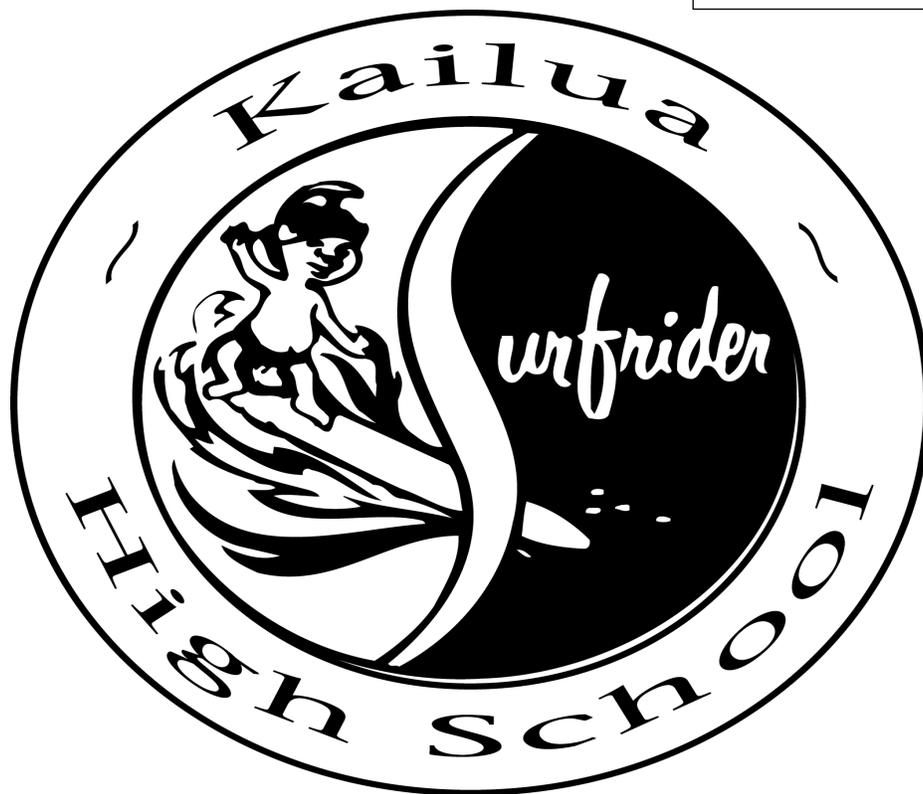

Kailua High School

2021-2022 Registration Manual

Rev. Jan. 2022



ACCREDITED BY THE WESTERN ASSOCIATION OF SECONDARY SCHOOLS AND COLLEGES

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。

(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 pwúung 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, mabalin 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'ototonu ke ke ma'u ha tokoni fakatonulea 'ikai totongi. Kataki '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 iyong 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 kontakang 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 Majôl) Elaññe ejabwe am melele kajin Pälle, ewör am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjelāik lok principle eo an jikuul eo am ñan melele ko relap lok.

Table of Contents

Introduction

A Message to Parents and Guardians	4
School Motto, Vision, Mission, Habits of Mind, GLOs	5
Accreditation, Graduation and Diploma Requirements	6
Promotion, Honors Recognition Certificate Requirements	7
Registration Policies and Procedures	8

Post High School Planning

Initial Eligibility-NAIA, Initial Eligibility-NCAA	10
Counseling and Career Programs	11
Post High School Planning	13
Planning for College or University, Dual Credit Programs	14
Career Planning, RIASEC Test (More college and career websites)	15
Programs of Study-Career Pathways	16

Course Descriptions

Career and Technical Education: Air Force JROTC	19
Architectural Design & Engineering Technology Career Pathway	21
Arts and Communication Career Pathway	21
AVID-Advancement Via Individual Determination	22
Building and Construction Career Pathway	24
Community Quest	25
PhiloSurfer Program	25
Health Services Career Pathway	26
Natural Resource Pathway	26
Public Human Services Pathway	27
English Language Arts	28
Fine Arts: Band, Hawaiian Performing Arts, and Visual Arts	31
Leadership Training	33
Mathematics	35
Physical Education/Health	39
Science	41
Social Studies	43
World Languages: Hawaiian, Japanese, and Spanish	47
Yearbook	50

Special Programs

Special Education	51
Alternative Learning Programs, Services, and Supports (ALPSS)	55
English Learners (EL)	56
Honors/Advanced Placement Program, Senior Project	57
Personal Transition Plan (PTP)/Leadership	58
Registration Planning Worksheet	59

A Message To Parents and Guardians

As you read through this manual you will find that courses are organized into Career Pathways to show clusters of jobs and their related fields of study. You'll see that the pathways have both entry-level jobs and occupations that require many years of formal training. People in these career-related pathways share similar interests and strengths. An interest survey is provided to assist you in course selection.

How can we help our students to graduate with better preparation for their post-high school options?

- Students do rely on their friends' advice about courses, sometimes at the expense of individuality. Please guide your child(ren) to consider multiple sources of information, including various adult perspectives on their personal strengths, career interest inventories and test scores, counseling by professionals, and advice from teachers with whom they've had a special connection.
- Students undergo tremendous physical, social, and emotional growth on the journey from 9th grade to the Commencement Exercise. Adults understand what it takes to "grow up" and we encourage high school experiences that are age-appropriate, wholesome, and even fun for teenagers. However, a jam-packed, exciting lifestyle can make graduation seem light years away. We adults know that the four years in high school will pass very quickly. We are counting on YOU to study the choices, help your child(ren) to make good decisions.
- Like walking through a food buffet line, students are tempted to take "a little of this and a little of that" with predictable results: They graduate having learned too little of everything. Exploration is a middle school concept; we want high school students to choose courses from academic and technical education sequences that will prepare them for future careers. Most of our graduates work their way through college. Please take a serious look at our 4-year Programs of Study and make sure that your adolescent graduates with some practical skills for immediate employment and a solid academic foundation for continuing his/her education.
- Many courses sound the same, but some are more rigorous than others. Some courses are writing and project-intensive. Students seem to know which courses require more time and effort beyond the school day. What they DON'T know is that getting all of their work done during the school day is NOT preparation for the reality of the college learning environment. Most professors expect at least two hours of outside reading for each hour in the college classroom. Please support the development of good study habits and daily independent reading.

In summary, a planned Program of Study, and rigorous courses will help more students graduate from high school with the dual options of 1) immediate entry level employment, and 2) entry into higher level education without the need for non-credit (expensive) remedial courses.

Thank you for helping our students to maximize their post-high school options. We appreciate your support! An electronic version of this manual along with the Student and Parent Handbook will be available at the school website at kailuahighschool.com.

School Motto

Ho'omakamaka a ho'okumu – Creating Friendships and Futures

Vision

Kailua High School students are mindful, philosophical thinkers prepared to pursue their goals and create positive change in the world.

Mission

Kailua High School is a safe and supportive community that develops and nurtures collaboration, inquiry and resiliency in meeting the challenges of our global society.

Habits of Mind

Kailua High School has been integrating into the school and curriculum the 16 Habits of Mind listed below:

- | | |
|--|--|
| 1. Persisting | 9. Thinking & Communicating w/ Clarity & Precision |
| 2. Managing Impulsivity | 10. Gathering Data Through All Senses |
| 3. Listening with Understanding & Empathy | 11. Creating, Imagining, Innovating |
| 4. Thinking Flexibly | 12. Responding with Wonderment & Awe |
| 5. Think about Thinking (Meta Cognition) | 13. Taking Responsible Risk |
| 6. Striving for Accuracy | 14. Finding Humor |
| 7. Questioning & Problem Posing | 15. Thinking Interdependently |
| 8. Applying Past Knowledge to New Situations | 16. Remaining Open to Continuous Learning |

General Learner Outcomes

These are the overarching goals of standards-based learning for all students in all grade levels. Our teachers rely upon rubrics built upon these to inform their assessment of students — going beyond academic achievement to ensure students become engaged, lifelong learners. They are:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Accreditation

The accreditation process validates the integrity of Kailua High School's programs. After participating in a process of self-study and a visitation from an accreditation team in SY2016-17, the Western Association of Schools and Colleges (WASC) granted the school a Six-Year accreditation with a Mid-Cycle One-Day visit. Our cycle of improvement will continue with the SY2022-23 WASC Self-Study and visitation.

Graduation and Diploma Requirements

Course requirements for graduation from Kailua High School include 24 credits of the following:

Language Arts (English)	4 credits
<i>English Language Arts 1</i>	1
<i>English Language Arts 2</i>	1
<i>Other English courses</i>	2
Social Studies	4 credits
<i>World History and Culture</i>	1
<i>U. S. History and Government</i>	1
<i>Modern History of Hawaii</i>	1/2
<i>Participation in a Democracy</i>	1/2
<i>Other Social Studies (see note below)</i>	1
<i>Note: Ethnic Studies and Philosophy are required for graduation from Kailua High School.</i>	
Mathematics	3 credits
<i>Algebra 1</i>	1
<i>Geometry</i>	1
<i>Other Math</i>	1
Science	3 credits
<i>Biology 1</i>	1
<i>Other Science (Laboratory Science)</i>	2
Physical Education Lifetime Activities (Required)	1/2 credit
Physical Education (Basic Elective)	1/2 credit
Health: Today and Tomorrow	1/2 credit
Personal/Transition Plan	1/2 credit
Electives	6 credits
2 credits in one of the specified courses	2 credits
World Language (Same language)	
Fine Arts (Any Fine Arts discipline)	
Career and Technical Education (CTE) (Same program of study)	

A **Certificate of Completion** is issued to specifically identified students with disabilities who complete all the requirements set by their Individually Prescribed Program.

Promotion

Promotion occurs at the end of the school year and the end of July, which includes Summer School credits earned. Student must earn:

- 5 credits after the first year to be classified as a sophomore (grade 10);
- 11 credits after the second year to be classified as a junior (grade 11);
- 17 credits after the third year to be classified as a senior (grade 12).

Honors Recognition Certificate Requirements

(Effective school year 2012-13 for the graduating class of 2016 and beyond)

The Department of Education will continue to award Cum Laude (Cum GPA of 3.0-3.5), Magna Cum Laude (Cum GPA 3.5+-3.8), and Summa Cum Laude (3.8+ and above) diplomas for the class of 2016 and beyond.

In addition to meeting the requirements for the Hawaii High School Diploma, an Honors Recognition Certificate will be awarded with a cumulative GPA of 3.0 or above and meeting specific requirements listed below. The following certificates and requirements are:

Academic Honors Certificate

4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-calculus, Probability, Statistics, Introduction to College Mathematics or Calculus.

4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.

Two credits minimum must be from AP/IB/Running Start courses (equivalent to credits from 2 college courses).

CTE Honors Certificate (Class of 2021 and Beyond) [DOE Memo](#)

Completes program of study (2 courses in sequence)

*Cumulative GPA of 3.0 and above.

*Earn a B or better in each course of the two course sequence; **and**

*Meet or exceed proficiency on performance-based assessments for the corresponding program of study.

STEM Honors Certificate

4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-calculus, Probability, Statistics, Introduction to College Mathematics or Calculus.

4 credits of Science: Of the four science credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.

A STEM Capstone/STEM Senior Project in one of the approved ACCN Courses.

Valedictorian Candidacy: Students who would like to be considered for valedictorian candidate should meet with their grade level counselor during their 9th grade year. Candidates must consider earning the following: An Honors Recognition Certificate; Maintain a 4.0+ GPA through the 3rd term of their senior year; and participate in one or more extra curricular activities.

Registration Policies and Procedures

1. **Choose wisely. Classes and teaching assignments are determined by your course selections.**
2. Follow instructions. Current 9, 10, and 11 grade students will be selecting courses through the Infinite Campus Student Portal. Current 8th graders projected to Kailua High will be completing a google form. Electives and Alternate choices must be provided. If your first choice cannot be scheduled (if sections are closed or courses are cancelled or conflicts arise), an alternative choice will be programmed. If you don't provide alternatives, you will be scheduled for any available course that fits your schedule.
3. All students have equal access to courses, programs and services of Kailua High School. **Kailua High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.** The following people have been designated to handle inquiries regarding the non-discrimination policies: Stacey Oshio, Principal or Heidi Rezentes, Vice-Principal. They may be contacted at (808) 266-7900 or 451 Ulumanu Drive, Kailua, HI, 96734.

Continuous Notice of Non-Discrimination

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

Beth Schimmelfennig, Director
Rhonda Wong, Compliance
Aaron Oandasan, Title VI
Toby Yamashiro, Title VII
Nicole Isa-Iijima, Title IX
Krysti Sukita, ADA/504

Civil Rights Compliance Branch
Hawaii State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 586-3322 or relay
CRCB@k12.hi.us

CRCB (April 2020)

4. All students should register for a total of 8.5 credits. Department of Education policy specifies that the student's school day shall be based on no less than 30 hours per week. This weekly time is to be distributed over a normal five-day week for the optimal education advantage of the students.
5. If you will be completing your 4th year of high school and do not meet graduation requirements by the end of this school year, please make an appointment with your counselor to discuss plan for graduation or alternative programs.
6. All persons under 18 are required by state law to attend school unless they have graduated from high school. All students attending a public school are required to spend 30 hours per week in school or school-sponsored activities. To obtain a waiver of this requirement, the student must qualify for at least one of the following reasons: a. Employment (seniors only); b. Medical reasons; c. Early admission in an institution of higher learning; and d. Other verified reason agreed upon by parent and principal.
7. Unusual Graduates should make an appointment with their counselor within the first two weeks of

school to complete an Unusual Grad Form. Examples of an unusual graduate are: accelerated Seniors (completing requirements in May), and fourth year students out of grade level (repeat Juniors or 11R).

8. Year courses award 1 credit at the end of Term 2 and or Term 4; 1/2 credit cannot be earned for semester work in a year course. Half credit courses award 1/2 credit at the end of a term for block courses, or the end of Term 2 or Term 4 for alternating courses. See course descriptions for credit details.

9. Additional credit opportunities exist through after school courses such as Band; Peer Ed; electronic school; correspondence and dual credit programs through the University or Community Colleges. Programs like Running Start (see description), electronic school, and correspondence credits may be taken with prior approval when: curriculum of the course addresses the Common Core-appropriate to grade level and content areas; courses are comparable to those listed in the Authorized Courses and Code Numbers (ACCN); and courses are offered by schools accredited by national or regional accrediting agencies recognized by the U.S. Department of Education.

10. Students earning more than 34 credits through summer school, after-school programs, or Advanced Placement (AP) courses (graded on a 5.0 scale), are cautioned that extra credits earned can lower their standing in senior class ranking. Class ranking is not used to identify valedictorian(s) or salutatorian(s). These honors are determined by grade point averages. College admission officers are aware of this phenomenon; the most important factor considered is always the degree of difficulty of the courses a student takes in high school.

11. Students may take up to two (2) credits of on-line correspondence courses during their entire high school career.

12. Students may take up to two AP courses each year beginning with grade 10. Exception: Students may request an exception to take three AP Courses during their 12th grade year. Any exception requires a recommendation by the senior counselor and approval by the Principal.

13. You may not repeat a course for credit except as noted in course descriptions. If a student does repeat a course, the grade-point average is computed on the higher of the two final grades.

14. Students are strongly encouraged to take at least one additional year of math and science courses, challenging themselves with the most rigorous coursework up through graduation.

15. Program changes will be accepted during the first week of the semester only. **Program changes are made for the following reasons:**

- | | |
|---|--|
| a. Incomplete schedule. | e. Course needed by senior to graduate. |
| b. Course already taken, not repeatable. | f. Early admission to college. |
| c. Incorrect level placement (teacher initiated). | g. Services from an alternative program. |
| d. Registration error. | h. Acceptable employment (seniors only). |

16. Students who fail to select courses by the deadline will be programmed by their counselor and forfeit their rights to program changes.

Initial Eligibility – NAIA

Athletic Eligibility at NAIA Colleges and Universities

Qualifying allows students to receive financial aid including athletic aid, to practice, and to compete at the college level. For student athletes to be classified as a “qualifier” in their freshman year at an NAIA school, s/he must register with the NAIA Eligibility Center at www.PlayNAIA.org and meet two of the three following requirements: a) minimum 2.0 cumulative GPA; b) a minimum of 18 on the ACT or 860 on the SAT; and/or c) graduate in the top half of his/her high school class. Fee waivers available for free/reduced eligible lunch students through the College and Career Counselor.

Initial Eligibility – NCAA

Athletic Eligibility at NCAA Division I & II Colleges and Universities

Registering with NCAA Clearinghouse qualifies student-athletes to receive financial aid including athletic aid, to practice, and to compete at the college level. For a student athlete to be classified a “qualifier” in their freshman year at an NCAA Division I or II school, s/he must satisfy the following requirements:

NCAA Division I & II

1. Graduate from high school with a diploma.
2. NCAA core GPA is calculated based on grades earned in the following required core classes:

CORE CLASSES	Division I	Division II
English	4	3
Math (Alg I or higher)	3	2
Social Science	2	2
Natural/Physical Science (include lab)	2	2
Additional year in Eng, Math or Science	1	3
Additional core course or Foreign Language	4	4

3. **Division I:** In addition to the minimum core GPA, ACT score (sum of scores in English, math, reading, and science) and SAT score (critical reading and math) listed below, log onto NCAA's website (www.eligibilitycenter.org) to view the sliding scale for a complete listing of qualifying GPA and test score combinations:

		After August 1, 2016	
		Academic Red Shirt	Full Qualifier
Core GPA min.		2.00	2.30
ACT sum min.		86	75
SAT (CR + M) min.		1100	980

4. **Division 1:** Beginning August 1, 2016, NCAA requires 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural/physical science that meet the distribution requirements listed above. Repeated courses must be completed by the end of the third year (sixth semester).
5. **Division II:** Minimum 2.2 GPA in the required core classes and earn a SAT combined score of 820 or ACT sum of 68.
6. Fee waivers available for free/reduced eligible lunch students through the College and Career Counselor.

NCAA Approved Core Courses for Initial Eligibility

If you are a student athlete and may be attending and playing for an NCAA Division I or II school, please discuss your plans with your counselor.

English	Social Science	Mathematics	Natural/Physical Science	Additional Core Courses
English 1	American Problems	Algebra 1 A/B	Integrated Science (lab)	Hawaiian 1, 2, 3, 4, ADV
English 2	Economics	Algebra 2 A/B	Physical Science (lab)	Japanese 1, 2, 3, 4, ADV
English 3	Psychology	Geometry A/B	Biology 1 (lab)	Spanish 1, 2, 3, 4, ADV
English 4	World Hist and Cultures	AP Calculus	Chemistry (lab)	
AP English Lang/Comp	US Hist and Government	Trigonometry	Marine Science I (lab)	
AP English Lit/Comp	Modern History of Hawai'i	Pre-Calculus	Human Physiology (lab)	
Expos Writing 1	Participation in a Democr	Probability	AP Environ Sci (lab)	
English 100	Ethnic Studies/Philosophy	Statistics	AP Physics (Lab)	
	AP US History		AP Chemistry (Lab)	
	AP Psychology		AP Biology (Lab)	
	AP World History		Microbiology (Lab)	
			Seminar in Sci (lab)	
	History 151		Physics (lab)	

Counseling and Career Programs

The Counseling and Career Center staff provides a comprehensive program of academic, personal, college, and career counseling for all students. Please visit our website for more detailed information: <https://sites.google.com/k12.hi.us/kailuahighcounseling/home> In addition to individual counseling, certified school counselors provide connections to support programs within the school and in the community. Through class visits, counselors share information on high school academic planning and registration procedures, testing and assessment opportunities, post-high school options and financial aid. Highlights of the comprehensive counseling and guidance program:

Hina Mauka Teen C.A.R.E.

A school-based program to help students avoid the temptations of using drugs or alcohol while improving focus and motivation to make healthy and positive changes in one's life. Individual and group counseling is offered, as well as field trips several times a month to support a clean and sober lifestyle while building positive social relationships.

Comprehensive Student Support System

Kailua's Comprehensive Student Support System (CSSS) provides necessary and effective student support services to help ensure that all students will learn. Within the Counseling Center, Counselors, Student Service Coordinators, the High Risk Counselor and Behavior Health Specialists are available to provide services to students and parents with special needs. In addition, as another component of the (CSSS) system, the Kailua High School counseling center provides group counseling services for students experiencing anxiety and social skills issues.

College and Career Center

The College and Career Center staff assists students with post high school transition, such as college, military, apprenticeship programs, and employment. Workshops and guest speakers provide training in job seeking skills and career planning. Presentations by College Admissions Counselors provide information about college entrance requirements, student life, and athletics. College and Career Center services include an annual Career Fair, financial aid workshops, college planning workshops, work permits, and a computer lab open to parents and students.

Peer Education Program

The Peer Education Program provides students with a supportive educational environment as they transition to high school and an outlet for them to build positive relationships with their peers. Students who work as mentors have the benefit of working as role models and peer mediators to their fellow classmates preparing them to be contributing members of the Kailua and Waimanalo communities. Students meet one day a week at lunch with one pull out day per term and are given the opportunity to earn one elective credit for participating in the program. For more information please visit: <https://www.kailuahighpeereducation.com>

Electronic School

Electronic School (E-School) courses are offered through the Hawai'i Department of Education. These classes allow students to earn credits through a combination of Internet (email, threaded conversation, Internet Relay Chat, Web Page), video and Educational/Public Access television channel broadcasts. Courses offer credits that meet graduation requirements. E-School courses generally follow the traditional school calendar and are conducted during the fall/spring semesters and summer. Students can find out more information online at the following address: sites.google.com/hawaiidoe.k12.hi.us/e-school/home. Students should meet with their grade level counselor for a current listing of course availability, registration deadlines, and course registration. Students are able to take up to two credits only of on-line correspondence courses throughout their high school career.

Post High School Planning

4-Year College/University/Military Academies
Average Requirements:

- High School Diploma
- College Entrance Exams: ACT and/or SAT
 (minimum qualifying scores vary by institution)
- Algebra I, Algebra 2, and Geometry
- College Prep level English, Science, Social Studies
- 2 years of the same World Language
- Recommendation Letter (if needed)
- Personal Statement
- Minimum Cumulative GPA (varies among colleges)

Hawaii 2-Year or Community Colleges
 (Entry into mainland CC's may differ)

Average Requirements:

- High School Diploma or equivalent or Age 18
- TB clearance/MMR Immunization record
- Accuplacer or similar test for placement in English/ Math courses.

Summer School between grades 8 and 9

--	--

Employment

Suggested:

- High School Diploma (if required)
- High School Transcript (if required)
- Resume and recommendation letter(s)
- Related career/technical courses
 (helpful on the job)
- Evidence of good school attendance
 (useful)

Military Options

- Active Duty*
- Reserves and National Guard*
- ROTC at 2- and 4-year colleges
- *ASVAB Test required (minimum qualifying scores vary by branch)

Other

- Adult Education Schools
- Construction Apprenticeship Programs
- Federal Apprenticeship Training Programs
- Vocational or Technical Schools

	Grade 9	Grade 10	Grade 11	Grade 12
	English 1	English 2	English 3	English 4
	Ethnic Studies/Philosophy	Part in Dem/MHH	US History & Government	World History & Culture Econ/Psych
	Mathematics	Mathematics	Mathematics	Elective
	Science	Science	Science	Elective
	Physical Education	PE/Health	Elective	Elective
	Elective	Elective	Elective	Elective
	Program of Study (Elective)			
	Program of Study (Elective)			
	PTP/Leadership YR 1	PTP/Leadership YR 2	PTP/Leadership YR 3	PTP/Leadership YR 4
	Summer School	Summer School	Summer School	

Planning for College or University

Meeting graduation requirements does not necessarily qualify students for admission to a four-year college or university. Entrance requirements vary among colleges so be aware of admission requirements of the college(s) to which you plan to apply. It is recommended that students begin their college search at the start of high school. Students considering participation in intercollegiate sports should understand the NAIA and NCAA eligibility rules. Please check the following sources for admission requirements:

College catalogs and brochures in the College and Career Center (CCC)

Grade Level Counselors/College and Career Counselor

Admissions Staff of colleges you would like to attend

Online resources such as: www.collegeboard.org, www.act.org, and individual college websites.

Based on student interest assessments and post-high school surveys, we know that 80% to 90% of our students want to attend college. Some will work prior to attending college, and many will work part-time while they attend school. **For the students who plan to enter a 2-Year or 4-Year College/University immediately after high school, we recommend our most rigorous core courses (honors, AP, and dual credit).** Elective courses enrich students' high school programs of study; many are directly related to future careers and may give concurrent high school and college credit.

Dual Credit Programs

Under the Dual Credit Program (www.hawaii.edu/dualcredit), Early College High School (ECHS) and Running Start (RS) are two options that allow eligible Hawaii high school students the opportunity to:

- Get a head start in earning college credits;
- Enroll in courses that satisfy both high school and college requirements; and
- Seek additional academic challenges and/or take unique courses that our high school may not offer.

Participating students must comply with University of Hawaii requirements including, but not limited to:

- Applying for admission;
- Achieving appropriate English and/or math levels on placement assessments;
- Maintaining acceptable academic standing; and
- Submitting valid TB clearance and MMR immunization records.
- Meeting application deadlines and submitting required documents by university deadlines.
- Paying for the cost of tuition and required textbooks/supplies associated with course(s). (Scholarships may be available)

The decision to begin college early is an important one. To ensure student success, it is recommended that students discuss this option carefully with their parents/guardians and obtain approval from their high school counselor. Student success requires motivated individuals who take initiative, possess good study skills and work ethic, and accept responsibility for completing additional assignments throughout the term.

Note: For SY 2021-22, possible on-campus course offerings include, but are not limited to English 100, History 151, ICS 184, ICS 171, and IS 103. In addition to the UH Community College and dual credit applications, KHS' ECHS application and attendance at student-parent orientation meetings are required for participation in these courses. Students interested in any of the ECHS courses should email Mrs. Fraser at Dawn.Fraser@k12.hi.us for an application and approval signature on the Registration card. For ECHS course descriptions and requirements, please refer to Windward Community College Website at <https://catalog.windward.hawaii.edu/classes>.

CAREER PLANNING



The **RIASEC**, also known as **John Holland's Six Types of Personality**, is a career exploration tool that helps you discover careers that are most suitable for you according to your unique abilities, interests, skills, and traits. Click here [RIASEC](#) or scan the QR code to take this quick assessment to get your results. **Refer to the bottom of the page for more college and career websites.*



More College and Career Resources

- [Hawaii Career Explorer](#)
- [Career One Stop](#)
- [O*Net OnLine](#)

Arts and Communications Career Pathway

(*Required to be considered a CTE Program of Study Completer)

OCCUPATIONAL EXAMPLES

High School Diploma + Training	2-3 Years of Post-secondary + Training	4-Year or Graduate Degree
<ul style="list-style-type: none"> -Artist -Actor -Proofreader -Technician/Production Assistant -Web Designer -Graphic Artist 	<ul style="list-style-type: none"> -Make Up Artist/Hair Stylist -Fashion Designer -Radio Announcer -Writer -Video/Film/Audio Editor -Graphic Designer 	<ul style="list-style-type: none"> -Arts Educator -Video Game Designer -News Reporter -3D Character Designer -Publisher -Director/Producer -Creative Art Director -Master Animator

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Programs of Study	Graphic Design	TAC2010 A&C Core*	TAU2124 Graphic Design Tech1*	TAK2930 Directed Study in A&C TBN3810 Entrepreneurship	TBK3910 CO-OP Ed-Bus
	Digital Media	TAC2010 A&C Core*	TAU2210 Digital Media Technology*	TAK2930 Directed Study in A&C TBN3810 Entrepreneurship	TBK3910 CO-OP Ed-Bus
	Game Design	TAC2010 A&C Core	TAU2210 Digital Media Technology*	TAN2311 Gaming*	TAK2930 Directed Study in A&C

Architectural Design & Engineering Technology Career Pathway

(Must complete two courses in sequence to be a CTE Program of Study Concentrator)

OCCUPATIONAL EXAMPLES

High School Diploma + Training	2-3 Years of Post-secondary + Training	4-Year or Graduate Degree
<ul style="list-style-type: none"> - Maintenance and Repair Worker - Construction Laborers - Light Truck and Delivery Services Drivers - Carpenter - Entry Level Electricians 	<ul style="list-style-type: none"> - Electrical, Electronics, Civil, Engineering, Avionic Technicians -Electrical and Electronics Repairers -Architectural and Civil Drafters -Automotive, Aircraft Mechanics and Service Technicians 	<ul style="list-style-type: none"> - Architect - Civil Engineer - Computer Engineer - Electrical Engineer - Mechanical Engineer - Biological Engineer

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Program of Study	Engineering (New)		TAE1000 Foundations of Engineering Technology	TAE200 Engineering Technology I	TAE3000 Engineering Technology 2 (SY 22-23) TAE4000 Engineering Technology (SY 22-23) TAE4100 Engineering Technology: WBL (SY 22-23)

Building & Construction Career Pathway

(Must complete two courses in sequence to be a CTE Program of Study Concentrator)

OCCUPATIONAL EXAMPLES

High School Diploma + Training	2-3 Years of Post-secondary + Training	4-Year or Graduate Degree
<ul style="list-style-type: none"> - Maintenance and Repair Worker - Construction Laborers - Light Truck and Delivery Services Drivers - Carpenter - Entry Level Electricians 	<ul style="list-style-type: none"> - Electrical, Electronics, Civil, Engineering, Avionic Technicians - Electrical and Electronics Repairers - Architectural and Civil Drafters - Automotive, Aircraft Mechanics and Service Technicians 	<ul style="list-style-type: none"> - Architect - Civil Engineer - Computer Engineer - Electrical Engineer - Mechanical Engineer - Biological Engineer

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Program of Study	Residential and Commercial Construction (New)	TCF1000 Foundations of Construction	TCR2000 Residential & Commercial Construction 1	TCR3000 Residential & Commercial Construction 2	TCR4100 Residential & Commercial Construction: WBL(SY 22-23)

Health Services Career Pathway

(Must complete two courses in sequence to be a CTE Program of Study Concentrator)

OCCUPATIONAL EXAMPLES

High School Diploma + Training	2-3 Years of Post-secondary + Training	4-Year or Graduate Degree
<ul style="list-style-type: none"> - Laboratory Assistant - Dental Assistant - Home Care Aide - Nurse's Aide - Pharmacy Technician - Massage Therapist - Medical Clerk 	<ul style="list-style-type: none"> - Medical Laboratory Technician - Dietitian Aide (supervisory) - Emergency Medical Technician - Licensed Practical Nurse - Registered Nurse (ADN) - Junior Pharmacy Analyst - Medical Biller 	<ul style="list-style-type: none"> - Dentist - Registered Dietitian - Speech/Language Pathologist - Athletic Trainer - Registered Nurse (BSN) - Pharmacist - Medical Doctor

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Program of Study	Clinical Health *SY 21-22 will be the last year for this POS			THU4027 Clinical Health Services	TBK3910 CO-OP Ed-Bus**
	Public Health Services (New)		THF1000 Foundations of Health Services	THI2000 Introduction to Public Health (SY 22-23)	THB3000 Biostatistics & Epidemiology (PENDING) THE4000 Emergency Communications & Operations (PENDING)

Natural Resource Career Pathway

(*Required to be considered a CTE Program of Study Completer)

OCCUPATIONAL EXAMPLES

High School Diploma + Training		2-3 Years of Post-secondary + Training		4-Year or Graduate Degree	
-Nursery Worker -Lab Technician -Harvester	-Groundskeeper -Animal Worker	-Air & Water Quality Technician -Plant Propagator -Lab technician	-Animal Breeder -Field Technician	-Botanist, Entomologist, Horticulturist -Scientist -Geneticist	-Forester -Zoologist

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Program of Study	Plant Systems 1		TNC6010S Natural Resources Career Pathway Core*	TNU6242S Plant System 1*	TNN6245S Plant System 2
Program of Study	Natural Resources Production 1		TNC6010 Natural Resources Career Pathway Core*	TNU6133 NR Product 1*	TBK3910 CO-OP Ed-Bus TBN3810 Entrepreneurship

Public & Human Services Career Pathway

(*Required to be considered a CTE Program of Study Completer)

OCCUPATIONAL EXAMPLES

High School Diploma + Training		2-3 Years of Post-secondary + Training		4-Year or Graduate Degree	
-Personal Attendant -Social Service Assist -Teacher Aide Clerk -Dining Room Attendant	-Firefighter -Police Officer -Front Desk	-Human Service Worker -Preschool Teacher -Federal Park Police Officer -Legal Assistant	-Politician -Travel Guide -Chef	-Pastor -Psychologist/Caseworker -Principal -Teacher	-Federal Agent -Political Scientist -Lawyer

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Programs of Study	Culinary I	TPC7010 Public & Human Services Core*	TPU7216 Culinary 1*		
	Culinary II	TPC7010 Public & Human Services Core	TPU7216 Culinary 1*	TPN7223 Culinary 2*	TBK3910 CO-OP Ed-Bus TBN3810 Entrepreneurship
	Culinary II	TPC7010 Public & Human Services Core	TPU7216 Culinary 1*	TPN7316 Baking/Pastry Arts*	TBK3910 CO-OP Ed-Bus TBN3810 Entrepreneurship
HSTW Program of Study	Military	SAH2003 Integrated Science	TJA2000 AFJROTC 2	TJA3000 AFJROTC 3	TJA4000 AFJROTC 4

Career and Technical Education

Career and Technical Education (CTE) programs are designed to address the complexity of technology and the dynamics of life and work in a complex world. The objectives of career development and guidance instruction are to: (1) provide students the information, understanding, attitudes, and skills to make choices and decisions that facilitate their personal and social growth and adjustment, and (2) provide information and skills to facilitate lifetime planning and development for education and careers.

Career and Technical Education is a distinct but integral component of a quality education system. While all education has vocational aspects, comprehensive career and technical education programs help students develop the technical, academic, employability, and life skills needed for post-secondary education and skilled careers. CTE programs help students to understand their technological culture, enabling them to make rational decisions about their own lives and provide a positive contribution in the increasingly technological world.

Air Force Junior ROTC

The AFJROTC program is designed as a 4-year CTE program that teaches students Aerospace Science, leadership, and citizenship skills. Although participation in the entire program is encouraged, students may take one to four years as desired. **No military service obligation results from participation in the AFROTC program.**

Further, the AFJROTC program is **not** a recruiting platform for the U.S. Military Services. However, upon graduation, students with two or more years of AFJROTC, and who are otherwise qualified, may enlist in a branch of the military with advanced rank and pay. Students going on to college may qualify for two, three, and four-year senior ROTC college scholarships, which pay for tuition, fees and textbooks, in addition to providing a tax-free stipend (\$300-\$500) each month at nearly 1,000 colleges.

The mission of AFJROTC is to, "Develop citizens of character dedicated to serving their nation and community." Each course is divided into two categories: Aerospace Science and Leadership. Aerospace Science subjects include Astronomy, the Science of Flight, Aviation History, and Exploration of Space. Leadership studies include citizenship, character, life skills, career opportunities, study habits, time management, communication skills, and management studies. Students can participate in field training activities and community/school service projects for extra credit.

Classes are fun, active, and challenging and meet with the same frequency as other full-credit classes. Weekly uniform wear is required and develops important life skills such as self-discipline and attention to detail. All uniforms are issued free of charge, but must be maintained and cleaned by the student. Trips to various military facilities are taken throughout the year to observe military operations first hand. Supervised orientation flights aboard military and civilian aircraft are offered when available.

The Cadet Corps color guard, drill team, and adventure team compete against other JROTC units throughout the state and perform at school and community events. Returning cadets are offered an opportunity to attend a summer Cadet Leadership Course for further school credit. Corps' activities and class work are designed to build camaraderie among the cadets. Students are given the opportunity to build on their social and leadership skills in a variety of challenging and enjoyable activities.

TJA2000, TJA3000, and TJA4000 course content rotates through a 3-year cycle, so students in their 2nd, 3rd, and 4th year of JROTC will have classes together without ever repeating the same course subjects. Course content will be one of those respective courses as described below.

SAH2003

Integrated Science/AFJROTC 1

Course Number

Course Title

1 credit

Special Notation: This is the entry-level course for JROTC (AFJROTC 1) and meets the graduation requirements for a lab-based science credit.

Description: Grades 9-12. This course is an introduction to Astronomy and the basics of Earth and Space Science. Studies include the origin, components, and characteristics of the solar system, the Earth/Moon system and characteristics, and our place in the universe. In addition, the students are introduced to the Leadership Science concepts of self-discipline, teamwork, and the development of strong interpersonal

characteristics such as integrity, respect, responsibility, and attitude through the JROTC program. Uniform wear is required one day per week.

TJA2000	AFJROTC 2	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Successful completion of SAH2003 Integrated Science/AFJROTC 1.
Description: Grades 10-12. In this course, cadets will study the aerospace principles and concepts involved with the Science of Flight, including the principles of flight, operating in Earth's atmosphere, human physiology in flight, and aerial navigation. Leadership education includes communication skills, first aid training, drug and alcohol abuse, sexual harassment prevention, Air Force customs and courtesies, intermediate drill techniques, and citizenship responsibilities. Weekly uniform wear is required.

TJA3000	AFJROTC 3	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Successful completion of SAH2003 and TJA2000. Instructor may grant a waiver for those students who have successfully completed only SAH2003 Integrated Science.
Description: Grades 10-12. Aviation history covers the legends of flight through present day. This course emphasizes the birth and development of aviation and aerospace power and the evolution of technology. The Leadership education portion includes training in life skills, resume preparation, the job and college search and application process, financial management, and career progression in a chosen field of endeavor. The student will assume greater responsibility for the Corps Leadership and will guide other cadets in the traditions of the Corps. Weekly uniform wear is required.

TJA4000	AFJROTC 4	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Successful completion of SAH2003, TJA2000, and TJA3000. Instructor may grant a waiver to students who successfully completed only two years of AFJROTC.
Description: Grades 10-12. The Space Exploration course brings space down to Earth by introducing the student to the concepts and effects of the space environment, rocket/missile orbits and trajectories, spacecraft and launch vehicles, and manned space programs of the world. Leadership education is focused on the Principles of Management. Cadets are selected for leadership positions based on their previous successful participation in cadet activities, demonstrated leadership, and personal discipline. Cadets develop basic oral and written presentations while studying individual and group behavior, leadership characteristics and principles, and executing drill and ceremonies.

TJA9010	AFJROTC ADVANCED LEADERSHIP ACADEMY	
<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>

Description: Grade 9-12. This course is taught either semester of the school year or during the summer as the Cadet Leadership Course. It may be taught on campus or in a field environment. Students are required to perform in an intensive and sometimes strenuous program of drill, physical fitness, and leadership instruction. Content varies, although the ultimate goal of this course is to build cadet confidence by providing a superior knowledge of military drill and leadership techniques. Students will work on projects on behalf of the entire cadet corps including planning and organizing extra-curricular events and running and maintaining cadet operations. During the summer, students will participate in job shadowing opportunities at military installations. *This course is repeatable and can be taken simultaneously with any JROTC course or can be taken by itself. This course is offered in the morning, before school from 7:40-8:20 AM daily.*

TAU2210**Digital Media Technology**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of A&C Core (TAC2010)

Description: This course will help students sharpen their skills in digital media as it relates to film and animation. Students will learn the historical content of film and video in our society and learn advanced skills related to developing a narrative, video editing and animation creation. Students will explore personal expression and use their skills to support services for the school and the community.

TAN2311**Gaming**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Digital Media (TAU2210).

Description: The purpose of this course is to provide students with a foundation in the principles of interactive media and design. This will include a study of the gaming industry and gaming as a media form. Emphasis will be placed on designs and products that meet specific goals or criteria.

TAK2930**Directed Study in Arts and Communication**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion (Grade B or better) of Gaming (TAN2311) or Graphic Design Tec 1 (TAU2124).

Description: This course provides students the opportunity to apply skills and knowledge gained in previous courses to real world situations. Students will engage in design projects with a school service focus.

TBN3810**Entrepreneurship**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of a second level course in Arts & Communication, Natural Resources, and Public and Human Services Pathways.

Description: Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. Students will be able to explore the unique relationships between business and the culture and values found in Hawaii today. Students will design, develop, and implement a business plan.

AVID Program

(Advancement Via Individual Determination)

AVID classes are offered as an elective program that prepares students for entrance into four-year colleges and universities. Students will learn the AVID basic skills of WICOR (writing, inquiry, collaboration, organization, and reading). There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills, test taking, note taking and research. AVID students participate in motivational activities including college and career research, college and career outreach speakers, and other educational opportunities in their communities, and service learning experiences. These activities provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their futures.

AVID students are capable of completing a rigorous college preparatory path with support. In the selection process, a number of criteria are considered, including: achievement test scores, grades, attendance, desire and determination, first in family to attend college, historically underrepresented in four-year colleges, and economically disadvantaged. While all the criteria are considered for acceptance into the program, no single criteria will necessarily eliminate a student from consideration.

*A completed AVID application and interview are used for selection into the AVID Program. Please email the AVID Coordinator at Dawn.Fraser@k12.hi.us to request an application.

TGG1011Y1/TGG1011Y1 **College Prep Skills 9A/B (AVID 9)***

Course Number *Course Title* *2*
credits

2 credits

Description: Freshman students learn WICOR skills such as time management, study skills, note taking, and maintaining the AVID binder. Students are expected to maintain an organized binder that includes an assignment planner, class notes, assignments, and homework. Initial college research will also be emphasized for the freshman student. Based on their academic strengths, freshman AVID students are encouraged to enroll in honors courses and will have tutorials to support their learning.

TGG1011Y2/TGG1011Y2 **College Prep Skills 10A/B (AVID 10)***

Course Number *Course Title* *2*
credits

Description: Sophomore students will continue practicing the AVID skills of WICOR. A heavy emphasis on test taking skills will be implemented during their sophomore year. Preparation includes instruction in Math and English concepts frequently seen on college entrance tests, as well as practice on “mock” SAT and ACT exams. Career research will be emphasized for the sophomore student. Sophomore AVID students are encouraged to enroll in honors or ECHS courses and will have tutorials to support their rigorous curriculum.

TGG1011Y3/TGG1011Y3 **College Prep Skills 11A/B (AVID 11)***

Course Number *Course Title* *2*
credits

Description: College research will be emphasized for the junior student. Students will also develop their ability to write well-organized essays that are consistently coherent and logically developed. A heavy emphasis on test taking skills will be implemented during their junior year. Students will engage in higher levels of WICOR strategies experienced in the prior years of AVID. Junior AVID students are encouraged to enroll in honors, ECHS, or advanced placement courses and will have tutorials to support their rigorous curriculum.

TGG1011Y4/TGG1011Y4 **College Prep Skills 12A/B (AVID 12)***

Course Number *Course Title* *2*
credits

Description: In their senior year, students will finalize their college choices and complete those applications. They will learn about financial aid and apply for scholarships. Senior AVID students are expected to be enrolled in ECHS or advanced placement class(es) and complete a senior project. Collaborative study groups in the AVID elective class will help support these students who are enrolled in a rigorous curriculum.

Building & Construction Career Pathway

TCF1000 Foundations of Construction (New)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 9-10 Level I course.

Description: Foundations of Construction is an introductory course designed to inform students about careers in building and construction. This Level 1 course serves as the foundation course for the Residential & Commercial Construction and Mechanical, Electrical, and Plumbing (MEP) Systems programs of study. Upon completion of this course, a proficient student will be able to describe various construction occupations and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely, explain building systems and materials, and interpret basic construction drawings to complete projects, demonstrating proper measurement and application of mathematical concepts. 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.

TCR2000 Residential & Commercial Construction I (New)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 10-11 Level II course. Successful completion of Foundations of Construction (TCF1000).

Description: Residential & Commercial Construction 1 is the second course in the Residential & Commercial Construction program of study intended to have students develop an understanding of the different phases of a construction project from start to finish. Upon completion of this course, a proficient student will be able to demonstrate knowledge and skills in the early phases of building construction, including site layout, concrete and floor to ceiling systems. Proficient students will be able to frame walls, ceilings, and floors of a structure, while safely employing tools and interpreting construction drawings to complete projects. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

TCR3000 Residential & Commercial Construction II (New)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 11-12 Level III course. Successful completion of Residential & Commercial Construction I (TCR2000).

Description: Residential & Commercial Construction 2 is the third course in the Residential & Commercial Construction program of study designed to allow students to develop an understanding of the different phases of a construction project from start to finish. Upon completion of this course, a proficient student will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and MEP systems. Students will be able to perform masonry work, frame roofs, install shingles on roofs, apply exterior finishes, and build and install stairs while safely employing tools and interpreting construction drawings to complete projects. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Community Quest

Community Quest (CQ) is a “school-without-walls” educational program based at Kailua High since 1972. The Board of Education has identified CQ as a “Learning Center of Excellence.” CQ, one of several learning centers on Oahu, is open to interested and qualified students from neighboring schools. Kailua aligns its financial and human resources to the educational theme, career exploration.

Students gain learning experiences and earn elective credits by attending work sites located in the richly diverse environment of our island community. Examples of work sites include Kapiolani Medical Center for Women and Children, State Farm Insurance, and Maunawili Elementary. Each semester CQ students explore occupations of their choice by participating in an internship like experience at one of our work sites.

Career Quest

TBK3910Co-Operative

Education:

Business

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 11-12. Parent consent and interview with coordinators are required. Students must provide own transportation (i.e., city bus, personal car) to and from work sites.

Description: Students earn one elective credit by extending their school day at a work site. Students will have an in-depth career focus experience at worksites by interning a minimum of 4 hours per week; participate in scheduled meetings on campus; and discuss work situations and career options.

Office Quest

TPN7522

Career & Customer Service

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Students will learn job-hunting strategies and techniques including resume writing and job interview preparation, and they will practice behaviors such as teamwork and business etiquette that display professionalism in the workplace. They will also apply basic office procedures such as filing, answering telephones, and word processing in this course. Students will provide clerical and support services to the KHS faculty; and acquire entry-level skills and attitudes for office occupations.

PhiloSurfer Program

TBK3910PCo-Operative

Education:

Business

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Parent consent, completion of teacher recommendation form, and approval from coordinators are required.

Description: The PhiloSurfer Internship is incorporated into the current Career Quest: Co-Operative Education course (Course #TBK3910) that has been offered at Kailua High School for some time. However, rather than being placed at a business, your “internship” will put you in kindergarten through ninth grade classes in the Kailua Complex 4 times a week. The preliminary duty of the internship is to assist teachers in engaging students in meaningful philosophical activity. Essentially, you will participate alongside the students and teacher as they “do” p4c as an active co-inquirer. Meaning you will explore the questions that matter most to kindergarten through 9th grade students.

Health Services Career Pathway

THF1000 Foundations of Health Services (New)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 10 Level I course.

Description: 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.

THI2000 Introduction to Public Health (New)

Coming SY 22-23

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 11 Level II course. Successful completion of Foundations of Health Services (THF1000).

Description: Introduction to Public Health is the second course in the Public Health Services program of study designed to inform students about careers in public health and the role of public health in raising and supporting proper health habits. Upon completion of the course, a proficient student will be able to discuss the public health system in the United States, social determinants of health equity and disparities, and the role of public health workers. As part of the student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.

THU4027 Clinical Health Services

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 11-12. Successful completion of Health Services Pathway Core THC4010.

Description: 2nd level of Health Career Program of Study. Students will learn about health problems, diagnose, treat, and determine preventive care through case studies and problem based learning through a partnership with UH-Manoa, Chaminade University and with other community groups. Students will conduct service projects at various sites, and practice work ethics and communication skills, and participate in college visits at local colleges. Students will need to purchase uniforms.

Natural Resources Career Pathway

TNC6010 Natural Resource Career Pathway Core

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade 10-12.

Description: This course is designed for students who may decide to pursue careers in the Natural Resources Career Pathway. Students will be introduced to the basic concepts of natural resources, environmental and energy systems, sustainability, ahupua'a, and farming of both plants and animals. The following subjects will also be covered throughout the course: 1) Natural Resources systems and processes, 2) Technology and Safety, 3) Natural Resources Management, 4) Environmental Stewardship.

TNU6133**Natural Resource Product 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: B or better in Natural Resource Pathway Core (TNC6010). Grade 10-12.

Description: This is a project base course designed to provide students with the basic knowledge and skills necessary to cultivate land and/or aquatic plants and animals. It emphasizes the understanding of the systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of environment, organisms, remediation and management, resource economics, alternative farming methods, and Natural Resource careers will be covered. Student must receive a "B" or better in Natural Resource Pathway Core to be admitted into the course.

Public and Human Services Career Pathway**TPC7010****Public Human Service Pathway Core**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway (Human Services, Education, Legal and Protection Services, Social Sciences, Service and Hospitality). Students will learn essential human relation concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. 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, and 4) Effective use of varied technologies appropriate to their occupation. This course is a prerequisite for students who are pursuing Career and Technical Education Programs of Studies: Culinary and Elementary Education.

TPU7216**Culinary 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Special Notation: Lab fee of \$20.00 will be charged.

Prerequisite: Grade 10-12. Public and Human Services Pathway Core (TPC7010)

Description: This is a semester course that provides an introduction and orientation to a series of occupations in the food industry. The knowledge, skills, work attitudes and habits developed in laboratory work will enable students to understand basic principles of quantity food preparation; follow safety and sanitation practices; use and care for equipment; and learn about food service organizations.

TPN7223**Culinary 2**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Special Notation: Lab fee of \$20.00 will be charged.

Prerequisite: Grade 11-12. Culinary 1 (TPU7216)

Description: Students will become qualified for an entry-level position in the food service industry. More in-depth work with independent projects.

TPN7316**Baking/Pastry Arts**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Special Notation: Lab fee of \$20.00 will be charged.

Prerequisite: Grade 11-12. Culinary 1 (TPU7216)

Description: This is a beginning level course designed to introduce students to the basic principles of baking. This course would expose students to a wide range of baking and pastry arts material. Labs will cover yeast doughs, quick breads, cookies, pies, pastries, and dessert sauces.

English Language Arts

Every student is required to successfully complete 4 credits of English Language Arts, including ELA 1, ELA 2, and two other English credits. All English Language Arts classes are designed to support the Common Core State Standards. Students will be evaluated on mastery of the CCSS through a variety of both summative and formative assessments.

Grade 9	English Language Arts 1 English Language Arts 1 (Honors)
Grade 10	English Language Arts 2 English Language Arts 2 (Honors)
Grade 11	English Language Arts 3 English Language Arts 3 (Honors) Advanced Placement English Language and Composition (SY 2022-23) Advanced Placement English Literature and Composition (SY 2021-22) ECHS- English 100 (limited space and must meet criteria)
Grade 12	English Language Arts 4 Advanced Placement English Language and Composition (SY 2022-23) Advanced Placement English Literature and Composition (SY 2021-22) ECHS-English 100 (limited space and must meet criteria)

Note: Grading for Advanced Placement courses are based on a 5-point scale. Students are required to take the Advanced Placement Exam held in May. The exam fee is approximately \$92.00, and a passing score of 3, 4, or 5 is accepted by many colleges and universities. A passing grade, therefore, translates to less tuition for undergraduates. Although it is true that some popular colleges do not accept AP courses for credit, admissions officers do assess student preparedness based on AP courses and AP exams. Transcripts revealing AP courses should also, in the eyes of admissions officers, include AP test scores.

English Language Arts Standards

1. Reading for Literature

- Students will analyze how complex characters develop and advance the plot or develop the theme.
- Draw meaning from text and words and analyze the author's choice in usage.
- Consider a particular point of view and its impact on the world view or what is really meant.

2. Reading for Informational Text

- Cite strong through textual evidence to support analysis of what text says explicitly as well as inferences drawn from text.
- Read/Examine non-fiction/informative texts and U.S. documents for literary significance.
- Integrate multiple sources of information presented in different media or format.

3. Writing

- Write arguments using valid reasoning, relevant and sufficient evidence to support.
- Write informative/explanatory texts to examine and convey complex ideas.
- Produce clear and coherent writing strengthened by planning, revising, editing and rewriting.

4. Speaking and Listening

- a. Initiate and participate effectively in a range of collaborative discussions while building on others ideas expressing their own clearly and persuasively.
- b. Present information, findings and support evidence so listeners can follow the line of reasoning.
- c. Evaluate a speaker’s point of view, premise, linking ideas, word choice and tone used.

5. Language

- a. Demonstrate command of the English Language.
- b. Apply knowledge of language to evaluate meaning.
- c. Acquire and use accurately general academic and specific words for all aspects of English Language Arts.

LCY1010	English Language Arts 1	1 credit
<i>Course Number</i>	<i>Course Title</i>	

Description: Grade 9. Inspired by the guiding question, “Who am I?”, ELA 1 curriculum will apply the CCSS Standards to investigate the theme of identity through reading novels, short stories, and non-fiction prose. Students will use philosophical inquiry skills such as discussion as the leading method of deepening thoughts while processing multiple perspectives. Students will also master foundational grammar and mechanical writing skills.

LCY1010 (H)	English Language Arts 1 (Honors)	1 credit
<i>Course Number</i>	<i>Course Title</i>	

Prerequisite: Recommended students should be reading at or above grade level.
Description: Grade 9. This is an accelerated class designed to challenge students to explore a variety of literature such as novels, short stories, poetry, drama, and non-fiction. Students will be expected to be self-directed learners willing to participate in inquiry-based discussions. Students will also master foundational and more complex grammar and mechanical skills. Students who successfully complete ELA 1 or ELA 1 Honors with a grade of “B” or higher will be recommended to ELA 2 Honors. Students who earn a grade of “C” may be considered with ELA teacher approval.

LCY2010	English Language Arts 2	1 credit
<i>Course Number</i>	<i>Course Title</i>	

Prerequisite: Student must pass ELA 1 or ELA 1 Honors
Description: Grade 10. Students will use the guiding question, “Who am I in relation to my community and culture?”, to explore a variety of literature and non-fiction texts representative of a number of cultures and authors. Students will continue to practice and improve their inquiry and discussion skills as well as exploratory, argumentative, and research writing. Students will continue to practice grammatical and mechanical writing skills. Students will be challenged to think philosophically while applying English language arts skills as evidence of learning through projects and essays.

LCY2010 (H)	English Language Arts 2 (Honors)	1 credit
<i>Course Number</i>	<i>Course Title</i>	

Prerequisite: Successful completion of ELA 1 or ELA 1 Honors with a grade of “B” or higher. Students who earn a grade of “C” may be considered with ELA teacher approval. Students should be reading at or above grade level.
Description: Grade 10. This is an accelerated course designed to prepare students for honors or Advanced Placement courses. The curriculum allows students to explore the guiding question, “Who am I in relation to my community and culture?” Students will use advanced texts, classic and modern, fiction and non-fiction, to inquire into questions concerning what it means to be part of a community and concerning various cultures, including their own. Exploratory, argumentative, and research writing will be examined and practiced and students will continue to practice grammar and mechanical writing skills.

LCY3010**English Language Arts 3**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grade 11. With a focus on American literature, students explore the guiding question of “Who am I in relation to America?” through reading of fiction and non-fiction texts including primary documents related to American history. Students use inquiry discussions to philosophically question and comprehend texts at a complex level while also working to improve their writing skills for a variety of types of essays including research writing. Students will also work on test-taking skills to prepare for the required state test and national ACT test available for all 11th grade students.

LCY3010 (H)**English Language Arts 3 (HONORS)**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of ELA 2 or ELA 2 Honors with a grade of “B” or higher. Students who earn a grade of “C” may be considered with ELA teacher approval. Students should be reading at or above grade level.

Description: Grade 11. This is an accelerated course in which students will focus on the reading of advanced American texts, both fiction and non-fiction, including primary documents related to American history. Students will use inquiry discussions to philosophically question and comprehend complex texts to prepare for college level reading. Students will practice analysis, research, and argumentative essay writing to prepare for Advanced Placement college level writing. Students will also work on test-taking skills to prepare for the required state test and national ACT test available for all 11th grade students.

LCY4010**English Language Arts 4**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of ELA 3 or ELA 3 Honors.

Description: Grade 12. This course is designed around the guiding question “Who am I in relation to the universe?” The focus of this class is to ensure students are mindful, philosophical students as they prepare to pursue their goals after high school. Students collaboratively read and analyze complex philosophical texts to question the world around them. As well, students will complete the formal, inquiry-based Senior Project based on their own interests. In this, students are expected to be self-directed in showing mastery of researching, writing, editing, revising, publishing, and presenting.

LAY6010**Advanced Placement English Language and Composition (SY2022-23)**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of ELA 2 or ELA 2 Honors with a grade of “B” or higher. Students who earn a grade of “C” may be considered with ELA teacher approval. Students should be reading at or above grade level. It is strongly recommended that students read at or above grade level. The ideal student is expected to be able to perform at a college level, is self-directed, exhibits effective study skills, and self-motivated.

Description: Grade 11-12. This course prepares students for the AP Examination in May at the cost of approximately \$92.00 paid for by student. This course focuses on the college level understanding of the written language. It will focus on expository, analytical, and argumentative writing. Readings will be based on college level past and present nonfiction works, especially looking at the various writing styles. This course also counts as an equivalent to the .5 credit of Expository Writing (LWH5213)

LAY6100**Advanced Placement English Composition and Literature (SY2021-22)**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of ELA 2 or ELA 2 Honors with a grade of “B” or higher. Students who earn a grade of “C” may be considered with ELA teacher approval. It is strongly recommended that students read at or above grade level. The ideal student is expected to be able to perform at a college level, is self-directed, exhibits effective study skills, and self-motivated.

Description: Grade 11-12. Students will be required to analyze a number of challenging texts, both classical and modern. Students will show mastery of analytical skills through multiple essays and an AP Exam in May. Cost for AP Exam will be approximately \$92.00 paid for by the student. A passing grade on AP Exam may allow student to substitute for a similar course at a University. This course also counts as an equivalent to the .5 credit of Expository Writing (LWH5213).

Fine Arts –Band

Students in band will be involved in many exciting, musical learning and performing opportunities that merge class work with performance opportunities in our community, state, and beyond. Students' will participate in concerts, fundraisers, trips/tours, and other musical activities throughout the year, along with learning leadership skills, life lessons, and a strong awareness of self and group responsibilities. If field Marching Band and Jazz Band is offered, participation in the Concert Band is also required. All band members must attend a yearly summer training/orientation session in July in which members will learn more about the band program, its goals for the upcoming year, gain valuable musical skills along with preparing for the upcoming Fall Pep-Band/Parade-Band season. Marching and Jazz Band will be offered as an afterschool course with instructor approval.

FMB1000

Intro Band 9-12

Course Number

Course Title

1 credit

Description: Grades 9-12. Open to all students who wish to learn a traditional band instrument. As a requirement of the course, all students will need to purchase books, sticks, mouthpieces, and other musical supplies. Students are also required to sign an instrument care contract, and are responsible for any repair costs or instrument replacement if they are negligent. The band program does involve a commitment, both financially and academically. Students who successfully complete this course will be eligible to take Band 1 the following year. Students will complete a beginning level band book and will cover the curriculum of both 7th and 8th grade band. This is not a class for guitar, drum set, or piano.

FMB2000, 3000, 4000, 5000

Band 1, 2, 3, 4 (Sem 1)

Course Number

Course Title

1 credit each

Prerequisite: Students must have prior musical instruction and be able to read music. You must see the band director to be assessed of your abilities.

Description: Grades 9-12. Students will use method books, concert music and other resources to prepare for musical performances. Skills that will be learned include advanced rhythm reading, tone production, scales and sight-reading. As students progress throughout the year, more leadership and advanced techniques will be taught. Attendance and participation at all performances, rehearsals and activities is mandatory. Other policies are given in the band handbook, which is issued on the first day of school. Concert band members must also perform as a pep band at home and away football games. Students who are enrolled in Band 1, 2, 3, 4 must be enrolled in the corresponding Directed Study in Music 1, 2, 3, 4 during second semester.

FMD1000, 2000, 3000, 4000

Directed Study in Music 1, 2, 3, 4 (Sem 2)

Course Number

Course Title

1 credit each

Prerequisite: Must be enrolled semester 1 in Band 1, 2, 3, or 4.

Description: Grades 9-12. Directed Study in Music is offered semester 2 as a continuation of Band 1 through 4. You must see the band director to be assessed of your abilities. Students will continue to move to intermediate or advanced levels of rhythm reading, tone production, scales and sight-reading. Method books, concert music and other resources will be used to prepare for musical performances. As students progress, more leadership and advanced techniques will be taught. Attendance at all performances, rehearsals, and activities are mandatory. Members must also perform as a Marching Band at selected /calendared parades in the community.

Fine Arts - Hawaiian Performing Arts

FDK1000, 2000, 3000

Hawaiian Dance 1, 2, 3

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each</i>
----------------------	---------------------	----------------------

Description: Grades 9-12. Students entering into this course will learn hula both kahiko (ancient) and 'auana (modern). Proper dance forms and a sense of strength of movement and a sense of beauty and grace are emphasized. Students will be able to experience many Hawaiian cultural activities while in this course. Performances, rehearsals, and activities may be required outside of class time, and are considered to be mandatory.

FDD4000

Directed Studies in Hawaiian Dance

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Previous dance experience is recommended and Kumu's approval is required.

Description: This course is designed for the serious students of hula whose pursuit is to further develop skills and knowledge in the Kahiko (traditional) and 'auana (modern) forms of hula. With the approval and guidance of the Kumu, students will develop and implement self-directed projects and a plan of study. Assessment and evaluation will require participation in mandatory daily rehearsals and show performances in curricular and extra-curricular activities.

FML1000

Ukulele 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: This is an introductory course designed to provide students with the opportunity to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

Fine Arts – Visual Arts

Courses in the visual arts promote not only specific skill development and creativity, but also nurture participants to be members of a society that creates, appreciates and supports the arts. Skills and techniques are taught in all art classes. Students may wish to supplement art career preparation within the Arts and Communication Career Pathway.

FVB1000

General Art 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This course focuses on artistic skill development and acknowledge within the elements of art and the principles of design. Students will experiment with various media, such as ebony pencils, pen and ink, acrylic paint, watercolors, and colored pencils. Projects include but are not limited to: portfolio creation, still life studies, mandalas: radial symmetry, 1 point perspective, 2 point perspective, cartooning, and self portraits.

FVB2000**General Art 2**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade of B or better in General Art 1.

Description: Grades 9-12. This course follows General Art 1 and provides further opportunity to strengthen and refine visual art productive skills and increase knowledge about visual art, art history, and cultural connections. Students will be encouraged to examine the art works of others, and refine their skills in selected modes of expression.

FVQ1000**Drawing and Painting 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This course focuses on drawing and painting skill development and knowledge within the elements of art and principles of design. Students will experiment with mixed media and materials. Projects include but are not limited to: hand studies, cubism portrait, surrealism, pop art, graffiti art, master study copycats, perspective, architectural box building and painting, and full body portraits.

FVD1000**Directed Study in Art Problems**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Grade of B or better in any of the fine arts courses or instructors consent.

Description: Grades 10-12. This portfolio-based course provides the serious art student with in-depth study in selected modes of expression. Students within directed study will co-write their curriculum objective along with teacher. A portfolio that showcases a variety of works will be the primary focus, to assist the student in the pursuit of a career within the arts or college entrance.

Leadership Training

XLP5000Y1**Leadership Training - Level 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

XLP5000Y2**Leadership Training - Level 2**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

XLP5000Y3**Leadership Training - Level 3**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

XLP5000Y4**Leadership Training - Level 4**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Student Board of Affairs (SBA) officers and standing committee chairperson, **approval by SAC is REQUIRED.** Considerations made to former officers from previous schools; with SAC/Advisor approval. Promotion to next level requires a passing grade of "C" or better.

Description: Grades 9-12. This course is open to all interested students designed to utilize the leadership period to include directed time for learning, planning, coordinating and evaluating school/class projects and official duties. Working with respective advisors, students concentrate on servicing concerns and solving problems unique to their grade level or of the student body as a whole.

Students taking this course will develop a working knowledge of communication skills; criteria referenced problem solving; planning, developing and analyzing budgets; SBA Constitution; fundamentals of group processing; record keeping; planning events and activities; fundamentals of

meetings (formal Parliamentary Procedure, and informal); evaluation of activities; concepts of leadership and group participation; report writing and public speaking.

Students in this class will receive letter grades based on attendance, participation and how they demonstrate the functions of their respective offices, their classroom assignments, test scores and the completion of their assigned activities.

Enrollment of this course requires attendance to mandatory leadership workshops in the summer/fall as well as all student activities planned and executed by SBA during or afterschool. This is a repeatable elective course.

XTH4000

School Service NON-CREDIT

Course Number

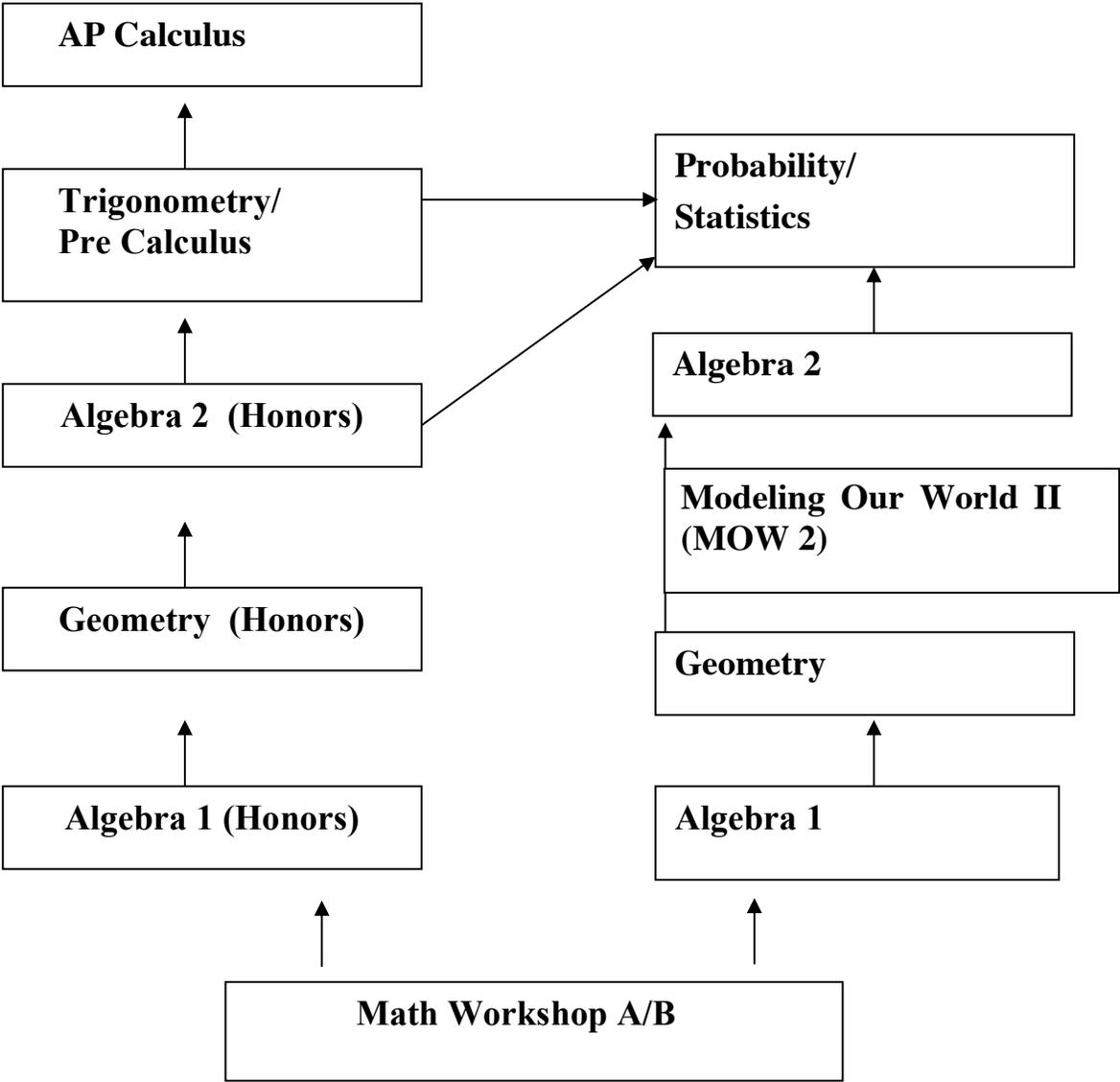
Course Title

0 credit

Prerequisite: Credit earned in Leadership 1, Leadership 2, Leadership 3, and Leadership 4. Must be a student officer. **Approval of SAC.**

Description: Grades 11-12. This course is designed for student officers who completed four credits of Leadership. The objective of this course is to allow student officers to provide service to the school and neighboring community groups. Under the supervision of an adult, students participate in servicing other students, the school, and the community. This may include keeping school files; accounting; effective multi-media equipment use; assisting and tutoring other students; and collaborating with organizations and groups to find ways to improve the school environment. This is a non-credit course. This course is repeatable and no credit will be awarded.

Kailua High
Math Course Sequence



Math

Placement: Math courses at Kailua High School are rigorous and placement is important. Students should consult current math teachers for recommendation of math placement.

General Requirements and Expectations: Students are required to bring their textbooks, pencils, and notebooks/binder/folder paper to each class period. All assignments are to be completed with thought, neatness, and accuracy. When absent, make-up work is the responsibility of the student. Students are expected to exhibit good study habits and work ethics. Teachers may require other specific supplies such as compass, protractor, rulers and/or calculators. Courses must be taken in sequence. Students are expected to spend at least 1 hour studying and doing homework outside of class for each hour of instruction.

Every student is required to successfully complete three credits of mathematics for their high school diploma. All math courses are college preparatory. The math courses emphasize critical thinking/problem solving skills, literacy and collaborative teamwork. All courses address either the Hawaii Content and Performance Standards (HCPS) or Common Core State Standards (CCSS). The math content standards for HCPS are: 1) Number and Operation; 2) Measurement; 3) Geometry and Spatial Sense; 4) Patterns, Functions & Algebra; and 5) Data Analysis, Statistics & Probability. The math content standards for CCSS are: 1) Number and Quantity; 2) Algebra; 3) Functions; 4) Geometry; and 5) Statistics and Probability.

MSW10091/MSW10092

Math Workshop A/Math Workshop B

Course Number

Course Title

1/2 elective credit each

Description: Grades 9-12. These two half **elective** credit courses **must be taken prior to Algebra 1 or Algebra 1 Honors**. This course strengthens students' pre-algebra background and covers early concepts of functions in multiple representations of which are essential for success in subsequent algebra courses. Lessons are teacher-led, discovery-based and include cooperative learning experiences.

MAX1150

Algebra 1

Course Number

Course Title

1 credit

Description: Grades 9-12. This one credit course **must be taken after Math Workshop**. This course strengthens and extends students' background of the algebraic concepts and skills, making generalizations, and uses numbers in a variety of situations. Functions are covered extensively using multiple representations (symbolic, graphical, tabular, verbal). In addition, other topics include: 1) Modeling with functions, 2) Linear functions, 3) Quadratic functions, and 4) Solving equations/inequalities in 2 variables. Lessons are teacher-led, discovery-based and include cooperative learning experiences.

MAX1150 (H)

Algebra 1 (Honors)

Course Number

Course Title

1 credit

Description: Grades 9. This one credit course is recommended for incoming 9th graders who have been recommended by their current teacher. **It must be taken after Math Workshop**. This course maintains a fast and rigorous pace, with frequent enrichment activities and problems. Topics include: 1) Modeling with functions, 2) Linear functions, 3) Quadratic functions, and 4) Solving equations/inequalities in 2 variables. Lessons are teacher-led, discovery-based and include cooperative learning experiences.

MGX1150

Geometry

Course Number

Course Title

1 credit

Prerequisite: Credit in Algebra 1.

Description: Grades 9-12. Students will develop an understanding of geometry through deductive reasoning; utilize formulas and examine relationships between geometric figures and apply geometric knowledge in guided activities. Topics include congruence; similarity; right triangles and simple trigonometry; circles; expressing geometric properties with equations; geometric measurement and

dimensions; and modeling in geometry. Students will engage in cooperative learning experiences, and lessons are teacher-led and discovery-based. Students will complete projects to help them understand the concepts and see relevant applications.

MGX1150 (H)	Geometry (Honors)	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Credit in Algebra 1 (recommended B or better). For incoming 9th graders, a recommendation from a current math teacher.

Description: Grades 9-10. This course maintains a fast and rigorous pace. Topics include development and use of the deductive reasoning process. Geometric concepts are learned through understanding the properties of geometric figures. Topics are similar to Geometry with frequent enrichment activities included.

MAX1180	Modeling Our World 2	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Credit in Algebra 1 and Geometry.

Description: Grades 9-12. This course is recommended for students who earned C and below in Algebra 1 or Geometry. This course focuses upon the use of modeling to represent mathematical and real world contexts. The application and creating of mathematical models engage students in learning experiences that relate classroom mathematics to everyday life and decision-making. The course focuses upon specific learning expectations as defined in the Common Core State Standards with emphasis on the use of mathematical modeling with functions. This course should be taken prior to Algebra 2 to provide supplemental learning opportunities for students needing additional support to be successful in Alg 2.

MAX1200	Algebra 2	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Credit in Algebra 1 and Geometry (C or better in Algebra 1 recommended)

Description: Grades 9-12. This course maintains a fast and rigorous pace. Topics covered include a review of Algebra 1, general properties of functions, families of functions such as exponentials and rationals, polynomials, and statistical analysis. Students are engaged in activity-based lessons and guided investigations.

MAX1200 (H)	Algebra 2 (Honors)	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: Credit in Algebra 1 and Geometry (Recommended B or better in both courses)

Description: Grades 9-11. This course maintains a fast and rigorous pace. This course covers similar topics as Algebra 2. Students are engaged in activity-based lessons, guided investigations, and added enrichment.

MXX1100/MXX1300	Basic Probability/Statistics	
<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>

Prerequisite: Credit in Algebra 2 and Geometry.

Description: Grades 10-12. This course emphasizes the use of probability in making decisions and students will learn strategies for analyzing and interpreting data. Students will use a scientific calculator. Topics include graphing and charting; collection and organization of data and measures of central tendencies; dispersions; frequency distributions; and correlation and regression. Students will complete projects to help them understand the concepts and see relevant applications.

MCX1010/MCX1020**Trigonometry/Pre-Calculus**

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
----------------------	---------------------	------------------------

Prerequisite: Credit in Algebra 1, Geometry, & Algebra 2.

Description: Grades 10-12. This fast and rigorous course is the prerequisite to AP Calculus. This course is offered to students who desire to continue their study of mathematics and who wish to continue their education beyond high school in those fields that require a solid background in mathematics. Topics covered include fundamental trigonometric identities and equations, graphs and properties of algebraic functions, triangle trigonometry for surveying and navigation, polar coordinates, complex numbers and vectors. Graphing calculators are highly recommended and will be used on a daily basis.

MCA1040**Advanced Placement Calculus**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Credit in Trig/Pre-Calculus.

Description: Grades 11-12. This fast and rigorous course is the prerequisite to AP Calculus. This course is the equivalent of one semester college level Calculus. Students must take the Advanced Placement Mathematics Examination in May for an approximate fee of \$92.00. If students pass the exam, they may earn college credit. Students must have a graphing calculator. Topics include limits, continuity, differential calculus, derivatives with their applications, and integrals with their applications. Students must be enrolled concurrently in Directed Studies Math A/B (MCD1060A/B)

MCD1060A/B**Directed Studies Math A/B**

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
----------------------	---------------------	------------------------

Prerequisite: Students must be enrolled concurrently in Advanced Placement Calculus.

Description: This course is designed for students who have demonstrated the skills needed for independent learning. It will provide the opportunity for independent investigation in topics of deficiency or interest, development of research techniques, and the practice of higher level thinking skills. It is comprised of skills that enable the learners to acquire, manipulate, and/or generate information and communicate the results to others. Students engage in large group, small group and individual student activities. Students are given opportunities to: strengthen and extend skills from previous math courses; explore relationships between current course and other branches of mathematics; discuss and engage in problem solving activities that allow students to deepen their understanding of math.

High School to Community College Math

The University of Hawai'i Community College System has standardized its math course offerings and placement. Scores on the COMPASS Placement Test will determine placement in community college math courses. Students who have successfully completed Algebra 1 at Kailua High School should place in Math 103 in the community college. The community college math sequence of courses is taught in traditional lecture and discussion based methods. Other equivalent courses are as follows:

<u>HIGH SCHOOL</u>	<u>COMMUNITY COLLEGE</u>	
Algebra 1	Math 24 and 25	2 semester courses, 3 credits each
Algebra 2	Math 103	1 semester course, double pace
Trig/Pre-Calculus	Math 135 and 140	semester courses, 1 year sequence
AP Calculus	Calculus I	

All students are encouraged to take as much math as possible in high school. The cost for community college courses is approximately \$160.00 for a 3 course credit. Students who can complete math courses for free in high school should realize significant savings. Students who cannot pass community college Algebra I (Math 24) must enroll in Math 21A & 21B. This is a modules based course involving hands-on learning. The work is self-paced in preparation for Math 24 placement.

Physical Education/Health

The Kailua High School Physical Education and Health program will enhance the physical, intellectual, emotional, and social development of all students by providing the knowledge and skills necessary to promote and practice lifelong wellness and fitness. By successfully completing the following courses, students will meet benchmarks for the Physical Education and Health Hawaii Content and Performance Standards III

Note: All high school students are required to complete one credit of Physical Education. Students who have not taken PE must take PEP1005 and PEP1010 to meet graduation requirements.

PEP1005 Physical Education Lifetime Fitness (Required)

Course Number	Course Title	1/2 credit
---------------	--------------	------------

Description: This is a ½ credit course required for graduation. By successfully completing this course, students will meet the benchmarks for the Physical Education HC & PS 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 resources available in our school and community. Student's will self-assess their personal fitness level and document their physical activity. 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 lifelong participants in physical activities.

PEP1010 Physical Education Lifetime Activities (Basic Elective-Required)

Course Number	Course Title	1/2 credit
---------------	--------------	------------

Description: This is a ½ credit course that will meet the basic elective PE requirement for graduation. By successfully completing this course, students will meet benchmarks for the Physical Education HC & PS III. This course develops and strengthens physical movement forms, concepts, principles, and skills. 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.

PTP1640 Team Sports 1 (Specialized Elective)

PTP1650 Team Sports 2 (Specialized Elective)

PTP1660 Team Sports 3 (Specialized Elective)

Course Number	Course Title	1/2 credit each
---------------	--------------	-----------------

Description: Grades 10-12. This course is a "Specialized Elective" and provides the learner with an elective credit toward graduation. It does not fulfill the required PE credit needed for graduation. This standards based course is designed for the student who want to participate in a variety of individual, dual, and team sports. The goal of the course is to strengthen movement forms, concepts, principles and skills through participation in a variety of team sports and skills training. Key features of this course are: reinforcing fundamental movements skills, concepts and principals through team games and activities; periodic assessment of individual fitness levels; applying appropriate social behaviors in a recreational setting; and developing positive interpersonal relationships.

PWP1210/PWP1220 Weight/Resistance Training 1 A/B (Specialized Elective)

PWP1230/PWP1240 Weight/Resistance Training 2 A/B (Specialized Elective)

Course Number	Course Title	1/2 credit each
---------------	--------------	-----------------

Description: Grades 10-12. This standards based course is a "Specialized Elective" and provides the learner with an elective credit toward graduation. It does not fulfill the required PE credit needed for graduation. This course is designed to introduce/reintroduce students to a variety of contemporary training methods and principles related to resistance training. Concepts of exercise physiology and athletic training

Science

Three credits of science are required, one of which must be Biology for the high school diploma. Students may earn their credits in science for high school graduation during grades 9-12 by: (a) three science courses listed below, (b) three courses from other program areas that have been identified as science equivalents, (c) any combination of the above. At Kailua High School, a student may take Integrated Science-JROTC, which is taught by the Career and Technical Education Department for a science credit. Courses taught by the Science Department are recommended, especially for the college bound.

SAH2003

Integrated Science

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Special Notation: This is the entry-level course for JROTC (AFJROTC 1) and meets the graduation requirements for a lab-based science credit.

Description: Grades 9-12. This course is an introduction to Astronomy and the basics of Earth and Space Science. Studies include the origin, components, and characteristics of the solar system, the Earth/Moon system and characteristics, and our place in the universe. In addition, the students are introduced to the Leadership Science concepts of self-discipline, teamwork, and the development of strong interpersonal characteristics such as integrity, respect, responsibility, and attitude through the JROTC program. Uniform wear is required one day per week.

SPH2603

Physical Science

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grade 9. This is an introductory laboratory course. Emphasis is on the introduction and development of basic science skills; use of physics terminology and concepts to explain everyday phenomena; electricity and magnetism; Newtonian mechanics; atomic nature of matter; and wave theory.

SLH2203

Biology 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grade 10. This is a laboratory course that emphasizes biological themes; and concentrates on the development of science process and inquiry skills. The Biology 1 End of Course (EOC) Exam is a requirement for the course and will count as a portion of their final grade.

SLH2203 (H)

Biology 1 (HONORS)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Prior or concurrent enrollment in Algebra 1 or higher.

Description: Grade 9-10. This is a laboratory course for science-related Career Pathways. Students will learn basic biological concepts and principles; and critical thinking and reasoned decision making processes and skills. The Biology 1 End of Course (EOC) Exam is a requirement for the course and will count as a portion of their final grade.

SPH3503

Chemistry

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: A passing grade in the most recent math course. Prior or concurrent enrollment in Algebra 1.

Description: Grade 10-12. This is a math intensive inquiry-based laboratory course that emphasizes the practical applications of chemistry; descriptive chemistry with current theories and ideas; and critical thinking skills and inquiry methods.

SPH3503H**Chemistry (HONORS)**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in the most recent math course. Prior or concurrent enrollment in Algebra 2 or higher is recommended.

Description: Grade 10-12. This course is for students interested in science or medical related Career Pathways. This is a math intensive inquiry-based laboratory course investigating similar concepts as Chemistry but at a more rigorous pace. Topics include the Nature of Matter; atomic theory and periodicity; bonding, chemical reactions/equilibrium; and thermodynamics.

SEH2503**Marine Science**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Biology 1.

Description: Grade 10-12. This is a practical laboratory course in which students will study the biological, chemical, geological and physical aspects of the world's ocean basins and marine life. Topics include the study of plate tectonics and ocean floor topography, ocean water, currents, waves, beaches, shorelines and tides; marine mammals, fish and sharks; plankton, algae, coral reef ecology; and aquaculture.

SLH7503**Human Physiology**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Biology 1. Chemistry course desirable. C or better in a previous science course.

Description: Grade 11-12. This is a laboratory course for students interested in Career Pathways related to Health. Topics include basic biological and chemical foundations of the human body; and structure, function and interrelationships of 12 major body systems used to maintain balance within the environment.

SAH4503**Seminar in Scientific Research**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Instructor approval recommended. This course enables the student to work on the scientific investigations and share results through reports and presentations, culminating in the State Science and Engineering Fair and/or the Pacific Symposium for Science and Sustainability. Professional mentors will guide students' projects from the particular field of inquiry. No projects involving human subjects will be allowed. One (1) elective credit will be awarded upon completion of this course. Credit may be awarded for Senior Project and/or STEM Honors Certificate.

SLH3003**Microbiology**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Biology 1.

Description: Grade 10-12. Microbiology is an elective course open to students interested in lab sciences. Laboratory investigations are used to strengthen inquiry skills and develop an understanding of basic microbiological concepts. Topics covered include Basic Lab Skills, History, Taxonomy, Growth, Identification, Immunology, Epidemiology, Environmental and Industrial Applications.

SPH5603**Physics**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Algebra 1 and Biology 1.

Description: This is a standard high school laboratory physics course that focuses on a conceptual understanding of thermodynamics, waves, optics, matter and energy, different forces and how they change motion of objects, and distinguishing among three major natural forces: gravitational, electrical, and magnetic in context with scientific investigation and relationships between science, technology, and society.

Note: Grading for Advanced Placement courses are based on a 5-point scale. Students are encouraged to take the Advanced Placement Exam held in May. The exam fee is approximately \$92.00, and a passing score of 3, 4, or 5 is accepted by many colleges and universities. A passing grade, therefore, translates to less tuition for undergraduates. Although it is true that some popular colleges do not accept AP courses for credit, admissions officers do assess student preparedness based on AP courses and AP exams. Transcripts revealing AP courses should also, in the eyes of admissions officers, include AP test scores.

CER2100/ CPG2200 Ethnic Studies/ Philosophy

Course Number Course Title 1/2 credit each

Description: Grade 9. Ethnic Studies. This course will be paired with Philosophy for 9th graders. It examines the dynamic, and sometimes controversial, interactions among various groups in American society today through the lens of self exploration (who am I) and discovery (what is my role and where is my place in this world). Class discussions, service learning and inquiry will be major components for this course.

Description: Grade 9. Philosophy. This course is paired with Ethnic Studies for 9th graders. Students will continue to utilize the lens from Ethnic Studies of self exploration (who am I) and discovery (what is my role and where is my place in this world) to examine the five indicators of violence, potential controversial topics, and how the choices they make now impact their futures through class discussions, service learning and inquiry. They will also complete a social activism project on a topic of their choosing.

*To: A Message To All Kailua High School Students and Parents
 From: Kailua High School Social Studies Department
 Re: Required Ethnic Studies/Philosophy Course*

We understand that because we are dealing with controversial concepts and the content materials require a certain level of maturity, as a parent/guardian, you may feel that your child is not socially and emotionally mature enough to handle this material, you have the option of delaying their taking of the class till their Sophomore year. If you have any questions, please call 266-7900 and ask for Raylene Peters (Social Studies Department Head).

CGU1100/CHR1100 Participation in Democracy/Modern History of Hawaii

Course Number Course Title 1/2 credit each

Description: Grade 10. Participation in Democracy. This course is designed to assist the learner in understanding his/her roles, rights, and responsibilities as a citizen of our world, nation and state through the analysis of primary and secondary sources. To do so, students will examine foundations and principles of the democratic process; examine students' rights and role as a citizen; and use the tools and methods of social scientists.

Description: Grade 10. Modern History of Hawai'i. This course is designed to assist the learner in understanding the dynamics of change and continuity in Hawai'i. To do so, the students will examine past economic, political and social decisions and events and compare them to current conditions in Hawai'i.

CGU1100H/CHR1100H Participation in Democracy/Modern History of Hawaii (HONORS)

Course Number Course Title 1/2 credit each

Prerequisite: It is recommended that the student be reading at grade level or beyond.

Description: Grade 10. Participation in Democracy. This accelerated course is designed to assist the learner in understanding his/her roles, rights, and responsibilities as a citizen of our world, nation and state. To do so, students will examine foundations and principles of the democratic process; participate in debates; and use the tools and methods of social scientists to conduct historical inquiries.

Description: Grade 10. Modern History of Hawai'i. This accelerated course is designed to assist the learner in understanding and analyzing the dynamics of change and continuity in Hawai'i. To do so, the students

will examine past economic, political and social decisions and events and compare them to current conditions in Hawai'i as well as predict future ramifications of the actions of today on the Hawai'i of tomorrow through the historical inquiry process and discussions.

CHU1100 **U.S. History and Government**

Course Number Course Title 1 credit

Description: Grade 11. This course is designed to assist the learner in understanding America's present based on its past. Students will examine and analyze key ideas, events and people that have shaped our nation as well as formulate their own ideas and understandings of the country that they live in through discussions, writing essays and historical inquiry.

CHU1100(H) **U.S. History and Government (HONORS)**

Course Number Course Title 1 credit

Prerequisite: It is recommended that the student be reading at grade level or beyond.

Description: Grade 11. This accelerated course is designed to assist the learner in understanding America's present based on its past. Students will examine and analyze key ideas, events and people that have shaped our nation as well as formulate their own ideas and understandings of the country that they live in through discussions, writing essays and historical inquiry.

CHW1100 **World History and Culture**

Course Number Course Title 1 credit

Description: Grade 12. This course is designed to assist the learner in understanding the dynamics of change and continuity of a culture and nations through historical inquiry. They will identify, examine and analyze the impact global interactions had upon these cultures and nations as well as predict future ramifications based on what they have discovered.

CHW1100(H) **World History and Culture (HONORS)**

Course Number Course Title 1 credit

Prerequisite: It is recommended that the student be reading at grade level or beyond.

Description: Grade 12. This accelerated course is designed to assist the learner in understanding the dynamics of change and continuity of a culture and nations through historical inquiry. They will identify, examine and analyze the impact global interactions had upon these cultures and nations as well as predict future ramifications based on what they have discovered.

CSD2500 **Economics**

Course Number Course Title 1/2 credit

Description: Grade 11-12. This course is designed to assist the learner in gaining financial literacy or the set of skills and knowledge that allows an individual to make informed and effective decisions through their understanding of finances. They will identify, examine and analyze the relationship between economic conditions of the past, present and future in correlation with themselves and the financial decisions they are making or will make.

CSD2200 **Psychology**

Course Number Course Title 1/2 credit

Description: Grade 11-12. This course is designed to assist the learner in understanding not only his/herself but also those around them through the lens of psychology. To do so, they will examine and analyze various theories, influencing factors, and disorders that influence human behavior.

CHA6300 **Advanced Placement World History (SY2022-23)**

Course Number Course Title 1 credit

Prerequisite: It is recommended that the student be reading at grade level or beyond.

Special Notation: This course can be taken in place of CHW1100, World History and Culture. Advanced Placement is intended for qualified students who wish to complete studies in high school equivalent to a college introductory course in World History. Summer homework is mandatory and will be assigned in the spring of the school year prior to the start of the course.

Description: Grades 10-12. AP World History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit in World History. It is a year-long study of interconnections between human societies from 8,000 B.C.E. to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Students must take the Advanced Placement Examination in May for an approximate fee of \$92.00. If students pass the exam, they may earn college credit.

CHA6100

Advanced Placement US History (SY2021-22)

Course Number

Course Title

1 credit

Prerequisite: It is recommended that the student be reading at grade level or beyond.

Special Notation: This course can be taken in place of CHU1100, US History and Govt.

Advanced Placement is intended for qualified students who wish to complete studies in high school equivalent to a college introductory course in U.S. History. Summer homework is mandatory and will be assigned in the spring of the school year prior to the start of the course.

Description: Grades 10-12. Students will analyze and interpret primary sources, documentary material, maps, statistical tables and pictures to write analytical papers. Topics include exploration and settlement of the New World, colonial society and the Revolution, the establishment of the Constitution and New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction and industrialization; and 19th-20th Century intellectual and cultural movements, national politics, foreign policy and the post-World War II period. Students must take the Advanced Placement Examination in May for an approximate fee of \$92.00. If students pass the exam, they may earn college credit.

World Languages

Students in this department will demonstrate competency in the three C's.

Communication	Students understand, interpret and present information on a variety of topics to a variety of audiences.
Cultures	Students understand multiple cultures.
Comparisons	Students understand the nature of languages.

Hawaiian

"I ka 'olelo no ke ola, I ka 'olelo no ka make"
Life and death is in the language;
The survival of the culture depends on the survival of the language.

WPH1000

Hawaiian 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This is an introductory course designed for the beginning language learner. Students develop basic communicative skills in listening, speaking, reading, and writing needed to comprehend and respond to social situations.

WPH2000

Hawaiian 2

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Hawaiian 1.

Description: This course will develop proficiency in basic communicative skills in Hawaiian-listening, speaking, reading and writing. Instructional activities will include those in the previous level as well as simple conversations, speeches, and cultural demonstrations.

WPH3000

Hawaiian 3

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Hawaiian 2 and teacher approval.

Description: Students continue to expand their proficiency in speaking, listening, reading, and writing skills. Activities include additional opportunities to utilize authentic materials, oral exchanges, presentations and cultural protocols.

WPH4000

Hawaiian 4

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Hawaiian 3 and teacher approval.

Description: This level of study is designed for those students who are developing the intermediate levels of proficiency in the communicative skills of Hawaiian language. Increased focus shall be on cultural and literary topics from authentic sources and the media.

Japanese

"Ruri mo hari mo migakeba hikaru." No matter what the ability, diligence is rewarded.
--

WAJ1000

Japanese 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. Japanese 1 is an introductory course that develops skills in listening, writing, speaking, and reading. Hiragana and Katakana (syllable writing) are taught to support simple exchanges in social situations. Classroom activities highly encourage interaction and using memorized material. Active participation in a group, individual, and class projects are expected. Japanese culture and values are also introduced.

WAJ2000

Japanese 2

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Japanese 1.

Description: Grades 10-12. Japanese 2 reinforces mastery of the sound systems, enabling students to communicate in survival situations. Students will develop proficiency in the four skill areas and will be introduced to 100 kanji (Japanese characters). Selected cultural projects help students to develop insight into cultural perspectives and products.

WAJ3000

Japanese 3

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Japanese 2 and teacher approval.

Description: Grades 11-12. Japanese 3 develops a degree of proficiency to further enable students to communicate effectively in Japanese. Cultural material on familiar topics and 100 additional kanji help to continue to refine skills.

WAJ4000

Japanese 4

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Japanese 3 and teacher approval.

Description: Grades 11-12. Japanese 4 provides opportunity to refine proficiency. Classes are often mixed with lower level classes pending enrollment. Projects encourage a refinement of their knowledge and understanding. Students are expected to work independently and to assist with or demonstrate language with lower level students.

WAJ5000

Advanced Japanese

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: C or better in Japanese 4 and teacher approval.

Description: Grades 11-12. Students continue to refine their skills at higher proficiency levels. Advanced Japanese is similar in structure to Japanese 4 with emphasis on enabling students to communicate in extended exchanges on a variety of topics. Students explore language and culture through authentic materials. This course can be repeated for credit.

WAJ8000

Japanese Conversation/Culture

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This course emphasizes listening and speaking skills as they relate to the cultural topics studied. It serves as an introductory phase of study leading to further language development through Language and Culture courses. This course provides solid introductions to language study by focusing on the Interpersonal and Cultures standards. Note: This course does not address all of the World Languages standards and do not meet most college and university entrance requirements for language study. It is an elective course and does not count towards the 2 credit language requirement for a graduation.

Spanish

"El que sabe dos lenguas vale lo que pesa. Viva el español!"
He who knows two languages is worth his weight in gold. Long live Spanish!

WES1000	Spanish 1	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Special Notation: Students speaking the language should consult with instructor to determine placement.
Description: Grades 9-12. Students will develop basic mastery of the Spanish sound system, elementary proficiency in understanding, speaking, reading, and writing and basic understanding and appreciation of the Hispanic culture (geography and everyday customs).

WES2000	Spanish 2	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: C or better in Spanish 1.
Description: Grades 10-12. Students in Spanish 2 will develop substantive mastery of the Spanish sound system, moderate proficiency in understanding, speaking, reading and writing and a greater understanding and appreciation of the Hispanic culture.

WES3000	Spanish 3	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: C or better in Spanish 2 and teacher approval.
Description: Grades 11-12. Students will develop skills to the point of high proficiency, substantive understanding and appreciation of Hispanic culture. Students will also prepare for Spanish placement exams or achievement tests in order to earn college credit.

WES4000	Spanish 4	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: C or better in Spanish 3 and teacher approval.
Description: Grades 11-12. Students will continue to develop greater proficiency and prepare for placement exams. Cultural study will focus on Hispanic history and literature.

WES5000	Advanced Spanish	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Prerequisite: C or better in Spanish 4 and teacher approval.
Description: Grades 11-12. Students will continue to increase fluency and knowledge beyond Spanish 4. Focus is on extensive reading, cultural research topics, and written and/or oral discussion based on those readings. Projects and cultural topics encourage exchanges with speakers of the language and cover a range of topics, including current events, published and broadcast information, and community concerns. This course can be repeated.

Yearbook

XYY8610**Yearbook Production 1**

*Course Number**Course Title**1 credit*

Prerequisite: Ability to meet strict deadlines and commitment to work outside of class time.

Description: Grades 9-12. The primary task of this class is to design and produce the school yearbook. In accomplishing this goal, students learn techniques for writing captions and copy to accompany photographs, use photographs and copy to create appealing page layouts and organize materials to prepare an effective verbal and visual record of the school year. Students will be expected to work after school and on weekends in order to meet various deadlines. In addition, students will also learn the fundamental operations for sales of copy space, promotional activities, distribution procedures and solving basic graphic problems. This is an elective course, it does not meet an English requirement for a diploma.

XYY8630**Yearbook Production 2**

*Course Number**Course Title**1 credit*

Prerequisite: Successful completion (grade B or better) in Yearbook Production 1. Ability to meet strict deadlines and commit to working outside of class time.

Description: Grades 10-12. This course is for students interested in continuing their interest in Yearbook. Students are expected to use and practice skills learned in Yearbook 1 and apply independently. Students are encouraged to take a leadership role as section editors, planning and supervising the creation of the pages assigned to them. Students' work with photographers, students, faculty members and the administrative staff to plan, schedule, and produce the yearbook. This is an elective course and does not meet the English requirement for a diploma.

XYY8650**Yearbook Production 3**

*Course Number**Course Title**1 credit*

Prerequisite: Successful completion (grade B or better) in Yearbook Production 2. Ability to meet strict deadlines and commit to working outside of class time.

Description: This course is for students interested in continuing Yearbook. Students in this course will be considered highly skilled and will be expected to take leadership roles and additional duties critical to the completion of the final product. This is an elective course and does not meet the English requirement for a diploma.

XYY8670**Yearbook Production 4**

*Course Number**Course Title**1 credit*

Prerequisite: Successful completion (grade B or better) in Yearbook Production 3. Ability to meet strict deadlines and commit to working outside of class time.

Description: Grades 11-12. This course is for continuing Yearbook students. Students in Yearbook 4 are considered "Masters" and will be expected to take high-level leadership roles and are responsible for managing the yearbook staff. Students will learn the business side of the yearbook including, but not limited to planning staff meetings, budgeting, communicating with vendors, staff, administration, and team members. This is an elective course and does not meet the English requirement for a diploma.

Special Education

Special education courses are designed to meet the unique educational needs of learning disabled students and students who are mentally, physically, or emotionally challenged. Eligibility for special education courses is determined by an extensive evaluation conducted by the Department of Education. Only those students who have been determined eligible to receive special education services may enroll in courses offered by the Special Education Department.

Each student with special needs is assigned an IEP teacher. This is done to allow for improved monitoring and support of each IEP student. Parents meet with special education teachers annually (or more frequently, if necessary) to plan and review an Individualized Education Program (IEP) for their child. The goal of the Special Education Department is to offer a Free and Appropriate Public Education (FAPE) in the least restrictive environment.

The Special Education Department also offers two types of Fully Self Contained (FSC) programs-Certificate or Diploma. This is the most restrictive placement on campus. Students in FSC are typically with the same teacher and Educational Assistant(s) throughout the day. The student's Individualized Educational Program (IEP) determines placement in classes.

Certificate track students will earn a "Certificate of Completion" once they have attained mastery of goals and objectives as directed in their IEP. These students work on functional life skills through Community Based Instruction (CBI). Diploma track students will earn a high school diploma upon successful completion of the requirements for graduation (see p 5).

English Language Arts

Special Notation: English courses are offered through the Special Education department. Refer to course descriptions in the English Language Arts section of this manual. (see p 27-29)

Grade 9	English Language Arts 1 (LCY1010S)	1 credit
Grade 10	English Language Arts 2 (LCY2010S)	1 credit
Grade 11	English Language Arts 3 (LCY3010S)	1 credit
Grade 12	English Language Arts 4 (LCY4010S)	1 credit

Social Studies

Special Notation: Social Studies courses required for graduation are offered by the Special Education department. Refer to course descriptions in the Social Studies section of this manual. (see p 42-45)

Grade 9	Ethnic Studies (CER2100S) and Philosophy (CPG2200S)	1/2 credit each
Grade 10	Modern Hawaiian History/Part in Democracy (CHR1100S/CGU1100S)	1/2 credit each
Grade 11	US History and Government (CHU1100S)	1 credit
Grade 12	World History and Culture (CHW1100S)	1 credit
	Economics/Psychology (CSD2500S/CSD2200S)	1/2 credit each

Science

Special Notation: Science courses required for graduation are offered by the Special Education Department. Refer to course descriptions in the Science section of this manual. (see p 40-42)

Grade 9	Physical Science (SPH2603S)	1 credit
Grade 10	Biology (SLH2203S)	1 credit
Grade 11/12	Marine Science (SEH2503S)	1 credit

Mathematics

Special Notation: Math courses required for graduation are offered by the Special Education Department.

Grade 9	MOW 1 & Algebra 1 (MAX1080S & MAX1155S)	1 cred/ 1cred
Grade 10	Geometry (MGX1150S)	1cred
Grade 11	Modeling our World 2 (MAX1180S)	1 cred/ 1cred

MAX1080S

Modeling our World 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This course focuses 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 functions. The course must be taken prior to enrollment in Algebra I to provide supplemental learning opportunities for students needing additional support to be successful in Algebra I.

MAX1150S

Algebra 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: Grades 9-12. This one credit course **must be taken after Modeling our World 1A/B**. This course strengthens and extends students' background of the algebraic concepts and skills, making generalizations, and uses numbers in a variety of situations. Functions are covered extensively using multiple representations (symbolic, graphical, tabular, verbal). In addition, other topics include: 1) Modeling with functions, 2) Linear functions, 3) Quadratic functions, and 4) Solving equations/inequalities in 2 variables. Lessons are teacher-led, discovery-based and include cooperative learning experiences.

MGX1150S

Geometry

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Credit in Algebra 1.

Description: Grades 10-12. Students will develop an understanding of geometry through deductive reasoning; utilize formulas and examine relationships between geometric figures and apply geometric knowledge in guided activities. Topics include congruence; similarity; right triangles and simple trigonometry; circles; expressing geometric properties with equations; geometric measurement and dimensions; and modeling in geometry. Students will engage in cooperative learning experiences, and lessons are teacher-led and discovery-based. Students will complete projects to help them understand the concepts and see relevant applications.

MAX1180S

Modeling our World 2

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: This course is a continuation of Modeling our World 1A/B. It provides additional learning opportunities incorporating the use of modeling to represent both mathematical and real-world contexts. The focus on modeling 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 functions, as well as geometry and statistics topics that require the use of mathematical modeling.

Other Special Education Courses

PEP1005S Physical Education Lifetime Fitness (Required)

Course Number *Course Title* *1/2 credit*

Description: This is a ½ credit course required for graduation. By successfully completing this course, students will meet the benchmarks for the Physical Education HC&PS 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 resources available in our school and community. Student's will self-assess their personal fitness level and document their physical activity. 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 lifelong participants in physical activities.

PEP1010S Physical Education Lifetime Activities (Basic Elective)

Course Number *Course Title* *1/2 credit*

Description: This is a ½ credit course that will meet the basic elective PE requirement for graduation. By successfully completing this course, students will meet benchmarks for the Physical Education HC&PS III. This course develops and strengthens physical movement forms, concepts, principles, and skills. 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.

HLE1000S Health: Today and Tomorrow

Course Number *Course Title* *1/2 credit*

Description: This is a required course in which students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Topics include: injury and violence prevention, tobacco use prevention, nutrition, and environmental health.

TGG1100S Career and Life Planning

Course Number *Course Title* *1/2 credit*

Description: This course is designed to support students in career development and guidance. It provides students 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. This is a general course and does not count towards the two CTE credit requirements but counts as an elective credit.

XAG1011S Study Skills

Course Number *Course Title* *1/2 credit*

Description: This course is designed to help students make effective use of time and resources, improving reading, writing and listening, and develop test-taking skills. This course is recommended for students who have been identified as having difficulty in completing course assignments, meeting deadlines, and keeping to a schedule. This course is not repeatable for credit.

LRH8105SA/LRH8105SB Rdg Workshop A/Rdg Workshop B

Course Number *Course Title* *1/2 credit each*

Description: Reading is experienced as a meaning-making process. Development is influenced by experience, maturity, and engagement with more demanding text. Processing of text includes assimilation of new ideas, articulation of changes in knowledge, evaluation of ideas, generation of new questions that motivate further reading, and the integration of new knowledge into experience. Reading experiences help students develop the behaviors of efficient readers, e.g., setting purpose, skimming, making and confirming predictions, relating new information to personal experience, relating ideas and identifying patterns, summarizing, and creating mental images.

TGG1103S2**Transition to High School**

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: This course is designed to assist 9th grade students' transition into the high school setting. It develops study habits, employability skills, self-image and basics skills of reading, writing, computer literacy and the general learner outcomes. The course guides students in the establishing of a student portfolio designed to highlight the student's accomplishments throughout their high school career.

TGG1101S2**Pathway Explor 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: This course is designed to introduce the student to career pathway explorations, self-assessment, registration and course planning, finance, post secondary planning and setting personal and career goals. In addition, further emphasis is placed on the implementation of the student's personal/transition plan.

TGG1102S2**Pathway Explor 2**

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: This course is designed to allow students' to expand their exploration of a career pathway and explore specific career opportunities in depth. It may be used as an exploratory wheel in conjunction with Pathway Explorations 1 allowing students to experience various Career and Technical Education programs. In addition, further emphasis is placed on the implementation of the student's personal/transition plan.

TNC6010S**Natural Resources Career Pathway Core**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Description: This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Management of specific resources including soil, water, forests, fisheries, and wildlife will be addressed with a hands-on approach to learning. A connection to environmental careers will be presented by introducing students to local agencies and employees working in the field of natural resource management and environmental policy.

TNU6242S**Plant Systems 1**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Natural Resources Career Pathway Core (TNC6010S).

Description: This course is designed to provide skills and technical information in horticulture. The main areas of study include plant identification, plant propagation, safety, and pest control. Special consideration is given to appropriate cultural technologies such as integrated pest management and sustainable agriculture practices, and native plant propagation practices. Classroom study is combined with outdoor laboratory activities as an integral part of the course.

TNN6245S**Plant Systems 2**

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
----------------------	---------------------	-----------------

Prerequisite: Successful completion of Plant Systems 1 (TNU6242S).

Description: 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 and sustainable agricultural practices and native plant 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.

Natural Resources Career Pathway

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12
Programs of Study	Plant Systems 1		TNC6010S Natural Resources Career Pathway Core*	TNU6242S Plant System 1*	TNN6245S Plant System 2

*Biology and Plant System 1 are required to be considered a CTE Program of Study Completer

Alternative Programs, Services, and Supports (ALPSS)

This alternative program is for students who have difficulty in the mainstream school environment due to academic, behavioral, social, and/or emotional problems. Students learn decision-making, coping strategies, inquiry techniques, and problem solving approaches to learning through daily instruction as well as counseling services.

Off-Campus Alternative Education

ALPSS helps students enroll in off campus alternative programs that enable students to earn a high school diploma. Some alternative programs include Job Corp, Youth Challenge, and Windward School for Adults. These off-campus programs require students to meet specific eligibility criteria. See your grade level counselor for more information.

ALPSS Work Study Credits

Designed to help students stay in school, the work study component of ALPSS offers elective credit to qualifying students. One-half credit (.5) can be awarded for 60 hours of verified, paid employment. Students can earn up to one and a half credits (1.5) for their 4 years in high school.

ALPSS Courses

ALPSS assists at-promise students to improve their academic competencies and enable them to meet HIDOE adopted state standards and graduation requirements. Within the ALPSS setting, innovative instructional strategies are applied to re-engage and engage students in learning. Students are assisted in developing appropriate behaviors and social-emotional competencies. ALPSS provides transitional support services as at-promise students move from school to alternative programs, re-enter school successfully, graduate from high school, and prepare for positive post-secondary outcomes. Parent engagement is an essential part of the program and is consistent with the goal of partnering with the family/parents as a member of the ALPSS team.

English Learners (EL)

Students who come from homes in which languages other than English are spoken may need to develop English language skills in the areas of listening, speaking, reading, and writing. Based on the **Identification, Assessment and Programming System for Students of Limited English Proficiency**, we offer English for Speakers of Other Languages (ESOL) as semester electives that may be required in addition to the students' required English courses. Increased attention to English language instruction allows the students to function more effectively in an English-based learning environment.

NEI1020, 1025, 1030, 1035 English for Speakers of Other Languages (ESOL 1A/1B, 2A/2B)

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
----------------------	---------------------	------------------------

Description: Grades 9-12. Students who need intensive English language instruction are required to participate in ESOL 1 and 2. The course helps them acquire language skills that will be needed for successful functioning in mainstream classes with minimal assistance. Emphasis is given to cognitive development and cultural adjustment. Students are exited from the course based on tests of English proficiency. This course may be repeated once.

LCY1010J	English Language Arts 1
LCY2010J	English Language Arts 2
LCY3010J	English Language Arts 3
LCY4010J	English Language Arts 4

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each</i>
----------------------	---------------------	----------------------

Description: Grades 9-12. In addition to the ESOL elective course, students who need intensive English language assistance are enrolled in an English course taught by the EL teacher. Factors that are considered in placing students in these courses include the students' results on English language proficiency testing, native language proficiency, achievement test scores and educational background. Individual, small group and whole class activities are used to strengthen the students' Basic English skills in speaking, listening, reading and writing.

CHW1100J	World History and Culture	1 credit
CHU1100J	U.S. History and Government	1 credit
CHR1100J/CGU1100J	Modern Hawaiian History/Participation in a Democracy	1/2 credit each
CSD2500J/CSD2200J	Economics/Psychology	1/2 credit each

<i>Course Number</i>	<i>Course Title</i>
----------------------	---------------------

Description: Grades 9-12. In addition to the ESOL elective course, students who need intensive English language assistance, are enrolled in a Social Studies course taught by the EL teacher. Factors that are considered in placing students in these courses include the students' results on English language proficiency testing, native language proficiency, achievement test scores and educational background. Individual, small group, and whole class activities are used to strengthen the students' basic English while they are learning the social studies content that is appropriate for their grade levels. The teacher groups the students according to the course credits being earned and individualized instruction to maximize learning.

Honors/Advanced Placement Program

To enrich the learning experience of the gifted students, Kailua High School is committed to providing an accelerated and differentiated curriculum beyond what is provided in the regular classroom setting. Kailua High School's Honors program consists of a variety of rigorous Honors and Advanced Placement courses.

Honors Courses

Honors courses provide students with an accelerated and differentiated curriculum. Kailua High School offers Honors courses in each of the four core content areas and at each grade level. The prerequisites, if any, for the Honors courses are described in the respective core subject areas of this registration manual. Questions regarding honors courses should be directed to core subject department heads and school counselors.

Advanced Placement Courses

Advanced Placement (AP) courses are rigorous and based on the AP Curriculum of the College Board. AP coursework is usually equivalent to the curriculum provided at the college setting and requires student to produce collegiate quality work. Students are expected to take the corresponding AP Exam for the course in which they are enrolled. Each AP exam costs approximately \$94.00. The College Board provides a partial fee reduction per exam for qualified free/reduced lunch students. Students may receive college credit depending on exam results. Scores needed for credit vary from college to college. AP courses are graded on a 5.0point scale. This allows students to potentially earn above a 4.0 cumulative GPA. The prerequisite requirements, if any, for these courses are described in the core subject area of this manual. Questions regarding AP Courses should be directed to core subject department heads and school counselors.

Note: Students may take up to two AP courses each year beginning with grade 10. Exception: Students may request an exception to take three AP courses during their 12th grade year. Any exception requires a recommendation by the senior class counselor and approval by the Principal.

Senior Project

XSP1010

Senior Project

Course Number

Course Title

1 credit

The Senior Project provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes (GLO's). It demonstrates a "learning stretch" and is personally useful and relevant to the student. The Senior Project provides a venue for students to demonstrate proficiency in the following essential components of the Senior Project:

Phase One (The Thesis & Research Paper): Students will come up with an essential question and through their research and field experience, come up with possible answers to their question.

Phase Two (Research and Action): Students will conduct research through different field experiences to help answer their question. Examples can be any one of the following three options: 1) Career Focus: Job shadowing/mentorship; 2) Service Learning; OR 3) Student Personal Interest-Product and Action.

Phase Three (Portfolio): The portfolio is a written record of the Senior Project experience. It includes the letter of introduction, project proposal, resume, field experience reflections, thank you letters, and other written documents.

Phase Four (Formal Presentation and Evaluation): Preparing and presenting a formal 8-10 minute presentation before a Project Panel followed by a question and answer session. The presentation can be done orally, in a creative presentation or in a non-traditional mode. The Project Panel makes a recommendation based on a review of the student's project content, delivery, questions and answers, and student portfolio (including the final paper, evidence of project completion, and learning log).

- Completion of Senior Project is one of the requirements for students receiving the STEM Honors Certificate (see p 6).
- The Senior Project at Kailua High School is embedded into the following courses:
 - AVID (p 21)
 - Community Quest (p 24)
 - Seminar in Scientific Research (p 41)

Personal Transition Plan (PTP)/Leadership

This multidisciplinary program will assist each individual student in developing an individualized plan of action for transitioning successfully from high school to post secondary and/or career venues. The courses will cover and build upon topics consistent with the Hawaii Department of Education's "Vision of a Public School Graduate," the Career Technical Education (CTE) Model, and the Hawaii Comprehensive Student Support System (CSSS) Model. Students are assigned a mentor teacher and remain with the same teacher over the course of four years, thereby developing consistent and positive relationships.

TGG1106	Career and Academic Planning Grade 9	
----------------	---	--

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: First year in high school.

TGG1107	Career and Academic Planning Grade 10	
----------------	--	--

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: Second year in high school.

TGG1108	Career and Academic Planning Grade 11	
----------------	--	--

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: Third year in high school.

TGG1104	Advanced Guidance Grade 12	
----------------	-----------------------------------	--

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: Fourth year in high school.

All courses listed above will allow students to explore and identify educational and career options as well as develop personal, educational, and career goals. Each year, students will build upon the following units of study: Building a Community, Preparing for Success, Achieving Your Goals, Choosing the Right Career, Communicating Effectively, Leadership Training, and Getting Organized. Within each unit, students will complete assignments to develop their Personal Transition Plan (PTP).

TGG1105	Personal Transition Plan (PTP)	
----------------	---------------------------------------	--

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
----------------------	---------------------	-------------------

Description: Grade 12. During the first semester of the student's senior year, each student will finalize their Personal Transition Plan by including a personal statement/college essay, career portfolio, professional resume, and post secondary plan. When each element of the Personal Transition Plan (PTP) has been completed, the student will be awarded .50 credit, which satisfies the Hawaii Department of Education Personal Transition Plan (PTP) requirement for graduation.

Registration Planning Worksheet
Summer School between grades 8 and 9

Career Pathway:
Program of Study:

Grade 9	Grade 10	Grade	Grade 12
English	English	English	English
Social Studies	Social Studies	Social Studies	Social Studies
Mathematics	Mathematics	Mathematics	Elective
Science	Science	Science	Elective
Physical Education	Health/ Expository Writing	Elective	Elective
Elective	Elective	Elective	Elective
Program of Study (Elective)			
Program of Study (Elective)			
PTP/Leadership YR 1	PTP/Leadership YR 2	PTP/Leadership YR 3	PTP/Leadership YR 4
Summer School	Summer School	Summer School	