| C | 2 Mark Points | (3 for A.P. courses) |
| D | 1 Mark Points | (2 for A.P. courses) |
| F | 0 Mark Points | (0 for A.P. courses) |

## James B. Castle High School

Castle High School is a College and Career Academy high school focused on helping students identify their passion while providing the opportunities and supports for success. Our student-centered motto is *Build Character, Strive for Competence, & Instill Commitment*.

All students begin their experiences in "houses" in the Freshman Academy. The houses are comprised of teams of common teachers, counselors, and a vice principal who collaboratively provides a system of support and enhanced personalization for students as they transition through their first year of high school. In the 10<sup>th</sup> grade, students enroll in one of three career academies: Academy of Arts and Business, Academy of Innovation and the Academy of Medical and Culinary. In grades 10-12 students participate in one of the nine pathways that are aligned with rigorous industry and post-secondary standards within their academy of choice.





## Freshman Academy Castle High School

The Freshman Academy is designed to support students, develop a sense of belonging, and promote an effective and positive transition from middle school to high school. The focus of the Freshman Academy is to help set the groundwork for success for students to gain the necessary skills to have a positive freshman year and high school career and beyond. Another focus is to create opportunities for all ninth grade students to develop their self-awareness and discover their passion to assist them in making an informed decision as to which career pathways they will enroll beginning their sophomore year.

### Freshman Academy Courses

<b>English 1</b>	<b>Algebra or Geometry</b>	<b>Integrated Science</b>	<b>US History</b>	<b>Freshman Seminar &amp; Health</b>	<b>Elective</b>	<b>Elective</b>
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### Freshman Academy Houses

**Onipa'a** (Steadfast) and **Ha'aheo** (Pride)  
Both Houses have the same requirements to be promoted to the 10th grade. All students will be provided with the necessary support to build their Critical Thinking Skills, Communication Skills, Collaboration Skills, and to develop a Growth Mindset.

### Freshman Electives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Achievement Via Individual Determination (AVID)</li> <li>• Yearbook Production 1</li> <li>• Team Sports 1/2</li> <li>• Weight Training 1A/B</li> <li>• Hawaiian 1</li> <li>• Japanese 1</li> <li>• Spanish 1</li> <li>• Polynesian Music 1</li> <li>• Speech (Oral Interpret/Argumentation Debate)</li> <li>• Digital Media</li> </ul> | <ul style="list-style-type: none"> <li>• General Art 1</li> <li>• Ceramics 1</li> <li>• Creative Dance 1</li> <li>• Ballet 1</li> <li>• Dance Tap 1</li> <li>• Exploring Drama</li> <li>• Introductory Band</li> <li>• Band 1</li> <li>• Jazz Band 1</li> <li>• Polynesian Dance 1</li> <li>• Computer Sci A/B</li> </ul> |
|---|---|

### Work-Based Learning Experiences

Career Research • Career Day/Fair • Guest Speakers • College Field Trip • Field Trips

### Available Certification

IC3 Digital Certification • CyberSafety



## Academy of Arts and Business BUSINESS PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Science Elective	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Economics & Psychology
Business Pathway	Freshman Seminar & Health	Business Core	Marketing	Entrepreneurship
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Early College Courses, Leadership, Speech, AP Courses, any Performing or Visual Arts, World Languages (2+ years of the same language), Physics, Chemistry, Algebra 2, 4th math elective, 4th science elective			
Career and Technical Student Organization				
DECA: Distributive Education Clubs of America				
Work-Based Learning Experiences				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Capstone • Post-secondary Prep Assessments (Pre-ACT, ACT, PSAT, ASVAB) • Interest/Skills Inventory				
Industry-Valued Certifications/Skills				
G-Suite (Google) • Microsoft Office Specialist • IC3 Digital Certification • Communication Skills for Business Intuit QuickBooks Certified User • Adobe Certified Associate • Entrepreneur & Small Business				
Early College Courses				
ICS 101: Digital Tools • SP 151: Personal & Public Speech				
Post-Secondary				
Certificate of Achievement: Accounting, Hospitality Operations Management, Management, Retail Associate in Science: Accounting, Business Technology, Management, Marketing, Hosp. and Tourism w/specialization in Travel and Tourism or Hosp. Mgt. Bachelor of Business Administration: Accounting, Entrepreneurship, Finance, Human Resources Management, International Business, Management, Management Information Systems, Marketing Post-Bachelor: Master of Accounting, Master of Business Administration, Master of Human Resource Management, PhD in Business Administration				
High Wage • High Skill • High Demand Careers				
Advertising Executive, Digital Media Specialist, Client Service and Consulting Manager, Human Resources Manager, Market Research Analyst, Market Research Manager, Director of Online Marketing Strategy & Performance, E-commerce Marketing Manager, Internet Marketing Consultant, Meeting, Convention, and Event Planner, Corporate Trainer, Financial Controller, Sports Marketing Manager, International Marketing Executive, Product Development Manager, Fashion Marketing Manager, Small Business Owner				



## Academy of Arts and Business THEATER ARTS PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	Expos Writing 1 & American Literature	Expos Writing 2 & World Literature
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Science Elective	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Economics & Psychology
Theater Arts Pathway	Freshman Seminar & Health	Theater Crafts 1	Theater Crafts 2	Theater Crafts 3
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Any Performing or Visual Arts Class, Entrepreneurship, Digital Media, Leadership, Fashion Design, World Language (2+ years of the same language), Human Physiology, Physics, Chemistry, 4th Science Class, 4th Math Class			
Career and Technical Student Organization				
International Thespian Society (ITS) • National Honor Society for Dance Arts (NHSDA)				
Work-Based Learning Experiences				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Capstone • Post-secondary Prep Assessments (Pre-ACT, ACT, PSAT, ASVAB) • Interest/Skills Inventory				
Industry-Valued Certifications/Skills				
OSHA 10				
Early College Courses				
Theater 204: Intro to Stagecraft • Theater 241: Advanced Stagecraft				
Post-Secondary				
Associate's Degree: A.A., Liberal Arts, UH Community Colleges Bachelor's Degree: B.A, B.F.A, UH Manoa, UH West Oahu, Hawaii Pacific University Union Apprenticeship: IATSE 665; International Alliance of Theatrical Stage Employees				
High Wage • High Skill • High Demand Careers				
Theatre and Film Industry: Lighting and Sound Operators, Sound Engineers and Editors, Stage Management, Film Editors, Costume Designers, Scenic Artists, Actors, Makeup Artists, Hair Stylists, Theatre and Film Technical operators, Singers, Dancers, Choreographers, Building and Construction: Carpenters, Welders, Painters Other Areas: Fashion Designers, Marketing, Event Planners				



## Academy of Arts and Business VISUAL ARTS PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Science Elective	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Economics & Psychology
Visual Arts Pathway	Freshman Seminar & Health	Drawing & Painting 1	Drawing & Painting 2	Drawing & Painting 3
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	General Art, Ceramics, Directed Studies: Solving Art Problems, Entrepreneurship, Speech, World Languages* (2+ years of the same language), Human Physiology, 4th Math Class, 4th Science Class			
Career and Technical Student Organization				
National Art Honor Society				
Work-Based Learning Experiences				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Capstone • Post-secondary Prep Assessments (Pre-ACT, ACT, PSAT, ASVAB) • Interest/Skills Inventory				
Industry-Valued Certifications/Skills				
Adobe Certified Associate • IC3 Digital Certification • Communication Skills for Business • Entrepreneur & Small Business				
Early College Courses				
Art 112: Intro Digital Art • Art 126: 3D Computer Graphics				
Post-Secondary				
Certificates: Art, Drawing and Painting, Creative Media, Museum Studies Associate's Degree: Liberal Arts, New Media Arts in Animation Bachelor's Degree: Fine Arts, Creative Media, Fashion Design and Merchandising, Game Design, Culture and Media, Interior Design, Product Design Post Bachelor's Degree: Architecture, Arts Management and Entrepreneurship, Fine Arts, Design and Technology, Fashion Studies				
High Wage • High Skill • High Demand Careers				
Multi Media Artists, Fine Artists, Graphic Designers, Craft Artists, Fashion Designer, Architect				





## Academy of Innovation AUTOMOTIVE TECHNOLOGY PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Physics	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ & Psych OR Hawaiian Studies & Pacific Island Studies
Auto Tech Pathway	Freshman Seminar & Health	Foundations Auto Maintenance & LT Repair	Auto Tech2 (SY21-22) Auto Tech1(SY22-23)	Directed Studies IET
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Entrepreneurship, Marketing, Computer Science, AP Computer Science, World Language (2+ years of the same language), 4th Math Class, 4th Science Class			
Career and Technical Student Organization				
SkillsUSA				
Work-Based Learning Experiences				
Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship Mock Interview • Apprenticeship • Capstone				
Industry-Valued Certifications/Skills				
OSHA 10-hour • ASE • Entrepreneur & Small Business				
Early College Courses				
ICS 101: Digital Tools • SP 151: Personal & Public Speech				
Post-Secondary				
Associate's Degree: Automotive Technology (Associate in Applied Science, Certificate of Achievement), Diesel Mechanics Technology (Associate in Applied Science, Certificate of Achievement)				
High Wage • High Skill • High Demand Careers				
Aircraft Mechanics and Service Technicians, Automotive Body and Related Repairers, Automotive Service Technicians and Mechanics, Bus and Truck Mechanics and Diesel Engine Specialist				



## Academy of Innovation ENGINEERING PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Physics	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ & Psych OR Hawaiian Studies & Pacific Island Studies
ENGINEERING PATHWAY	Freshman Seminar & Health	Foundations of Engineering Tech	Engineering Tech 1	Engineering Tech 2
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Speech, World Language (2+ years of the same language), Computer Science, AP Computer Science Principles, AP Computer Science AB, <b>4th Math (Trigonometry/AP Calculus), 4th Science Class (Chem 151/152 or Chemistry)</b>			
Career and Technical Student Organization				
SkillsUSA				
Work-Based Learning Experiences				
Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship Mock Interview • Apprenticeship • Capstone				
Industry-Valued Certifications/Skills				
AutoCAD Desk Certified User • GIS				
<b>Students may INDEPENDENTLY pursue:</b> IC3 Digital Certification • Swift Certification • EC Council Associates				
Early College Courses				
CHEM 151: Elem Chemistry / 152: Survey Chemistry				
Post-Secondary				
<b>Apprenticeship/On The Job Training:</b> Hawaii Medical Service Association- Software Developer/Programmer, Sudokrew Solutions LLC- Web Application Developer, ZR Systems Group LLC- Information Technology <b>Associate's Degree:</b> Architectural, Engineering & CAD Technologies (Applied Science, Certificate of Achievement, Geomatics and GIS, Sustainable Lot Design and Site Prep) <b>Bachelor's Degree:</b> Civil Engineering, Computer Science, Electrical Engineering, Mathematics, Mechanical Engineering, Physics & Astronomy				
High Wage • High Skill • High Demand Careers				
CIVIL ENGINEERING: Bridge/Structure Inspection Team Leader, City Engineer, Civil Engineer, Civil Engineering Manager, County Engineer, Design Engineer, Project Engineer, Railroad Design Consultant, Stormwater Runoff Inspector, Structural Engineer, Traffic Engineer COMPUTER SCIENCE: Computer User Support Specialist, Computer Systems Analysts, Network and Computer Systems Administrators, Applications Software Developers, Computer and Information Systems Managers, Architectural and Engineering Managers, Electrical Engineers, Systems Software Developers				



## Academy of Innovation NATURAL RESOURCES PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Plants and Animals of Hawaii	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Hawaiian Studies & Pacific Island Studies
Natural Res Pathway	Freshman Seminar & Health	Natural Resources Core	Natural Resources Production 1	Natural Resources Production 2
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Plant Systems 1, Plant Systems 2, Speech, World Language (2+ years of the same language), Performing and Visual Arts, Algebra 3, Stats, Chemistry			
Career and Technical Student Organization				
FFA: Future Farmers of America				
Work-Based Learning Experiences				
Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship Mock Interview • Apprenticeship • Capstone				
Industry-Valued Certifications/Skills				
OSHA 10 • CPR/First Aid • GIS • MS Excel • Entrepreneur & Small Business				
Early College Courses				
IS 105: Career Decision Employ Prep • HWST 140: Hawaii Taro Culture				
Post-Secondary				
<b>Associate's Degree:</b> Natural Science (AS Biological Science; Physical Science), Agripharmtech (COA), Agriculture Technology (COC Agriculture Technology; Plant Landscaping), Plant Biology and Tropical Agriculture (AS, AA, COA, COC, ASC), Agriculture and Natural Resources (Associate in Applied Science, COA, COC) <b>Bachelor's Degree:</b> Environmental Studies (BA/BS), Global Environmental Science (BS), Natural Resources and Environmental Management (BS, MS, PhD), Plant and Environment Protection Science (BS), Biology (BS), Tropical Conservation Biology & Environmental Studies (MS)				
High Wage • High Skill • High Demand Careers				
Agricultural Research Technician, Laboratory Technician (Lab Tech), Research Assistant, Research Associate Research Specialist, Research Technician, Seed Analyst, Senior Agricultural Assistant, Brand Inspector, Consumer Safety Inspector (CSI); Deputy Brand Inspector, Food Inspector, Food Sanitarian, Grain Inspector, Inspector, Food Safety and Inspection Service (Inspector, FSIS), Seed and Fertilizer Specialist, Shipping Point Inspector				



## Academy of Medical and Culinary MEDICAL PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	MOW 2 or Algebra 2	Elective
SCIENCE	Integrated Science	Biology	Human Physiology	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Economics & Psychology
Culinary Pathway	Freshman Seminar & Health	Foundation of Health Services	Clinical Health	Health Services Capstone
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	AP Courses, Early College Courses, Pre-Calculus/Trigonometry, World Languages (2+ years of the same language), Performing or Visual Arts, 4th Science Class, 4th Math Class, Chemistry			
Career and Technical Student Organization				
HOSA: Health Occupations Students of America				
Work-Based Learning Experiences				
College Research • College Visit • College Speaker • PreACT • Service Learning • ACT Scholarship/Financial Aid Counseling • College Fair • Capstone • Career Research • Career Field Trips Career Speakers • Mock Interview • Job Shadow				
Industry-Valued Certifications/Skills				
Basic Life Support CPR • Heartsavers First Aid • HIPAA • Blood Pressure • OSHA 10 - Health care				
Early College Courses				
• CHW 101: Comm. Health Worker Fundamentals • CHW 140: Intro Counseling & Interviewing HLTH 125: Medical Terminology • CHEM 151: Elem Chemistry / 152: Survey Chemistry				
Post-Secondary				
Certificate: Pharmacy Technician, Dental Assisting, Massage Therapist Technician, Phlebotomy Certification, Nurse Aide				
Associate's Degree: Dental Hygiene, Physical Therapist Assistant, Radiologic Technology, Licensed Practical Nurse				
Bachelor's Degree: Dental Hygiene, Nursing, Biochemistry, Cell and Molecular Biology Anatomy, Native Hawaiian Health				
Post-Bachelor's Degree: Surgeon, Medical Doctor/Specialist, Nurse Practitioner, Physician Assistant, Physical Therapist, Chiropractor				
High Wage • High Skill • High Demand Careers				
Pharmacy Technicians, Phlebotomists, Emergency Medical Technicians and Paramedics, Radiologic Technologists, Chiropractors, Speech-Language Pathologists, Registered Nurse				



## Academy of Medical and Culinary CULINARY PATHWAY Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LANGUAGE ARTS	English 1	English 2	English 3	English 4
MATH	Algebra 1	Geometry	Algebra 2 or MOW 2	Elective
SCIENCE	Integrated Science	Biology	Chemistry	Elective
SOCIAL STUDIES	US History	World History	Modern History of Hawaii & Participation in Democracy	Economics & Psychology
Culinary Pathway	Freshman Seminar & Health	Intro to Culinary (PHS Core)	Culinary 1	Culinary 2
PE/ELECTIVES	Elective	PE LTF/LTA	Elective	Elective
ELECTIVES	Elective	Elective	Elective	Elective
RECOMMENDED ELECTIVES	Plant Systems 1, General Art, AP Courses, Early College Courses, World Languages (2+ years of the same language), Performing or Visual Arts, Culinary Lab, Directed Study in Culinary, 4th Math Class, Human Physiology, Chemistry			
Career and Technical Student Organization				
FCCLA: Family, Career and Community Leaders of America				
Work-Based Learning Experiences				
Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship Mock Interview • Apprenticeship • Capstone				
Industry-Valued Certifications/Skills				
ServSafe • OSHA 10 • First Aid/CPR • Entrepreneur & Small Business				
Early College Courses				
Certification: ServSafe Testing				
Post-Secondary				
Certifications: Culinary Arts, Baking, Dining Room Supervision, Prep Cook Associate's Degree: Culinary Arts, Industry Food Service, Pastry Arts, Hospitality & Tourism, Travel & Tourism Bachelor's Degree: Business Administration, Concentration in Hospitality and Tourism, Culinary Management, International Studies, Tourism Concentration, Travel Industry Management				
High Wage • High Skill • High Demand Careers				
Chefs or Head Cook, Food Server, Bartender, Dining Room Manager/Maitre'd, Dietician and Nutritionist				

CASTLE HIGH SCHOOL



ACADEMY OF NAVIGATORS

# Academy of Navigators WAYFINDERS/EXPLORERS Castle High School

**We can do everything like everyone else...but we NAVIGATE our own way!**

Wayfinders 1a	Wayfinders 1b	Wayfinders 2	Wayfinders 3	Explorers
Students work on functional academic and life skills, managing behaviors, beginning vocational skills individualized to their abilities. The focus is on decreasing interfering behaviors and transition into high school settings. Students participate in on-campus pre-vocational work and learning how to increase on-task behaviors.	The focus is on managing behaviors and social skills, functional academics and life skills, beginning (on-campus) vocational skills and beginning Community Based Instruction (CBI). The focus is on decreasing interfering behaviors and transition into high school settings. Students participate in on-campus pre-vocational work and learning how to increase on-task behaviors.	Students will focus on life skills, independence, skill generalization in the community and begin an off-campus work site. There is an increased level of Community Based Instruction, higher-level functional academics and inclusion to promote social skills. Wayfinders 2 establishes post-transition programming with the Department of Vocational Rehabilitation (DVR).	This class is typically for students aged 20+ until they leave the Department of Education. Classes are majority off campus, have an increased focus on independence in all settings (community, classroom, worksites). Transition and individual worksites/job placement and/or Adult Day Program (ADP) (adult day healthcare), are arranged for a seamless transition from the Department of Education services to the Department of Health services.	This class is typically for students who have social-emotional behaviors and have difficulty in a regular setting with their same aged peers. Their education is significantly modified with increased focus on on-task and socially accepted behavior. These students work towards a graduation diploma.

## Inclusion Opportunities

Due to the individualized education program for each student, students participate as much as they can in activities and classes with the rest of the school population. Most students in Wayfinders 1a, 1b and 2 are in at least one general education class. Students also participate with peers during recess, lunch, assemblies, and extracurricular activities. As students transition to Wayfinders 3 and those who belong to Explorers the goal is to move towards workforce opportunities in the community so post-transition/graduation is seamless.

## Work-Based Learning Experiences

School Worksites • Off-Campus Worksites • Community-Based Learning • Field Trips • Department of Health Programs

## Workforce Opportunities

Retail Assistant, Custodian, Kitchen Prep Staff, Grocery Assistant, Library Assistant, Agriculture Assistant, Customer Service Representative, Hotel/Hospitality, Animal Care, Careers that lets you work from Home

# LANGUAGE ARTS

Students must apply to take AP Classes, or Yearbook. Applications can be picked up through the Department Chair. Students must be willing to work, and be able to complete a rigorous homework load (at least 3 times a week). Yearbook and AP teacher consent, based upon completed applications, is required.

• ENGLISH LA 1 (LCY1010)	required	Year	Gr 09
• ENGLISH LA 2 (LCY2010)	required	Year	Gr 10
Four areas of emphasis have been identified: reading, writing, speaking/listening, and language (grammar and mechanics). These four areas are basic to help students develop written language abilities and to increase their ability to think, organize ideas, problem-solve, and interact in a variety of communication situations.			
• ENGLISH LA 3 (LCY3010)	required	Year	Gr 11
This course provides a balanced program of reading, writing, and oral communication. All of the eleventh-grade benchmarks are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Selections are not restricted to British and American authors and include the writings of minorities and other cultures. The study of language includes both the description of language and its role in communication as well as the construction of meaning.			
• ENGLISH LA 4 (LCY4010)	required	Year	Gr 12
This course provides a balanced program of reading, writing, and oral communication. All of the twelfth-grade benchmarks are addressed in this course. Students refine their knowledge of specific strategies within these strands and implement and evaluate the effectiveness of their choice of strategies. They develop greater precision and refinement in their use of written and spoken language. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Literary selections reflect a rich history of perceptions and ideas expressed by writers of the past and present. The study of language includes knowledge of its underlying principles and an understanding of how language functions in and is affected by social systems.			
• A.P. ENGLISH LANGUAGE & COMPOSITION (LAY6010)		Year	Gr 11-12
This course engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college. <i>REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.</i>			
• A.P. ENGLISH COMPOSITION AND LITERATURE (LAY6100)		Year	Gr 11-12
This course is designed for college-bound seniors and includes an intensive study of representative works from various genres and periods. Students will make careful observations of textual detail, establish connections among their observations and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value. Class writing will focus on the critical analysis of literature, resulting in expository, analytical and argumentative essays. <i>REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.</i>			

## ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)

The ELL program is for students of Limited English proficiency who come from homes where a language other than English is spoken. The program assists these students to function more effectively in the mainstream where English is the medium of instruction. Each student is tested to assess his/her English proficiency, then programmed accordingly. The objectives of ELL/ESOL are for the students to master the essential skills in listening, speaking, reading, and writing in English and to acquire experiences that will facilitate their development and adjustment into regular classes.

• <b>ESOL 1A/B</b>	elective	Sem+Sem
• <b>ESOL 2A/B</b>	elective	Sem+Sem

## ELECTIVE COURSES

*(DO NOT count toward graduation requirements in English)*

• <b>YEARBOOK PRODUCTION 1</b> (XY8610)	consent*	Year	Gr 09-12
• <b>YEARBOOK PRODUCTION 2</b> (XY8630)	Yearbook 1+consent	Year	Gr 10-12
• <b>YEARBOOK PRODUCTION 3</b> (XY8650)	Yearbook 2+consent	Year	Gr 11-12
• <b>YEARBOOK PRODUCTION 4</b> (XY8670)	Yearbook 3+consent	Year	Gr 12

First Year: This course is designed to teach beginning layout work in book publishing. The main project of the year is to design and create the high school yearbook, the *Kaulana*. Students will work on one or more sections of the publication--class section, sports section, etc. If necessary, students will be expected work during lunch, recess, after school, and/or evenings to meet deadlines. Knowledge of photography would be helpful but not a requirement.

Second Year: As a student in this course, you will be part of the management section of the staff that creates the yearbook. It will be your job to help to train the Yearbook 1 staff. You will be in charge of a specific area and, together with the yearbook advisor, will have the responsibility of meeting deadlines. If necessary, students will be expected work during lunch, recess, after school, and/or evenings to meet deadlines.

Third & Fourth Year: This course is for students who have taken "Yearbook Production 2 or 3" and wish to continue the course. Because of their experience, students will be expected to assume additional responsibilities based on their interest and past performance in planning and producing the yearbook.

• <b>SPEECH: ORAL INTERPRET OF LIT</b> (LVH5350)	Sem	Gr 9-12
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In this course students experience speaking and listening in interpersonal, group, and formal settings and forms. Emphasis is on helping students develop confidence and a willingness to express themselves orally, share their ideas, and listen openly and critically. Students will develop informal language used in conversation and discussion and formal language used in speeches, interviews, and oral presentations. Students will develop effective use of language, become responsive and critical listeners, and gain insights about themselves as communicators.

• <b>SPEECH: ARGUMENTATION / DEBATE</b> (LVH5370)	Sem	Gr 9-12
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Experiences in this course help students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies.



## SOCIAL STUDIES

<b>• ECONOMICS (CSD2500)</b>	<b>Semester</b>	<b>Gr 12</b>
This course examines economic theories, systems, institutions and processes. Emphasis is placed on understanding how individual and social choices are made in the context of a market economy.		
<b>• HAWAIIAN STUDIES (CER2200)</b>	<b>Semester</b>	<b>Gr 12</b>
This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues.		
<b>• MODERN HISTORY OF HAWAI'I (CHR1100)</b>	<b>Semester</b>	<b>Gr 11</b>
This course is the study of the development of Modern Hawai'i from the overthrow of the Hawaiian Kingdom to the present. Students will examine the geographic, political, economic, and social factors, and the complex interactions and interrelationships which have shaped and continue to impact contemporary Hawai'i.		
<b>• PACIFIC ISLAND CULTURES (CER2300)</b>	<b>Semester</b>	<b>Gr 12</b>
This course examines the cultural systems of the Pacific Islands, with a focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and decision-making activities and uses the methodology of anthropologists to investigate issues.		
<b>• PARTICIPATION IN DEMOCRACY (CGU1100)</b>	<b>Semester</b>	<b>Gr 11</b>
This course will focus on developing citizenship and decision making skills by examining government structure and politics at all government levels and by examining contemporary issues and challenges that will create a responsible citizen who is informed and involved in our democratic society.		
<b>• PSYCHOLOGY (CSD2200)</b>	<b>Semester</b>	<b>Gr 12</b>
This course is designed to help students gain insight into their behavior and the behavior of other individuals and groups. It focuses on the physiological and psychological basis for human behavior and how this knowledge can be applied in various human situations such as stress, conflict, and adjustment.		
<b>• U.S. HISTORY &amp; GOVERNMENT (CHU1100)</b>	<b>Year</b>	<b>Gr 09</b>
This course is a study of the historical development of the US focusing on the people and events that shaped the growth of the nation from the period of industrialization to the present. Also included is the study of the political and legal processes of our American society, and the rights, responsibilities and roles of the citizen.		
<b>• WORLD HISTORY &amp; CULTURE (CHW1100)</b>	<b>Year</b>	<b>Gr 10</b>
This course is the study of the historical development of human experience focusing on major civilizations and cultures from around the world. It will examine the forces of change and continuity and how these forces affect the human experience.		

# MATHEMATICS

- ALGEBRA 1
- GEOMETRY
- MODELING OUR WORLD 2
- ALGEBRA 2
- ALGEBRA 3 / STATS
- TRIGONOMETRY / PRECALCULUS
- AP CALCULUS

CURRENT COURSE	GR	NEXT COURSE
Algebra 1	A-D	Geometry
	F	Repeat
Geometry	A/B/C	Alg2 (A/B/C in Alg1 & Teacher rec)
	C/D	Modeling our World 2 (Teacher recommendation)
	F	Repeat
Modeling Our World 2	A/B/C	Algebra 2 (Teacher recommendation)
	F	Repeat
Algebra 2	A/B	Trig/PreCalc (Teacher recommendation)
	A/B/C	Algebra 3/Stats (Teacher recommendation)
	D/F	Repeat
Alg 3 /Stats	A/B/C	Trig/PreCalc (Teacher recommendation)
Trig/PreCalc	A/B/C	AP Calculus AB
	D/F	Repeat

**ALGEBRA 1 AND ALGEBRA 2 SHOULD NOT BE TAKEN DURING THE SUMMER FOR ADVANCEMENT. SUMMER SCHOOL IS INTENDED FOR STUDENTS WHO NEED TO REPEAT THE COURSE.**

## MATHEMATICS

• <b>ALGEBRA 1 (MAX1155)</b>	<b>Year</b>	<b>Gr 09-12</b>
This course is a concept-oriented program using real world applications. Topics include functions, first-degree equations, inequalities in one and two variables, polynomials, graphs, and quadratic equations.		
• <b>GEOMETRY (MGX1150)</b>	<b>Year</b>	<b>Gr 09-12</b>
The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes are further developed, proved, and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.		
• <b>MODELING OUR WORLD 2 (MAX1180)</b>	<b>Year</b>	<b>Gr 10-11</b>
These courses focus upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear and exponential, quadratic and rational functions as well as geometry and statistics topics. The course may be taken <u>prior</u> to Algebra 2, to provide supplemental learning opportunities for students needing additional support to be successful in Algebra 2.		
• <b>ALGEBRA 2 (MAX1200)</b>	<b>Alg 1+consent</b>	<b>Year Gr 10-12</b>
This course is designed to extend the basic concepts of algebra. The course content consists of functions, graphing techniques, quadratic systems, polynomial equations, exponents, and logarithms.		
• <b>ALGEBRA 3/ STATS (MAX1310/MCX1300)</b>	<b>Alg 2+Geom+consent</b>	<b>Sem+Sem Gr 10-12</b>
First Semester - Algebra 3: This course is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content includes are linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers.		
Second Semester - Stats: This course provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistics content standards and includes the following topics: NDE2000 graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation, and regression.		

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• <b>TRIGONOMETRY (MCX1010)</b>				
<b>PRECALCULUS (MCX1020)</b>	<b>Alg 2+Geom+consent</b>	<b>Sem+Sem</b>	<b>Gr 10-12</b>	

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First Semester – Trigonometry: This course provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g., graphing calculators and computer applications).

Second Semester - PreCalculus: This course extends the study of elementary functions. Graphs and properties of algebraic functions, transcendental functions, and the conics are studied. Graphing with polar coordinates is included. Additional emphasis is placed on integration of appropriate technology (e.g. graphing calculators and computer applications). It is highly recommended that students purchase their own graphing calculator.

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• <b>AP CALCULUS (MCA1040)</b>	<b>Trig/PreCalculus+consent</b>	<b>Year</b>	<b>Gr 11-12</b>	
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This course is offered to students who have a strong background in Algebra 2, Trigonometry and Analytical Geometry / PreCalculus. The course includes concepts of limits, continuity, differentials, integrals and their applications to problem solving. Equivalent to the first semester Calculus course at the University of Hawaii.

Requires more independent study than prior math courses. Study groups will be encouraged. It is highly recommended that students purchase their own graphing calculator.

*REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.*

## SCIENCE

<b>• INTEGRATED SCIENCE (SAH2003)</b>	<b>Required</b>	<b>Year</b>	<b>Gr 09</b>
Integrated Science is a one credit science course for 9 <sup>th</sup> graders. It is an inquiry based class in which students will use scientific and engineering processes to explore the various fields of science and technology while they study the world around them.			
<b>• BIOLOGY 1 (SLH2203)</b>	<b>Graduation Requirement</b>	<b>Year</b>	<b>Gr 10</b>
Provides an introduction to the basic concepts of biological science - the study of living things. Emphasis is on lab investigations and problem solving strategies. All students will be required to take the Biology End of Course (EOC) exam.			
<b>• CHEMISTRY (SPH3503)</b>	<b>Alg 1+consent</b>	<b>Year</b>	<b>Gr 11-12</b>
A course for students who will be going to a four-year college or community college and interested in a science, math, or technology field. Explores the details of composition, properties, and behavior of matter. Concurrent enrollment in Algebra 1 is permitted with consent. <b>Scientific calculator required.</b>			
<b>• HUMAN PHYSIOLOGY (SLH7503)</b>		<b>Year</b>	<b>Gr 11-12</b>
Human Physiology is a lab course that investigates the anatomy and function of the human body. Each system is studied in terms of how its function contributes to the maintenance of the body's internal environment and care of the body. Human Physiology is part of the Medical Academy. Course should be taken concurrently with Clinical Health. <i>Prerequisite: Completion of Biology</i>			
<b>• PHYSICS (SPH5603)</b>	<b>Alg 1+consent</b>	<b>Year</b>	<b>Gr 11-12</b>
Emphasizes the use of physics terms and concepts to explain phenomena that occur in a person's daily life. Forms the basis for understanding the universe around us. <b>Scientific calculator required.</b>			
<b>• PLANTS AND ANIMALS OF HAWAII (SLH4103)</b>		<b>Year</b>	<b>Gr 11-12</b>
This is an introductory course on the interdependence on the flora and fauna found on Hawaii's land and in ocean environments (e.g. impacts of invasive species on our native species, symbiotic relationships between local organisms, study of speciation of Hawaii snails, etc.). Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. Emphasis is on the use of the laboratory and fieldwork to study organisms.			
<b>• A.P. BIOLOGY (SLH8003)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 10-12</b>
College level course based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying principles of biology. Recommended: Passed Biology and/or Chemistry or teacher consent.  REQUIREMENTS: Summer assignment and College Board Advanced Placement test in May at own expense in order to receive A.P. credit. Course Contract must be signed prior to enrollment.			

## PHYSICAL EDUCATION

<b>• P.E. LIFETIME FITNESS (PEP1005)</b>	<b>Required</b>	<b>Semester</b>	<b>Gr 10-12</b>
<p>By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. This standards-based course is designed to build on intermediate or middle school Physical Education course experiences. The intent of this course is to integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in their school and community. Students will self-assess their personal fitness level, document their physical activity and develop a four-year personal fitness plan, which will project the student's personal fitness activity through grade twelve. The content of this course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. All classes include general conditioning principles and concepts as well as activity specific conditioning principles and concepts. Classes, when appropriate, will utilize technology. This technology may include but not be limited to: Pedometers, Heart Rate Monitors, Body Composition Analyzers, Computers, GAFE and other technology used for individualizing student feedback. Lifetime activities could include, but are not limited to: Badminton, Pickleball, Frisbee Activities, Yoga, Functional Core Fitness, Stability Ball, and Indo Boards. Students may participate in the Hawaii State Physical Education Fair.</p>			

<b>• P.E. LIFETIME ACTIVITIES (PEP1010)</b>	<b>Required</b>	<b>Semester</b>	<b>Gr 10-12</b>
<p>By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. This course develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, field, invasion, and aquatic sports and games. Students will assess personal levels of physical fitness that reinforce these physical activities in their daily lives. Students should develop and apply a variety of locomotor and non-locomotor movement skills throughout the course to a range of modified games and lead-up activities. The content of this course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. Instruction should reintroduce sport activities which could include, but are not limited to: badminton, pickleball, volleyball, soccer, kickball, team handball, flag football, ultimate Frisbee, and weight and resistance training. \Key features of this course: a revisit and application of the students' four year personal fitness plan, acquisition and application of skills, understanding of rules and strategies, importance of fair play, and the transfer of skills into lifetime activity situations.</p>			

## PE ELECTIVES

*(DO NOT count toward PE graduation requirements)*

<b>• TEAM SPORTS 1(PTP1640)</b>		<b>Semester</b>	<b>Gr 09-12</b>
<b>• TEAM SPORTS 2(PTP1650)</b>	<b>TmSpt 1</b>	<b>Semester</b>	<b>Gr 09-12</b>
<p>Team Sports 1 may include basketball, flag football, volleyball, and soccer. Students will learn and apply combinations of specialized movement forms, tactics, strategies, and positions represented in the different sports. They will assess the importance of etiquette, rules and procedures for safe and fair play during the activity. Students will complete a variety of health and fitness related assessments in helping maintain an active lifestyle.</p> <p>Team Sports 2 may include softball, team handball, speedball, and ultimate Frisbee. Students will learn and apply combinations of specialized movement forms, tactics, strategies, and positions represented in the different sports. They will assess the importance of etiquette, rules and procedures for safe and fair play during the activity. Students will complete a variety of Health and fitness related assessments in helping maintain an active lifestyle.</p>			

• <b>WEIGHT &amp; RESISTANCE TRAINING 1A (PWP1210)</b>	<b>Semester</b>	<b>Gr 09-12</b>
• <b>WEIGHT &amp; RESISTANCE TRAINING 1B (PWP1220)</b>	<b>Semester</b>	<b>Gr 09-12</b>
• <b>WEIGHT &amp; RESISTANCE TRAINING 2A (PWP1230)</b>	<b>Semester</b>	<b>Gr 10-12</b>
• <b>WEIGHT &amp; RESISTANCE TRAINING 2B (PWP1240)</b>	<b>Semester</b>	<b>Gr 10-12</b>

1A: This course will introduce safety and etiquette relative to weight and resistance training, define muscular strength and endurance, develop a training program, provide modified weight and resistance training activities.

1B: This course will introduce a variety of training principles and methods, apply methods and principles of weight and resistance training to develop or update and implement a training program, provide basic musculoskeletal information.

2A: This course will introduce heart rate and body composition, apply training methods that will lower resting heart rate, increase VO2 Max, train in their target heart rate, improve body composition, periodically assess and make adjustments to personal weight and resistance training programs. (Prerequisite: C or better in WRT 1A/B & teacher consent)

2B: This course will introduce circuit training and apply it to a personal weight and resistance training program; reinforce both aerobic and anaerobic exercises and assess and re-assess and make adjustments to personal weight and resistance training programs. (Prerequisite: C or better in WRT 1A/B & teacher consent)

## HEALTH / GUIDANCE

• <b>HEALTH TODAY &amp; TOMORROW (HLE1000)</b>	<b>Required</b>	<b>Semester</b>	<b>Gr 09</b>
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Health Today and Tomorrow, is a standards-based course required of all students. Students will develop and practice skills that promote healthy behavior choices. Students engage in in-depth discussions and exploration of current issues and health trends for adolescents. Content risk areas can include, but are not limited to: Injury and Violence Prevention, Tobacco Use Prevention, Alcohol and Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, Community and Environmental Health. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in avocation for the health of others.

• <b>FRESHMAN SEMINAR (Transitions to High School) (TGG1103)</b>	<b>Required</b>	<b>Semester</b>	<b>Gr 09</b>
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The Freshman Seminar is designed to support students and build confidence as they transition from middle school to high school. The focus of Freshman Seminar is to help students gain the necessary skills to have a positive freshman year and high school career. Students will make an informed decision as to which career pathways they will enroll in beginning their sophomore year.

• <b>PERSONAL AND TRANSITION PLAN (TGG1105)</b>	<b>Required</b>	<b>0.5 credit awarded</b>	<b>Gr 12</b>
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This course is required for graduation. It provides students with knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. Course begins in grade 9 and culminates with a portfolio in grade 12.

# ACADEMY OF ARTS & BUSINESS

## BUSINESS PATHWAY

• BUSINESS CORE (TBC3010)	Year	Gr 10-12
This introductory course is designed for students who want to learn what it takes for businesses to be successful. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Students will utilize technology for a variety of business applications and communications; demonstrate effective customer service; understand business environments and learn proper workplace behavior; use accounting and financial concepts to evaluate business decisions; and focus on job preparation and acquisition. Business Pathway <b>required</b> course.		
• MARKETING: PRINCIPLES AND APPLICATIONS (TBU3510)	Year	Gr 11-12
This course provides students with an understanding of marketing and its important role in our economic system. It also provides opportunities to develop social, communication, leadership, and marketing skills necessary for successful employability in any career. Students will be challenged and engaged by developing a marketing plan for an actual business of their choice. Marketing is co-curricular with *DECA. <i>Prerequisite: Business Core or Consent of Instructor. Business Pathway <b>required</b> course.</i>		
• ENTREPRENEURSHIP (TBN3810)	Year	Gr 12
This course introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Students from any academy will be able to explore the unique relationship between business and the culture and values found in Hawaii today. Students will design and develop a viable business plan. <i>Prerequisite: Marketing AND Consent of Instructor</i>  <i>*DECA, an Association of Marketing Students is a national organization for students interested in marketing, hospitality, finance, and management careers. DECA provides students an opportunity to build upon their marketing skills and knowledge, while developing leadership and teamwork skills. Students are encouraged to be active members of DECA and to participate in state and national competitive events. Please visit <a href="http://www.deca.org">http://www.deca.org</a> for more information about this organization.</i>		

## THEATER ARTS PATHWAY

• THEATER CRAFT 1 (FTC1000)	Year	Gr 10-12
This introductory course covers the study of design and production of sets, costumes, props, and other accouterments of the performing arts. Students are provided training and experience in stage construction and design for student drama production and will become familiar with the mechanics of lighting, operating, mounting, striking and storing of stage sets, as well as the support services needed in theatrical productions.		
• THEATER CRAFT 2 (FTC2000)	Th Cr 1+consent	Year Gr 11-12
An intermediate course in techniques and principles of the crafts involved in stage production. Students work closely with the stage designer and technical directors to learn about creative stage affects, different types of stage design and drawing and constructing models of stage sets. Hands-on experiences with the tools and materials needed for building and maintaining theatrical productions are provided.		
• THEATER CRAFT 3 (FTC3000)	Th Cr 2+consent	Year Gr 12
This is an advanced course in techniques of costume design and stage construction. Students will continue to work closely with the stage designer and stage manager to learn about creative stage effects, different types of stage design, and drawing and constructing models of stage sets or stage property to scale.		



## THEATER ARTS ELECTIVES

<b>• EXPLORATIONS IN DRAMA (FTE1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>Sem 1: Introductory course designed to develop understanding of life through the study and the performance of dramatic works. Emphasis on the ability of students to express themselves through acting, establish personal criteria for critical evaluation of drama activities, and to gain insight into a broad spectrum of the world through the study of various phases of play production.</p> <p>Sem 2: Continuing the introduction of theatre, this course further develops student's ability to express themselves through acting, along with understanding criteria for critical evaluation of theater, and gaining experience in the world of theater through scene study and both mental and physical dramatic exercises.</p>		
<b>• BEGINNING ACTING (FTA1300)</b>	<b>Approval Required</b>	<b>Year Gr 10-12</b>
<p>Sem 1: Focus on acting through pantomime, creative dramatics and improvisations. The student is taught basic techniques of pantomime and practices through simple story dramatizations and improvisations. Body and vocal exercises are included, along with techniques of relaxation and increasing sensory awareness. Students will also perform memorized scenes for in-depth study.</p> <p>Sem 2: Continued focus on creative dramatics and improvisations. The student continues to develop their basic skills and practices through story dramatizations and improvisations. Theatrical criticism, physical and vocal development are continued, along with introduction to characterization and stage movement.</p>		
<b>• INTERMEDIATE ACTING (FTA2000)</b>	<b>Approval Required</b>	<b>Year Gr 11- 12</b>
<p>Sem 1: Body and vocal exercises will be continued with emphasis on some basic acting principles and scene study. Stage business and movement, and pointer on characterizations are taught. Students will be given opportunities for practice, guidance and training in these areas and will perform in directed class scenes. Exercises in sensory awareness and concentration will be continued. Students are expected to audition for school productions.</p> <p>Sem 2: The actor's process is the focus of this course with the continued emphasis on the body and vocal development necessary for performance. Students will be given further opportunities for practice, guidance and training in directed class scenes. Sensory awareness and concentration exercises will be continued. Students are expected to audition for school productions.</p>		
<b>• ADVANCED ACTING (FTA3000)</b>	<b>Approval Required</b>	<b>Year Gr 12</b>
<p>Sem 1: This course emphasizes the learning of discipline and concentration necessary in the art of acting. Work in freeing the body and vocal projection will be continued with more intense work on special acting techniques. Character, line, and play analysis is an integral part of this course. Students are expected to audition for school productions.</p> <p>Sem2: The discipline and concentration in the art of acting is continued with emphasis on monologue development and the audition process. Characterization, body and vocal development will be continued with more intense work on special acting techniques. Experience in various forms and genres of theatre will be encouraged. Students are expected to audition for school productions.</p>		
<b>• THEATER ARTS (FTP5000)</b>	<b>Approval required</b>	<b>Year Gr 12</b>
<p>This course emphasizes the artistic contribution of the technical aspects of theatre. It provides those students considering employment in theatre practical experience assisting theatre professionals in the technical elements of production. Students are given opportunities to develop their skills in the design and execution of sets, lights, sound, costumes, or other areas as match their interest and experience.</p>		

## VISUAL ARTS PATHWAY

• <b>DRAWING and PAINTING 1</b> (FVQ1000)	<b>General Art 1</b>	<b>Year</b>	<b>Gr 10-12</b>
• <b>DRAWING and PAINTING 2</b> (FVQ2000)	<b>C or better in D&amp;P 1+consent</b>	<b>Year</b>	<b>Gr 11-12</b>

First Year Course: An introduction to drawing and painting. Experience will include experimentation in wet and dry media such as pencil, pen, or brush and ink, conte crayon, oil pastels, watercolor, and acrylics. Activities will emphasize the development on each student's individual style and use of technique. This course focuses on Visual Arts Benchmarks 1, 4, and 5 while integrating other Fine Arts standards.

Second Year Course: Designed to expand the skills, attitudes and knowledge learned in Drawing and Painting I. Drawing and painting experiences emphasize a particular medium, subject matter, or specific technique. Students will derive an appreciation for art history and contemporary art. This course focuses on Visual Arts Benchmarks 1, 3, and 4 while integrating other Fine Arts standards. Students will begin compiling a portfolio on a CD.

• <b>DRAWING and PAINTING 3</b> (FVQ3000)	<b>C or better in D&amp;P 2+consent</b>	<b>Year</b>	<b>Gr 12</b>
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An advanced course for college bound students majoring in art, and for those interested in art as a career. Students will begin to prepare art portfolios and will expand upon all skills previously learned in Drawing and Painting. Students will be exposed to every opportunity possible that will help prepare them for college and a career in art. This course focuses on Visual Arts Benchmarks 1, 3, 4, and 5 while integrating other Fine Arts standards. Students will continue compiling a portfolio on a CD.

## VISUAL ARTS ELECTIVES

• <b>CERAMICS 1</b> (FVL1000)	<b>Year</b>	<b>Gr 09-12</b>
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This is an introductory course that introduces clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving pinch, coil, slab, and free form modeling are covered. Glazes, glazing techniques, and other methods of surface decoration are explored.

• <b>DIRECTED STUDY IN ART PROBLEMS</b> (FVD1000)	<b>Consent</b>	<b>Year</b>	<b>Gr 11-12</b>
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*Grades will be based on projects (50%) and work habits (50%). At the completion of the year, students will photograph and make a CD of all completed projects.*

Dir Study in Drawing & Painting: This year course is for the 4<sup>th</sup> year Drawing & Painting student who wishes to pursue their art. It is a studio course, where the student decides what they will work on with the guidance of the teacher and the availability of supplies. Some research may be required to increase their knowledge of art history, techniques, art materials, etc. Students will have ongoing self-assessments of work to assess their awareness of the Elements & Principles of Design and Visual Arts Benchmarks.

• <b>GENERAL ART 1</b> (FVB1000)	<b>Year</b>	<b>Gr 09-12</b>
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This course is an introductory art class, which helps students to explore a variety of art media and techniques for personal expression using both 2 and 3-D art forms. General Art provides opportunities to learn and apply the elements and principles of design in imaginative solutions to visual problems. Art forms of historical periods and diverse cultures are also studied as contextual introductions to art processes. This course focuses on Fine Arts Content Standard benchmarks.

ASSESSMENT: Appropriate use of materials, completion of projects showing acquisition and understanding of ideas and skills in a timely fashion, working cooperatively with others, and practicing and developing organizational, technical, problem solving and/or critical thinking and creative skills.

# ACADEMY OF INNOVATION

## AUTOMOTIVE TECHNOLOGY PATHWAY

• FOUNDATIONS AUTO MAINTENANCE & LT REPAIR (TTF1000)	Year	Gr 10-12
<p>Introduction to Automotive Maintenance and Light Repair (MLR) is an introductory course designed to inform students about careers in automotive repair, as well as basic safety and service skills. This course serves as the foundation course for the Automotive MLR program of study. Upon completion of the course, a proficient students will have foundational knowledge of safety in the workplace, technician service skills, and basic engine and tire maintenance. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Auto Pathway <b>required</b> course.</i></p>		
• AUTOMOTIVE TECHNOLOGY 1 (TIU5410)	Not offered SY21-22	Year Gr 11-12
<p>The objective of this course is to prepare students with knowledge and skills needed in the Automotive Industry for entry-level employment or transition into the postsecondary environment. By the end of this course the student should have a basic knowledge of the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, fasteners, professional responsibilities, and automotive maintenance. Emphasis is on Automobile construction, major components, basic systems and their repair and maintenance. In addition, the automotive program will be using ASE Education Foundation standards in the area of Engines.</p> <p><i>Prerequisite: Automotive Technology 1 and consent of Instructor</i></p>		
• AUTOMOTIVE TECHNOLOGY 2 (TIN5419)	Year	Gr 11-12
<p>The objective of this course is to prepare students with knowledge and skills needed in the Automotive Industry for entry-level employment or transition into the postsecondary environment. By the end of this course the student should have a basic knowledge of the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, fasteners, professional responsibilities, and automotive maintenance. Emphasis is on Automobile construction, major components, basic systems and their repair and maintenance. In addition, the automotive program will be using ASE Education Foundation standards in the area of Electrical/Electronic Systems, Steering and Suspension, Brakes.</p> <p><i>Prerequisite: Automotive Technology 1 and consent of Instructor</i></p>		
• DIRECTED STUDY INDUSTRIAL & ENGINEERING TECHNOLOGY (TIK5930)	Year	Gr 12
<p>The objective of this course is to prepare students with knowledge and skills needed in the Automotive Industry for entry-level employment or transition into the postsecondary environment. By the end of this course the student should have a basic knowledge of the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, fasteners, professional responsibilities, and automotive maintenance. Emphasis is on automobile construction, major components, basic systems and their repair and maintenance. In addition, the automotive program will be using ASE Education Foundation standards in the area of Heating, Ventilation, and Air Conditioning (HVAC), Automatic Transmission/Transaxles, Manual Drive Train and Axles, and Engine Performance.</p> <p><i>Prerequisite: Automotive Technology 2 AND Consent of Instructor</i></p>		

## AUTOMOTIVE TECHNOLOGY ELECTIVES

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• INDUSTRIAL & ENGINEERING TECHNOLOGY LAB (TIL5100)	Year	Gr 11-12
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This is an entrepreneurship course that provides intensive hands-on experiences to further strengthen automotive skills for entry-level positions or for continuation into post-secondary education. This course includes automotive service writing, parts, management skills and fundamentals. Leadership and cooperative skills may also be included.

*Prerequisite: Automotive Technology 1 AND Consent of Instructor*

## ENGINEERING PATHWAY

• FOUNDATIONS OF ENGINEERING TECHNOLOGY (TAE1000)	Year	Gr 10-12
<p>Foundations of Engineering Technology is an introductory course designed to inform students about careers in engineering. This course serves as the foundation course for the Engineering program of study. Upon completion of this course, a proficient student will have foundational knowledge of the engineering design process, sketching and technical drawing techniques, and foundational elements to engineering and the role of math. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Engineering Pathway <b>required</b> course.</i></p>		
• ENGINEERING TECHNOLOGY 1(TIU5810)	Year	Gr 11-12
<p>This course is designed to introduce students to various engineering processes, concepts and techniques through the use of hands-on, real world projects. Students will explore civil, mechanical and electrical engineering problems: and use the engineering design process (EDP) to develop their solutions to problems. Curriculum from Project Lead the Way: Principles of Engineering will also be incorporated. Technical reading/writing math and science knowledge and skills will be integrated and applies throughout the course. Students will explore career options and engage in career planning.</p> <p><i>Prerequisite: IET Pathway Core and Consent of Instructor, Industrial Engineering Technology Engineering Pathway <b>required</b> course.</i></p>		
• ENGINEERING TECHNOLOGY 2 (TIN5820)	Year	Gr 12
<p>Building on the solid foundation provided by the IET Technology Career Pathway Core and Engineering Technology 1, the Engineering Technology 2 course is designed to provide students an in-depth study of a variety of engineering fields via real world engineering design challenges. Students will apply their understanding of physics, chemistry, biology, along with computer-integrated manufacturing technology to develop/design, test, and improve their design solutions. Technical reading/writing/presentation and related mathematics and science knowledge and skills will be integrated and applied throughout the course.</p> <p><i>Prerequisite: Engineering Technology 1, Engineering Pathway <b>required</b> course.</i></p>		

## ENGINEERING ELECTIVES

• STEM CAPSTONE (XAT1000)	Year	Gr 12
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This elective course is self-directed and project based. Students are expected to demonstrate skilled or masterful levels for all STEM Competencies as they address the following major outcomes for the course:

- Research: Conduct research to reflect upon and determine a project to addresses a specific community need.
- Design: Design, build, test, refine, and deliver a solution to address the need.
- Reflection: Engage in ongoing reflection throughout all levels of the project design and its impacts on the local and global community.
- Technology: Learn to use technologies with the aid of online self-guided tutorials, student mentoring, and/or professional assistance arranged by the course facilitator. Accessible technology may include, but is not limited to; probe-ware, biotechnology, bio-agricultural systems, computer-aided design, 3-D modeling, architectural design, animation, games design, surveying and mapping (GPS), Geographic Information Systems, programming, database applications, web page design, digital photo and video editing.
- Career Skills; Acquire career-building skills. Skills include reflection on and integration of personal values with career interests, strategic resume development, and enhancing job search capability.

Project-based learning experiences will specifically address skills with STEM fields. Projects will integrate the practice and development of specific skills from all four areas -- Science, Technology, Engineering Design, and Mathematics. STEM Capstone projects will address all four areas of STEM and will directly reflect meet or exceed levels of all STEM Competencies.

*Prerequisites: Taken concurrently with Engineering Tech 2 and Teacher Consent*

## NATURAL RESOURCES PATHWAY

<b>• NATURAL RESOURCES CAREER PATHWAY CORE (TNC6010)</b>	<b>Year</b>	<b>Gr 10-12</b>
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This course is designed for students who plan to pursue a career in the Natural Resources Pathway. Students will be taught how to manage Native Hawaiian and traditional agriculture. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries and forestry. Hands-on training will be provided to use tools such as picks, machetes and weed whackers to implement farming techniques. The following concepts are covered using an interdisciplinary approach: 1) Hawaii's Sustainability Issue; 2) Food Safety; 3) Scientific processes and systems; 4) Technology and biotechnology; 5) Natural Resource Management; 6) Environmental Protections; 7) Legal Responsibility and Ethics.

*Natural Resources Pathway **required** course.*

<b>• NATURAL RESOURCES PRODUCTION 1 (TNU6133)</b>	<b>Year</b>	<b>Gr 11-12</b>
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This course is designed to provide a comprehensive program providing students with basic knowledge and skills necessary to cultivate native Hawaiian as well as traditional agriculture plants in soil, traditional lo'i (taro patches), and through modern aquaponics. They will also gain the skills to cultivate terrestrial and/or aquatic plants and animals as they relate to Natural Resource careers. The main objective is to understand and utilize growth cycles of various plants to produce food for consumption while addressing Hawaii's sustainability issue, dependence on mainland food and environmental impact of farming. The course emphasizes understanding of systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of geography, environment, organisms, remediations and management should be covered with an awareness of current production in Natural Resource industries.

*Prerequisite: Natural Resource Core and Consent of Instructor*

*Natural Resources Pathway **required** course.*

<b>• NATURAL RESOURCES PRODUCTION 2 (TNN6210)</b>	<b>Year</b>	<b>Gr 12</b>
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This course is designed to provide an in-depth program focusing on knowledge, terminology, and skills specific to selected diversified Natural Resource production as they relate to Natural Resource careers. Teams of students apply the concepts learned in NR Productions 1 to their own plots of land where they create a crop management plan for the year and apply critical agriculture techniques such as irrigation design, weed management, fertilization plans, food safety practices and pest management to produce food for consumption. It emphasizes specific consumer preferences. Major concepts of basic demand and supply, market forces, and consumer behavior will also be covered with an awareness of current, as well as potential, natural resources goods and industry.

*Prerequisite: Natural Resources Production 1 and Consent of Instructor*

*Natural Resources Pathway **required** course.*

## NATURAL RESOURCES ELECTIVES

<b>• PLANT SYSTEMS 1 (TNU6242)</b>	<b>Year</b>	<b>Gr 10-12</b>
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This is a course designed to provide skills and technical information in horticulture and provide knowledge to be able to build hydroponic and aquaponic systems for the production native Hawaiian and common hydroponically grown crops such as kalo, koa trees, avocado trees, lettuce and kale. The main areas of study include plant identification, plant propagation, safety, and pest control. Special consideration is given to appropriate practices, native plant propagation systems, pest control and food safety. Classroom study is combined with outdoor activities as an integral part of the course.

*Recommended Prerequisite: Natural Resources Career Pathway Core*

<b>• PLANT SYSTEMS 2 (TNN6245)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This is a course in horticulture with heavy emphasis on landscaping, turf management, and the processing and distribution of horticultural products. Included in the course are conservation practices such as integrated pest management, sustainable agriculture practices, and native plants propagation. The learning environment may include work-based sites as an extension of the classroom. Classroom study is combined with outdoor laboratory activities as an integral part of the course.</p> <p><i>Prerequisite: Plant Systems 1</i></p>		
<b>• DIRECTED STUDY IN NATURAL RESOURCES (TNK6930)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This course is designed for the student who wants to pursue knowledge/skills beyond the level of identified Programs of Study interest through individual research and development. Emphasis is focused on in-depth study of specific Natural Resources Pathway Program of Study, with opportunities to investigate, design, construct, and evaluate solutions to Natural Resources problems.</p> <p><i>Prerequisite: NR Pathway Core, NR Production 1 and Consent of Instructor</i></p>		
<b>• CO-OPERATIVE EDUCATION: NATURAL RESOURCES (TNK6910)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This course is designed to provide students with an opportunity to be placed at Community Partnership sites learning about the history, culture and take an active role in sustainability and land preservation practices. The main objectives are to build positive relationships and awareness of the aina.</p> <p><i>Prerequisite: Consent of Instructor</i></p>		



# MEDICAL AND CULINARY ACADEMY

## CULINARY PATHWAY

<b>• INTRO TO CULINARY (PHS CORE) (TPC7010)</b>	<b>Year</b>	<b>Gr 10</b>
<p>This course is designed for students who plan to pursue a career in the Culinary field. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for Culinary Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Human behavior and relationships, 2) Professional accountability and personal attributes, 3) Legal system and ethics, 4) Effective use of varied technologies appropriate to their occupation, 5) Culinary History and Nutrition, and 6) Basic Safety and Sanitation. Start of ProStart curriculum.</p> <p><i>Culinary Pathway <b>required</b> course.</i></p>		
<b>• CULINARY 1 (TPU7216)</b>	<b>Year</b>	<b>Gr 11</b>
<p>This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. These courses provide practical work experiences in the classroom and laboratory. First of 2 years of ProStart curriculum.</p> <p><i>Prerequisite: Grade of C or better in PHS Core AND Consent of instructor</i></p> <p><i>Lab fee: \$30.00</i></p> <p><i>Culinary Pathway <b>required</b> course.</i></p>		
<b>• CULINARY 2 (TPN7223)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences provide an emphasis on quantity food preparation and service, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment. Includes “Knight’s Café” a student operating a restaurant. Second of 2 years of ProStart curriculum.</p> <p><i>Prerequisites: Grade of C or better in Culinary 1 AND Consent of Instructor</i></p> <p><i>Lab fee: \$50.00</i></p> <p><i>Culinary Pathway <b>required</b> course.</i></p>		

## CULINARY ELECTIVES

<b>• DIRECTED STUDY IN FACS (Culinary) (TPK7930)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This course is designed for students who want to pursue knowledge/skills beyond the level of identified programs of study through individual research and development activities, job shadowing and possible internships in the culinary field.</p> <p><i>Co-requisite: Culinary 2 and Consent of Instructor</i></p>		
<b>• PHS LAB (Culinary) (TPL7100)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This is a laboratory course to be taken in conjunction with Culinary 2. This course provides intensive, hands-on experiences to further strengthen skills for entry-level positions or for continuation into post-secondary education. Leadership and cooperative skills will also be included.</p> <p><i>Co-Requisite: Culinary 2 AND Consent of Instructor</i></p>		

## MEDICAL PATHWAY

• FOUNDATIONS OF HEALTH SERVICES (THF1000)	Year	Gr 10-12
<p>Foundations of Health Services is an introductory course designed to inform students about careers in the Health Services field, as well as basic medical skills and terminology. This Level I course serves as the foundation course for the Public Health Services, Diagnostic Services, Emergency Medical Services, Human Performance Therapeutic Services, and Nursing Services programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various medical careers, foundational healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Medical pathway <b>required</b> course.</i></p>		
• CLINICAL HEALTH (THU4027)	Year	Gr 11-12
<p>Clinical Health is designed for students interested in health careers. Using the major body systems as the framework, students will learn about diseases, disorders, prevention and treatment, and the roles of the various health care providers involved in diagnosis and/or treatment. This course will combine content knowledge (body systems, communication, safety practices, legal issues, ethical concerns, healthcare systems) and basic skills common to all healthcare professions with work-based learning experiences that will result in a career selection consistent with the student's aptitude, interest, abilities and academic achievement. Through integration with Human Physiology, students will learn using the Problem Based Learning process which fosters critical thinking and problem solving skills.</p> <p><i>Prerequisite: Health Services Core and Consent of Instructor</i></p> <p><i>Required to take with Human Physiology</i></p> <p><i>Medical Pathway <b>required</b> course.</i></p>		
• HEALTH SERVICES CAREER PATHWAY CAPSTONE (THK4990)	Year	Gr 12
<p>A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Health Services Career Pathway. The senior project provides a venue to plan and execute individualized study on a topic of particular interest. Participants will be periodically assessed by the instructor and must also enlist the guidance of an adult mentor from the school or community. The following products are required: 1) Research paper to demonstrate information and knowledge acquisition skills; 2) Formal oral report before a panel of industry experts; 3) Portfolio that documents the "learning journey" and verifies the learning process, and 4) Service learning component. The topic will be student driven and is to be submitted in their junior year. The choice of media for the presentation will be at the discretion of the student presenter.</p> <ul style="list-style-type: none"> <li>• Students will be trained and certified in industry procedures.</li> <li>• Create, revise, maintain a career portfolio and participate in a mock interview</li> <li>• Apply skills and knowledge to participate in community service events</li> </ul> <p><i>Prerequisite: Health Services Core and Clinical Health and Consent of instructor</i></p> <p><i>Medical Pathway <b>required</b> course</i></p>		

# GENERAL ELECTIVES

## AVID ELECTIVE

Advancement via Individual Determination (AVID) is a college and career readiness program designed to help high school students build the skills needed to be successful in a global society. The program places special emphasis on developing writing, inquiry, collaboration, organizational, and reading skills.

AVID targets students in the academic middle who have the desire to go to college and the willingness to work hard. These students are capable of completing rigorous curriculum but need support in meeting their full potential. Typically, they will be the first in their family to attend college and many are from low income and/or minority families.

If students are enrolled in the AVID course, they learn organizational and study skills, work on critical thinking and learn to ask probing questions, receive academic support from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-image improves and they find themselves being academically successful leaders and role models for fellow students.

The AVID curriculum was developed by middle and senior high school teachers in collaboration with college professors. The foundation of this highly rigorous course of study is WICOR which stands for writing, inquiry, collaboration, organization and reading. The curriculum is used in all AVID Elective classes and many strategies are used in other content area classes schoolwide. In addition, the curriculum also requires that at least one (1) AP or Early College course be completed before graduation.

A completed application form is a requirement in order to be considered to be in the AVID program. Application forms are available from Ms. Hashemi or Ms. Iseri.

• COLLEGE & CAREER READY PREP SKILLS 09 (TGG8090)	Year Gr 09
• COLLEGE & CAREER READY PREP SKILLS 10 (TGG8100)	Year Gr 10
• COLLEGE & CAREER READY PREP SKILLS 11 (TGG8110)	Year Gr 11
• COLLEGE & CAREER READY PREP SKILLS 12 (TGG8120)	Year Gr 12

Grade 09: This is a year-long course where students will learn skills that will help them be successful not only in high school, but also college. Students will work on academic and personal goals and communication, adjusting to the high school setting. Student will prepare for and participate in college entrance and placement exams, while refining study skills, test-taking, note-taking, and research techniques.

Grade 10: This is a year-long course where students will continue the skills they learned during Grade 9. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. Students will expand vocabulary use, continuing to prepare for college entrance exams and preparation. Students will start to narrow their college and careers of interest, based on personal interests and goals.

Grade 11: This is a year-long course where students will continue the skills they learned during Grade 9 and 10. The eleventh-grade AVID elective course is the first part in a junior/senior curriculum that focuses on writing and critical thinking. In addition to the academic focus of eleventh-grade, there are activities to support students as they apply to four-year universities and confirm their post-secondary plans.

Grade 12: This is a year-long course where students will continue the skills they learned during Grade 9, 10 and 11. The twelfth-grade AVID elective course is the second part in a junior/senior curriculum that focuses on writing and critical thinking. In addition to the academic focus of AVID senior seminar, there are college-bound activities and tasks that support students as they apply to four-year universities and confirm their post-secondary plans.

## BAND AND MUSIC

• <b>BAND 1</b> (FMB2000)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>BAND 2</b> (FMB3000)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>BAND 3</b> (FMB4000)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>BAND 4</b> (FMB5000)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>

Each class is designed to perform appropriate music, and to develop musical skills, leadership, self-discipline, and an appreciation for all types of music. A positive attitude and willingness to cooperate with the band directors, staff, chaperones and fellow students is required. Auditions and performance tests are also part of the coursework.

All band students are required to purchase uniforms and supplies for their instruments. In lieu of a set lab fee, voluntary membership in the Castle Band Aid Association (CBAA) is strongly urged in order to raise funds to offset the costs of uniforms, instrument repairs/supplies, needed instruments, bus transportation and other operational expenses. Students may also generate credits through fund raising to offset costs for band related purchases and activities.

The band classes are divided into two performing large ensembles which are the Symphonic Band and Symphonic Wind Ensemble. Placement in these ensembles is done only through the approval of the Band Director and is determined through auditions, playing tests and attitude. The following activities are required for all band students:

Christmas Concert (December)  
Spring Concerts (March/May)  
Parade of Bands (April)

Marching Parades  
Pep Band at Football Games  
CHS Graduation (Excluding Seniors)

All bands also have required sections/practices/rehearsals and or other band functions / concerts (Windward Mall, Community Concerts, etc.) as they occur. Summer parade marching practices before school opens are mandatory for the annual Aloha Week Parade.

• <b>APPLIED MUSIC 1 – 4 Marching Field Show Band</b>	<b>Semester 1</b>	<b>Gr 09-12</b>
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Field Show-Marching Band students will learn all the necessary elements of a Marching Field Show. Mandatory practices are held during the late summer before school opens. The practices include a weeklong band camp during the summer and evening/weekend practices during the fall semester. These practices will culminate with mandatory performances at selected CHS football games, and the various local marching band festivals.

• <b>INTRODUCTORY BAND (FMB1000)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
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This course is for beginners who have no prior musical training, for former band students who wish to return to band and refresh their skills, and for current band students who wish to study a second instrument. Emphasis will be on filling needed instruments within the band program. Required performances will be based on the students' individual progress within the class.

• <b>JAZZ BAND 1</b> (FMN3000)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>JAZZ BAND 2</b> (FMN3300)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>JAZZ BAND 3</b> (FMN3600)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>
• <b>JAZZ BAND 4</b> (FMN3900)	<b>consent</b>	<b>Year</b>	<b>Gr 09-12</b>

Approval and concurrent enrollment in a Symphonic Band class is required for enrollment in the Jazz Ensemble. The Jazz Ensemble class will have the same requirements as the Symphonic Band Classes that are listed above. Students enrolled in the Jazz Ensemble will perform on an instrument of regular Jazz Ensemble instrumentation (saxophone, trombone, trumpet, piano, trap set percussion, electric bass, electric guitar). The Jazz Ensemble meets during non-school hours. There are required performances at CHS Band Concerts and other venues as they occur.

<b>• POLYNESIAN MUSIC 1 (FMP1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
Students will learn to read music, play musical and percussion instruments, sing and play chords in various keys and chord progressions. The art of strumming and picking will be introduced at the basic level. The instruments covered will be the ukulele, guitar, keyboard, piano, upright bass and/or electric bass. All types of music will be included, including Polynesian. The basic objective of this program is to develop an interest and love for music through instrumental playing and vocal singing. One concert is given at the end of the year as a sharing of the music they have learned ( <i>Ho'ike</i> ). Each student will keep a songbook with words and chords. All students will purchase a uniform, which fundraising funds can cover.		

<b>• POLYNESIAN MUSIC 2 (FMP2000)</b>	<b>Aud. or Poly1+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• POLYNESIAN MUSIC 3 (FMP3000)</b>	<b>Aud. or Poly2+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• POLYNESIAN MUSIC 4 (FMP4000)</b>	<b>Aud. or Poly3+consent</b>	<b>Year</b>	<b>Gr 09-12</b>

These courses enable students to learn to perform and appreciate Hawaii's music. The study of the background and culture of the music will be included. Public performances are a part of the class activities. Students will participate in school activities, attend scheduled rehearsals and participate at public performances. All new students need to purchase a uniform. The same uniform will be used in the following years.

## DANCE ELECTIVES

<b>• BALLET 1 (FDB1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• BALLET 2 (FDB2000)</b>	<b>consent</b>	<b>Gr 10-12</b>

This course focuses on the elements of ballet technique at the beginning/intermediate or advanced level. The class is designed to develop body awareness with an attention to proper alignment, coordination, flexibility and musicality. Emphasis will be on covering the basic ballet vocabulary, technique, and styles of classical dance. Students will participate in technique classes including ballet barre, center work and across the floor exercises. Students will learn and perform ballet choreography appropriate for their level of ability. Students are expected to keep a journal for notetaking on ballet history and famous figures in the world of ballet. Ballet 2 students will do a SMART goal project over the year.

<b>• BALLET 3 (FDB3000)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 11-12</b>
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This course teaches the principles of ballet techniques at an advanced level. Students will build upon the fundamental steps of ballet originally learned in Ballet 1 and 2, and also learn neoclassical and contemporary ballet styles. Barre and combinations in center will become increasingly complex. The class is designed to develop body awareness with an attention to proper alignment, coordination, flexibility and musicality. In addition to a review of the basic history of ballet, students will complete a ballet teaching project, and perform ballet choreography in the dance concert.

*Pre-Requisite: Ballet 1 and Ballet 2.*

<b>• CREATIVE DANCE 1 (FDC1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
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Courses must be taken in sequence or with instructor's approval. Emphasis is on beginning ballet, contemporary, modern and jazz techniques. The courses are designed for the student with an interest in learning a variety of basic dance skills to increasingly more complex techniques and styles including jazz, musical theatre, hip-hop, lyrical, ballet, modern dance, and world dance cultures. Students will develop their own aesthetic perception and values, create small dances, express ideas through movement, perform in school shows, and to appreciate their heritage and cultural environment.

Assignment Expectations: Every student is expected to 1) attend class and participate regularly 2) use appropriate dance attire 3) participate in school and public performances 4) practice choreography and attend extra rehearsals when necessary afterschool/weekends. 5) Costume fees may be charged and/or own costumes may need to be provided.

• <b>CREATIVE DANCE 2 (FDC2000)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 10</b>
• <b>CREATIVE DANCE 3 (FDC3000)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 11</b>
• <b>CREATIVE DANCE Dir Study (FDD1000)</b>	<b>consent</b>	<b>Year</b>	<b>Gr 12</b>

Courses must be taken in sequence or with instructor's approval. Emphasis is on continuing advanced jazz, hip-hop, lyrical, ballet, modern, and world dance cultures. The courses are designed for the student with an interest in dance as a performing art and the desire to pursue dance as a vocation. Students test their limits with increasingly more complex techniques and styles including global dance cultures. Students will develop teamwork and leadership values which enable them to express and create ideas through movement. Student will be expected to create dances or dance segments and become "beginning choreographers" whose work will be showcased in school and public dance performances.

Assignment Expectations: Every student is expected to 1) attend class and participate regularly 2) use appropriate dance attire 3) participate in school and public performances 4) practice and attend extra rehearsals when necessary afterschool/weekends. 5) participate in the production aspect of the performances 6) to create dance or dance segments for performances. 7) Costume fees may be charged and/or own costumes may need to be provided.

• <b>DANCE TAP 1 (FDT1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
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This course introduces students to the principles of tap dance technique on a beginning / intermediate level. Students will learn the fundamental steps of tap dance including basic one and two sound movements performed at the barre and simple rhythmic combinations in center. The class is designed to develop body awareness with an attention to proper alignment, coordination, flexibility and musicality. Additionally, students will learn and research the basic history of tap dancing. Students will create tap segments and perform in school dance concerts. Assignment Expectations: Every student is expected to 1) attend class and participate regularly 2) use appropriate dance attire 3) participate in school and public performances 4) practice and attend extra rehearsals when necessary afterschool/weekends. 5) participate in the production aspect of the performances 6) to create dance or dance segments for performances. 7) Costume fees may be charged and/or own costumes may need to be provided.

• POLYNESIAN DANCES 1 (FDP1000)		Year	Gr 09-12
• POLYNESIAN DANCES 2 (FDP2000)	Poly1+consent	Year	Gr 10-12
• POLYNESIAN DANCES 3 (FDP3000)	Poly2+consent	Year	Gr 11-12
• POLYNESIAN DANCE Dir Stdy (FDD5000)	Poly3+consent	Year	Gr 12

Students will learn the basic techniques of hula that will be used in chanting, kahiko, and 'auana. Hawaiian culture as related to the hula will also be taught. They will develop proper dance forms and an appreciation of the different dances of the Polynesian cultural groups. Instruments and implements for dance are to be provided by the student.

## **COMPUTER SCIENCE ELECTIVES**

*(DO NOT count toward graduation requirements in Science)*

• <b>COMPUTER SCIENCE A/B (EXS1400/EXS1500)</b>	<b>Sem+Sem</b>	<b>Gr 10-12</b>
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COMPUTER SCIENCE A: This course is designed to provide background in and develop a working knowledge of computer programming languages. The student will analyze problems: prepare flow charts; write, run, and debug structured computer programs; and create proper documentation for them.

COMPUTER SCIENCE B: This course is designed to enable students to learn advanced techniques in computer programming languages and apply them to develop computer applications for specific purposes or for problem-solving situations.

<b>• AP COMPUTER SCIENCE PRINCIPLES (ECS9800)</b>	<b>Year</b>	<b>Gr 10-12</b>
The AP Computer Science Principles course is equivalent to a first-semester introductory college computing course, accessible to any college student. The curriculum framework provides a detailed description of the course content. The key sections in this framework are computational thinking practices (connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, collaborating), the seven big ideas (creativity, abstraction, data and information, algorithms, programming, the internet, global), learning objectives that integrate computational thinking practice or skill, and essential knowledge statements.		

<b>• AP COMPUTER SCIENCE AB (ECS9500)</b>	<b>Year</b>	<b>Gr 11-12</b>
This course prepares high school students for the Advanced Placement (AP) Computer Science/A Examination and is aimed at helping students develop the ability to design and implement computer-based solutions to problems in several application areas; design and select appropriate algorithms and data structures to solve problems; code fluently in a well-structured fashion using Java; and to identify the major components of a computer system (hardware and software), their relationship to one another, and the roles of these components within the system. It is equivalent to a first semester college level Java course.		

## MISC ELECTIVES

<b>• DIGITAL MEDIA TECHNOLOGY (TAU2210)</b>	<b>Year</b>	<b>Gr 09-12</b>
This course is designed to equip students with the necessary skills to support and enhance their use of digital media technologies. Topics will include the creation of media content, its communicative abilities, the production process, and legal concerns.		

<b>• FASHION DESIGN (TAU2310)</b>	<b>Year</b>	<b>Gr 10-12</b>
The purpose of this course is to provide students with the foundation to design and create garments. This includes the history of fashion, trend forecasting, the fashion cycle, as well as an understanding of textiles. Students will learn elements and principles of design to illustrate their designs and produce them through pattern making and manipulation, and garment construction. Lab fee \$20.00		

<b>• FASHION DESIGN 2 (TAN2300)</b>	<b>Year</b>	<b>Gr 11-12</b>
This course curriculum will cover a range of topics related to the fashion industry. Course work will include a more in depth study of fashion history to predict or create a line of clothing, careers offered, development of greater skills in illustration and sewing, general safety, use and care of sewing equipment and supplies, garment construction and fit. <i>Prerequisite: Fashion Design 1 AND consent of Instructor</i>		

<b>• ENTREPRENEURSHIP (TBN3810)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This course introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Students from any academy will be able to explore the unique relationship between business and the culture and values found in Hawaii today. Students will design and develop a viable business plan.</p> <p><i>Prerequisite: Fashion Design AND consent of Instructor</i></p>		

<b>• LEADERSHIP TRAINING (XLP5000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>This course is designed specifically for school leaders to assist them in their leadership roles. Time will be spent working on student activities and learning skills in communication, organization and activity planning. Individual projects are relative to the office or committee chairmanship the student holds. Grades will be based on performance, that is, job accomplished relative to the position held by each student; also included will be group participation. Minimum hours in community service required. Students must be student government officers, committee chairpersons, or class officers.</p>		

## WORLD LANGUAGES

All World Language courses are designed to meet the World Language Standards:

- Interpersonal Communication – Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Interpretive Communication – Understand and interpret written and spoken language on diverse topics from diverse media.
- Presentational Communication – Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Cultures – Understand relationships among perspectives, products, and practices of target culture.
- Comparisons – Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages.

<b>• HAWAIIAN 1 (WPH1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>A basic course in Hawaiian to develop basic skills: in listening, speaking, reading, and writing. The course also provides activities designed to develop the students' understanding and appreciation of the Hawaiian culture including cultural retreat, outer island trip, and community service with elementary schools.</p>		

<b>• HAWAIIAN 2 (WPH2000)</b>	<b>Hawn 1+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>A course designed to continue Hawaiian 1A/1B. The emphasis on grammar increases to comply with college level requirements, supplemented by Hawaiian Culture and History.</p>			

<b>• HAWAIIAN 3 (WPH3000)</b>	<b>Hawn 2+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>Oral communication is refined through interactive activities and controlled drills. Active vocabulary and grammatical structures are greatly increased to comply with college level requirements. Classroom activities are supplemented by Hawaiian culture and history.</p>			

<b>• JAPANESE 1 (WJ1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>A basic course designed to develop basic skills: in listening, speaking, reading, and writing. Three writing systems will be introduced: hiragana, katakana, and simple kanji. The course also provides a basic introduction to the culture of Japan. Purchase of chomen (writing tablet) required.</p>		



<b>• JAPANESE 2 (WAJ2000)</b>	<b>Japn1+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
This course is a continuation of Japanese 1 furthering the development of the basic skills. There will be an increase in vocabulary and grammar through short stories and dialogues. Approximately 90 kanji are taught. There will be an increase in learning the culture and lifestyles of Japan. Purchase of chomen (writing tablet) required.			
<b>• JAPANESE 3 (WAJ3000)</b>	<b>Japn2+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
By the end of Japanese Level 3, the student should be able to communicate orally and in written form, using additional vocabulary, and grammatical patterns. The student should also be able to properly use formal and informal speech styles. Approximately 100 kanji are taught. Purchase of chomen (writing tablet) required. Culture learning will continue.			
<b>• JAPANESE 4 (WAJ4000)</b>	<b>Japn3+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
The student will expand their reading, writing, speaking, and listening skills through a variety of simulated situations. The student will continue to learn the various levels of speech. An additional 200 kanji are taught. Further knowledge of culture and some history will be learned. Purchase of chomen (writing tablet) required.			
<b>• ADVANCED JAPANESE (WAJ5000)</b>	<b>Japn4+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
This course is designed to refine skills developed earlier. Realia will be used to help develop their language skills. About 200 additional kanji will be taught. A chomen (writing tablet) is required. The student will continue to learn about Japanese culture and history. Because this course will be part of a multi-level class, the student must be prepared to study independently.			
<b>• SPANISH 1 (WES1000)</b>		<b>Year</b>	<b>Gr 09-12</b>
Emphasis is on spoken communication on a basic, practical level. Reading and writing skills are introduced. Students will engage in conversations about themselves and others, their interests, school, family weather, hobbies, and foods. Hispanic culture and geography are studied. "C" or better in English recommended.			
<b>• SPANISH 2 (WES2000)</b>	<b>Sp1+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
In Spanish 2, conversational, reading and writing skills are further developed. Emphasis is placed on grammatical structures. Studying the culture, geography, history, and people of Spanish speaking countries is also covered in this course.			
<b>• SPANISH 3 (WES3000)</b>	<b>Sp2+consent</b>	<b>Year</b>	<b>Gr 09-12</b>
Linguistic skills in Spanish are continued to be learned. The history and the culture of the Hispanic world are covered.			

## PERFORMING ARTS LEARNING CENTER

The Board of Education has identified specific programs as "Learning Centers of Excellence". The goal of these centers is to provide students with a greater degree of choices in educational opportunities. Specifically designed to address special student talents, skills, and interests, each center represents a concentration of financial and human resources organized around a selected educational theme. Open to interested and qualified students from all Oahu public schools, each center is committed to providing public school students with a distinctive, high-quality program not readily available in the traditional educational structure. **Instructor's approval is required for all courses through an audition or interview process. Courses are ONLY offered after school. Class hours are dependent upon production schedules, including some weekends and evenings.**

<b>• PLAY PRODUCTION 1 (FTP1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
Students will learn about the various aspects of producing a play for an audience through performing on stage in a full-scale theatrical production. This may include but is not limited to directing, acting, dancing, and musical theatre production. The basic principles of theater are developed through active participation in the production of a play.		
<b>• PLAY PRODUCTION 2 (FTP2000)</b>	<b>Year</b>	<b>Gr 09-12</b>
Students will learn about the various backstage aspects of producing a play for an audience through the active technical support of a full-scale theatrical production. This may include but is not limited to set construction, lighting, sound, properties or house management, costume, or musical theatre production. The basic principles of theater are developed through active participation in the production of a play.		
<b>• PLAY PRODUCTION 3 (FTP3000)</b>	<b>Year</b>	<b>Gr 10-12</b>
This course will provide students with the opportunity to assume increased responsibilities in the on stage aspects of performing in a play and participate in active experiences in all aspects of theater arts, including production, promotion, and critiquing activities. Students are expected to exhibit leadership and perform production duties beyond scheduled rehearsal times.		
<b>• PLAY PRODUCTION 4 (FTP4000)</b>	<b>Year</b>	<b>Gr 10-12</b>
Students are given the opportunity to assume leadership responsibilities in the technical areas of producing a play and participate in active experiences in all aspects of theater arts, including production, promotion, and critiquing activities. Students are expected to exhibit leadership and perform production duties beyond scheduled rehearsal times		
<b>• DIRECTED STUDY IN THEATER (FTD1000)</b>	<b>Year</b>	<b>Gr 11-12</b>
This course is provided to meet the unique interest and skills of students through independent and small group study. Eligible students will have performed in minor leadership roles in various capacities in previous theatre production.		
<b>• CHORUS 1 (FMC1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
Students will learn the basic techniques of voice and choral work, addressing the development of the human voice as a musical instrument. Experience in vocal and physical exercises will be provided with emphasis on vocal production for stage and theatre.		
<b>• CHORUS 2 (FMC2000)</b>	<b>Year</b>	<b>Gr 10-12</b>
Students will continue the basic techniques of voice and choral work, developing their voice as a musical instrument. Further experiences in vocal and physical exercises will be provided with emphasis on vocal production for stage and theatre. Students will be expected to audition for student productions.		

## Continuous Notice of Non-Discrimination

The Hawaii State Department of Education (HIDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion, or disability in its programs and activities. Please direct inquiries regarding HIDOE nondiscrimination policies as follows:

ADA/Section 504 inquiries  
Krysti Sukita, ADA/504 Specialist  
Civil Rights Compliance Office  
Hawaii State Department of Education  
P. O. Box 2360  
Honolulu, Hawaii 96804  
(808) 586-3322 or relay  
crco@notes.k12.hi.us

Title VI, Title IX, and other inquiries  
Anne Marie Puglisi, Director  
Civil Rights Compliance Office  
Hawaii State Department of Education  
P. O. Box 2360  
Honolulu, Hawaii 96804  
(808) 586-3322 or relay  
crco@notes.k12.hi.us

### Notice of Language Assistance

If you have difficulty understanding English, you have the right to receive language assistance at no cost to you. Please contact your school's principal for more information.

(Traditional Chinese / 繁體中文) 如果您理解英語有困難，您有權得到免費的語言幫助。  
請聯繫您的學校校長以獲得更多信息。

(Simplified Chinese / 简体中文) 如果您理解英语有困难，您有权得到免费的语言帮助。  
请联系您的学校校长以获得更多信息。

(Japanese / 日本語) 英語の理解に困難を覚える方は、無料で言語支援を受ける権利があります。  
詳細につきましては学校長にお問合わせください。

(Hawaiian / 'Ōlelo Hawai'i) Ina pilikia oe i ka hoomaopopo i ka olelo Pelekania, he kuleana no kou e lawelaweia oe i ke kokua olelo me ka uku ole. E hui kuka me ke poo kumu o kou kula no kekahi ike hou aku.

(Korean / 한국어) 영어를 이해하는데 어려움이 있는 경우, 무료로 통역 지원을 받을 권리가 있습니다.  
더 자세한 정보는 학교장에게 연락하십시오.

(Chuukese / Kapasen Chuuk) Ika epwe weires ngonuk omw weweiti fóós un Merika, mi wor omw pwúúng omw kopwe angei aninnisin aweween fóós esapw kame. Kose mochen kékkééri ewe meinapen ewe sukkun (Principal) ren tichikin pworausán.

(Ilokano / Ilokano) Nu narigat mo a maawatan ti Ingles, karbengam nga umawat ti tulong ti lenggwahe ket awan bayad na dayta a serbisyo. Para ti kanayonan nga impormasyon, mabalín a kontakem ti prinsipal ti eskwelaan yo maipanggep iti dayta a serbisyo.

(Samoan / Gagana Samoa) Afai e faigatā ona ē malamalama i le Igilisi, e i ai lau aiā e maua ai le fesoasoani tau gagana e aunoa ma se tupe e te totogi ina. Fa'amolemole fa'afeso'ota'i le pule o lau aoga mo nisi fa'amatalaga.

(Tongan / Lea faka-Tonga) Kapau 'oku faingata'a ke mahino kiate koe 'a e lea faka-Papalangi, 'oku 'i ai ho'o totonu ke ke ma'u ha tokoni fakatonulea 'ikai totongi. Katakai 'o fetu'utaki ki he puleako ki ha toe fakaikiiki ange.

(Tagalog / Tagalog) Kung nahihirapan kang intindihin ang Ingles, karapatan mong makatanggap ng tulong para sa lenggwahe at libre ang serbisyong ito. Para sa karagdagang impormasyon, maari mong kontakin ang prinsipal ng inyong paaralan tungkol sa serbisyong ito.

(Cebuano / Sugboanon) Kon kamo adunay kalisud sa pagsabut sa Iningles, naa moy katungod sa pagdawat sa tabang sa pinulongan nga walay gasto kaninyo. Palihog kontak ang prinsipal sa inyong eskwelahan alang sa dugang nga impormasyon.

(Vietnamese / Tiếng Việt) Nếu quý vị thấy khó khăn trong việc hiểu tiếng Anh, quý vị có quyền nhận được sự hỗ trợ ngôn ngữ miễn phí. Vui lòng liên hệ hiệu trưởng của trường quý vị để biết thêm thông tin.

(Spanish / Español) Si tiene dificultad para entender Inglés, tiene derecho a recibir asistencia lingüística sin costo alguno para usted. Comuníquese con el director de su escuela para obtener más información.

(Marshallese / Kajin Majöl) Elaññe ejabwe am melele kajin Pälle, ewör am jimwe ñan jibañ ko ikijien ukok ilo ejelok wöñen. Jouj im köjjeläik lok principle eo an jikuul eo am ñan melele ko rellep lok.