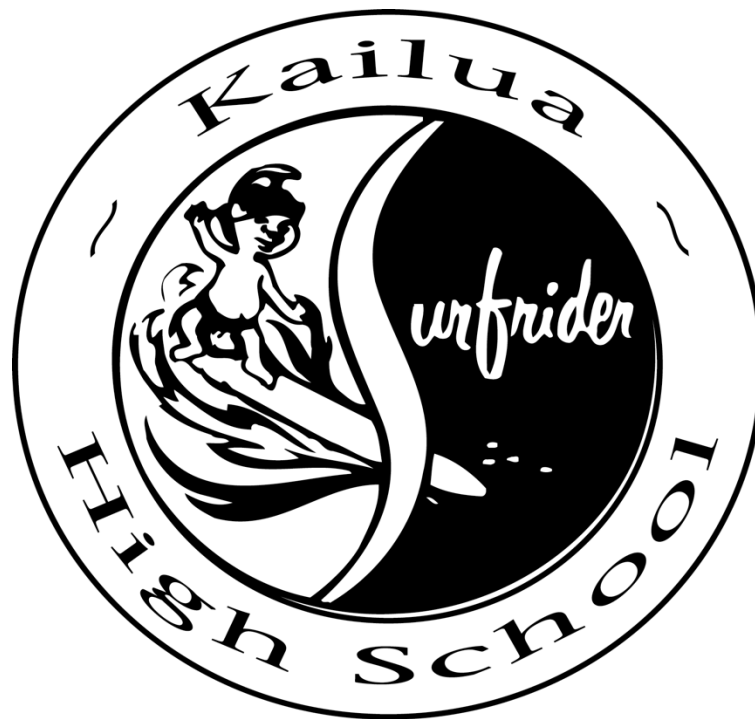


Kailua High School

2018-2019

General Information Manual



ACCREDITED BY THE WESTERN ASSOCIATION OF SECONDARY SCHOOLS AND COLLEGES

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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 your adult signature on the Registration Card to tell us that YOU are informed, have studied the choices, and helped 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 a minimum 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! More information about Kailua High School can be obtained 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 over-arching 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.

Academic Plan and Goals

Our school improvement process is driven by standards-based learning. Kailua High School's programs and services are based on three goals: 1) **Student Success:** All DOE students demonstrate they are on a path toward success in college, career, and citizenship; a) Students are engaged, and ready to learn; b) All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives; c) Students are connected to their school and community to develop love of learning and contribute to a vibrant civic life; 2) **Staff Success:** The DOE has a high performing culture where employees have the training, support, and professional development to contribute effectively to student success; a) The DOE effectively recruits, retains, and recognizes high-performing employees; b) Training and professional development for all DOE employees supports student learning and school improvement; c) Leadership across the department has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success. 3) **Successful Systems of Support:** The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success; a) Robust internal and external communication effectively marshals school, state, and community resources behind DOE goals; b) DOE facilities and technology systems meet 21st century education needs and standards; c) DOE financial systems, business processes, and organizational resources support student and school success.

We align our courses with the Common Core State Standards and HCPS III in ten areas: Career and Life Skills, Educational Technology, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, History/Social Studies, and World Languages. Standards tell us what students should know and be able to do and how well they should do it. Although we keep samples of student progress toward high academic standards for our accreditation documentation, we report individual student progress in courses with traditional report cards using an A through F grading scale.

School Community

Kailua High School is located in the residential subdivision of Pohakupu on Oahu's Windward side of the Ko'olau Mountain Range. We serve students from a portion of Kailua town, as well as a majority of the Waimanalo community. These communities consist of suburban and rural areas, including a very broad socioeconomic range. Kailua High School's boundaries also include the Hawaiian Homestead lands located across from Waimanalo Beach, as well as Weinberg Village, a transitional housing shelter for homeless families.

The Kailua Complex is comprised of five "feeder" elementary schools (Pope Elementary, Maunawili Elementary, Ka'elepulu Elementary, Keolu Elementary, and Enchanted Lake Elementary), one K-8 school (Waimanalo Elementary and Intermediate) and an alternative intermediate/high school (Olomana School). Additionally, approximately one-third of the student body from Kailua Intermediate School also "feeds" into Kailua High School.

The Kailua High School community is comprised of approximately 29,000 people, with an average household income of \$92,347 in the Kailua community, and \$68,507 in our Waimanalo community. In comparison, the average household income statewide was \$66,420 as of the 2010 census. Kailua High School has qualified for the Title I program since SY 2003-04. This is due to the percentage of Kailua High School students who qualify for free and reduced lunch. During the last ten years, the percentage of students receiving free and reduced lunch has risen from 42.7% to 50.98%. A comparison of our communities shows that 18.2% of our Waimanalo community and 6.5% of our Kailua community live below the poverty line, while statewide 11.2% of households are living below the poverty level.

According to the 2010 United States Census, a majority of our community is comprised of the following ethnicities: Native Hawaiian, Pacific Islanders, Asian, and two or more ethnicities. Approximately 93% of our school community has a high school diploma. Ten percent of our Waimanalo community and 44% of our Kailua community hold a Bachelor's degree.

Directory

Some of the most frequent problems students encounter in school has been listed under the places where help is available:

Administration Office (open Monday – Friday 7:45 am – 4:30 pm): 266-7900

Bookkeeper: 266-7900 ext. 2224

Attendance: 266-7900 ext.2326

Registrars: 266-7900 ext. 2232

Health Room: 266-7900 ext. 2234

Counselors: 266-7900 ext. 2246

College and Career Center: 266-7900 ext. 2304

Student Services Coordinator: 266-7900 ext. 2245

Special Education Office: 266-7919

Student Activities: 266-7918

Athletic Director: 266-7910

General Information and Procedures

ACADEMIC REQUIREMENTS FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

General Statements

- The state-wide academic requirements apply to all public secondary schools (grade 9-12).
- The grade point average shall be computed on the grading scale as follows:
 - Regular Courses Advanced Placement Courses: A=4 B=3 C=2 D=1 F=0
 - Advanced Placement Courses/Early College High School Courses: A=5 B=4 C=3 D=2 F=0
- The academic requirement for special education students shall be that they are performing satisfactorily in the individualized education program (IEP). However, special education students electing the diploma route shall be subject to the academic requirement for participation in extra-curricular activities.

Determination of eligibility

1. To determine Grade Point Average (GPA) for participation in co-curricular activities, use the following guidelines:
 - a. First Quarter - Use grades (year or semester depending on whether courses are year or semester courses) from courses taken the previous year and/or summer.
 - b. Second Quarter - Use first quarter grades.
 - c. Third Quarter - Use first semester grades.
 - d. Fourth Quarter - Use third quarter grades.
2. “Courses required for graduation” shall be interpreted as those courses or subjects specified as required for graduation in the Authorized Courses and Code Numbers (ACCN).
3. Students must have passed all courses or subjects required for graduation in the quarter immediately preceding the activity.

- Students must have a 2.0 grade point average (GPA) for courses taken in the quarter immediately preceding the activity.

Probation for extra-curricular activities

- Probation will be granted to students who do not meet the 2.0 GPA or have an F in a core course: English, mathematics, science, and social studies.

On probation, student:

- May participate in practice.
- Will be grade checked every two weeks.
- May participate in game if grade check has a 2.0 GPA and no Fs.

Management of ineligible students declared ineligible shall be:

- Counseled by appropriate personnel as are all other students who are failing or not progressing satisfactorily.

offered tutorial help and/or special services as needed.

ATHLETIC DEPARTMENT

Fall Sports (Aug.-Nov.)	Winter Sports (Nov.-Feb.)	Spring Sports (Feb.-May)
Air Riflery	JV Baseball	Varsity Baseball
Bowling	Boys/Girls Basketball	Golf
Cross Country	Paddling	Judo
Football	Boys/Girls Soccer	Varsity Softball
Sideline/Competative Cheerleading	Swimming	Varsity Tennis
Girls Volleyball	JV Girls Tennis	Track & Field
JV Softball	Wrestling	Water Polo
Soft Tennis		Boys Volleyball

Athletic Participation Procedure

Current physical within a year, must have doctor fill out the Department of Education Physical Examination for Athletes Form. Submit it directly to the Athletic Health Care Trainer.

- Student Participation and Parent/Guardian Consent, Release and Assumption of RISK Form for each sport must be signed and also submitted directly to the Athletic Health Care Trainer.
- Obtain a Physical Clearance Form and Financial Clearance form to be submitted directly to the Coach.

3. Legal parent/guardian must attend the mandatory parent meeting (All Sports Meeting during the first week of school or a make up meeting as determined by the Athletic Department.)

Multiple Sports Participation

Student athletes who are already athletically cleared and wish to try out or participate in another sport during the school year must obtain another copy of their Physical Clearance and Financial Clearance forms to submit to the coach.

For more information regarding the athletic department please call the Athletic Director at 266-7910 or visit the Kailua High School's website at www.kailuahighschool.com.

Student Activity Pass

Students at Kailua High School can purchase an athletic pass. This pass allows entry to all regular season football, boys and girls basketball games, boys and girls volleyball games, wrestling and judo matches throughout the year. The cost of the activity pass is \$25.00 and the savings are incredible! You save over \$250.00 off sport admission fees when you purchase an activity book. Activity passes may be purchased from the account clerk in the bookkeepers office or at schedule pick up day during the summer.

ATTENDANCE POLICY

Philosophical Base

Kailua High School is committed to providing all students with educational programs to help them achieve and become contributing and personally successful members of society. Teachers, administrators and other staff shall make every effort to work with our students and their parents or guardians to optimize every learning opportunity as well as educational services and activities provided.

Students need to attend school daily and be in class on time to optimize access to their educational opportunities. Our mission is to increase student attendance, decrease chronic absenteeism, and strategically address barriers that result in absences in order to improve the academic success of all Kailua High students.

Hawaii State Compulsory School Attendance Law

The Hawaii Revised Statutes, Section §302A-1132, states that unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least six years, and who will not have arrived at the age of eighteen years, by January 1st of any school year, shall attend either a public or private school for, and during, the school year; and, any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory, shall send the child to either a public or private school.

The State of Hawaii, Department of Education, defines truancy as unauthorized absences from school. Currently Section §302A-1135 of the Hawaii Revised Statutes states that if any child of school age persists in absenting oneself from school, the family court judge, upon a proper petition, citation, or complaint being made by the school teacher or any other officer or agent of the department, or police officer, or any other person, shall cause the child, and the father or mother, guardian, or other person having charge of the child, to be summoned to appear before the judge. Upon its being proved that the person responsible for the child had not used proper diligence to enforce the child's regular attendance at school, the responsible party shall be guilty of a petty misdemeanor.

Definitions

Present: The student is physically present in a scheduled class for [at least] half of that class period or is on an authorized school activity.

Note: Authorized school activity, includes events such as approved field trips, community service/learning projects, and Home-Hospital. In addition, when students are in the administrative offices or counselor offices due to services, investigations of serious incidents or emergencies they are considered engaged in an authorized school activity.

Absent (/): The student is not physically present in a scheduled class for more than half of the class period or is not on an authorized school activity.

Excused Absence (X): The school will only excuse absences when written documentation* (note) is submitted to the registrar's office within three (3) days upon student's return to school, and absences are for one of the following reasons:

- Medical or dental related reasons. A verifiable note provided by a doctor, dentist, or court for five (5) days or more of consecutive absences.
- Death in the immediate family.
- Exceptions approved by the Principal or designee.

* Student's absence note should include the following:

1. Date note was written
2. Child's legal first and last name
3. Date(s) of absence
4. Reason for absence
5. Phone number(s) of parent/guardian
6. Parent/legal guardian's signature (students who are 18 or older may not sign for their parent/legal guardian)

Suspension (s) or Crisis Removal (s): The student is absent as a result of an administrative action imposed for disciplinary or safety reasons.

Unexcused Absence (U): The following absences will not be excused:

- Babysitting siblings or other children
- Caring for the elderly or family members
- Entertaining visitors/guests
- Kept at home to clean for home inspections
- Family Vacations (on/off island), trips*
 - Pleasure
 - Non-School Related Academic Competition/Visits (Scholarship/College)
 - Non-School Related Athletic Competition (Exhibition/Tournaments)
 - Non-School Related Youth Camps (Band/Youth groups)
- Parent request without explanation
- Personal business

* Parents/guardians must notify the school in writing (a note). Student will attach that note to a completed Leave of Absence form at least two weeks prior to last day of attendance for family vacations/trips. The

school discourages planning vacations/trips that will result in a student being absent from school as it may adversely affect their education. Administration has the discretion to determine if the absences will be excused or unexcused.

Disclaimer: Students absent for 10 or more consecutive days must dis-enroll from school, complete and submit the Student Leave of Absence form and submit to an Administrator.

Tardy: A student who arrives to school/class after the official start time, but before the end of the first half of the class is considered tardy.

Roles and Responsibilities

Student Responsibilities:

- Attend all classes daily and be present on time.
- Submit a note to the Registrar's Office within (3) three [class periods] days after returning to class from the absence that explains the reason for an absence and is signed by a parent or guardian.
- Request and complete make-up work during study hall or according to school policy.
- Obtain teacher and parent approval for all school-sanctioned activities according to school policy.
- Provide accurate current address and phone numbers to the school. Ensure that the school registrar is informed immediately of any changes to your home address, phone numbers and emergency contact information.

Note: Students will not be allowed to make program changes as a result of failure in class due to non-attendance. Students are expected to attend class and complete class work. If a program change is made for other reasons, the attendance record for that period will follow the student to his/her new class.

Parent Responsibilities:

- Require your child to attend school regularly.
- Emphasize the importance of attending every class every day on time.
- Provide accurate current address and phone numbers to the school. Ensure that the school registrar is informed immediately of any changes to your home address, phone numbers and emergency contact information.
- Send your child with a note for excused absences within three (3) days of returning to school.
- Keep an accurate record of your child's absences from school.
- **Be proactive:** If problems arise with your child, seek assistance from his/her counselor.
- Call your child's counselor to schedule a conference if you have any concerns or want information on your child's progress.

DISCIPLINE

Kailua High School administers discipline in line with range of consequences for unacceptable student behavior as described in Chapter 19; Section 8-19-6 Prohibited Student Conduct; Penalties).

All Department of Education and School Rules are in effect from the time the student arrives on campus until the time s(he) leaves the school grounds. The rules are also in effect at all school-related activities, on and off campus during the day and/or evenings.

For each alleged violation due process is administered. A reasonable effort is made to inform parents of infractions and consequences, following investigation by the administrator. Parental cooperation in

encouraging students to redirect their behaviors to more positive and constructive purposes comprises an important part in the school's efforts to maintain an orderly campus. Student discipline is a SHARED RESPONSIBILITY.

NOTES:

1. Class A and Class B offenses may result in ineligibility of the violator to participate in extra-curricular activities. The violator is suspended from participation upon allegation until investigation is completed. These offenses are identified in the plan.
2. Serious Discipline includes dismissal, disciplinary transfer to another school, or crisis suspension exceeding ten (10) school days. This Discipline Plan serves as a GUIDE for disciplinary consequences resulting from rule violations. Final disposition for disciplinary consequences is made on a case by case basis by the administration upon investigation and determination of frequency and/or other extenuating circumstances.

Chapter 19 – Subchapter 2 Student Misconduct and Discipline

§8-19-5 Disciplinary actions; authority. (a) Suspensions exceeding ten school days or suspensions that will result in the student being suspended more than a total of ten school days in any single semester, disciplinary transfers, dismissals, and extension of crisis removals shall be approved by complex area superintendent. (b) Crisis removals and suspensions of ten school days or less may be approved by the principal or designee.

(c) In determining disciplinary actions, the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action §8-19-5 was committed by an individual or a group of individuals such as a gang, the age of the offender, and if the offender was a repeat offender.

§8-19-6 Prohibited student conduct; class offenses. (a) The following prohibited conduct applies to all students in the public school system, on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property.

(1) Class A offenses:

- (A) Assault;
- (B) Burglary;
- (C) Dangerous instrument, or substance; possession or use of;
- (D) Dangerous weapons; possession, or use of;
- (E) Drug paraphernalia; possession, use, or sale of;
- (F) Extortion;
- (G) Fighting;
- (H) Firearms; possession or use of;
- (I) Homicide;
- (J) Illicit drugs; possession, use, or sale of;
- (K) Intoxicating substances; possession, use, or sale of;
- (L) Property damage or vandalism;
- (M) Robbery;
- (N) Sexual offenses; or
- (O) Terroristic threatening.

(2) Class B offenses:

- (A) Bullying;
- (B) Cyberbullying;

- (C) Disorderly conduct;
 - (D) False alarm;
 - (E) Forgery;
 - (F) Gambling;
 - (G) Harassment;
 - (H) Hazing;
 - (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
 - (J) Theft; or
 - (K) Trespassing.
- (3) Class C offenses:
- (A) Abusive language;
 - (B) Class cutting;
 - (C) Insubordination;
 - (D) Laser pen/laser pointer; possession or use of;
 - (E) Leaving campus without consent;
 - (F) Smoking or use of tobacco substances; or
 - (G) Truancy.
- (4) Class D offenses:
- (A) Contraband; possession or use of;
 - (B) Minor problem behaviors; or
 - (C) Other school rules.

Disciplinary action options may include the following:

- (1) Correction and conference with student;
- (2) Detention;
- (3) Crisis removal;
- (4) Individualized instruction related to student's problem behaviors;
- (5) In-school suspension;
- (6) Interim alternate education setting;
- (7) Loss of privileges;
- (8) Parent conferences;
- (9) Time in office;
- (10) Suspension of one to ten school days;
- (11) Suspension of eleven or more school days;
- (12) Saturday school;
- (13) Disciplinary transfer;
- (14) Referral to alternative education programs;
- (15) Dismissal; or
- (16) Restitution.

DRESS CODE

Appropriate dress for a formal learning environment is expected. **Administration determines appropriateness of dress.**

Administration may contact parents if attire is determined to be inappropriate for school. Examples of inappropriate dress are as follows:

1. Visible underwear. (Doesn't just mean the occasional bra strap.)
2. Baring too much, as in the case of total midriff or buttocks exposure.

3. Low hanging pants (should not be hanging off their behinds)
4. Clothing with suggestive pictures, offensive phrases, reference to gangs, or display/advertisement of drugs, alcohol or weapons.

ELEVATORS

Students who require special accommodations may access elevators. Keys may be requested in the school administration office.

FOOD SERVICE

First regular school breakfast is \$1.20, second and subsequent breakfast is \$2.40.

First regular school lunch is \$2.75, second and subsequent lunch is \$5.50.

Free/Reduced Meals: Students from families whose income falls within specific brackets may qualify for free or reduced meals. Copies of income eligibility guidelines and application forms are available at the administration office or online at www.schoolcafe.com.

Students use their school ID card to purchase meals in the cafeteria and may load money on to their account in the cafeteria. Families may also use the online schoolcafe system to add/manage their child's account, please note there is a fee for this service.

****Prices are subject to change and are determined by the Department of Education.*

GEOGRAPHIC EXCEPTIONS AND RESIDENTIAL CHANGES

All geographic exceptions to Kailua High School are based on Chapter 13 of the Department of Education Regulations. Information can be obtained from the administration office. Any of the following is considered an "illegal enrollment."

Any student without an approved Geographic Exception whose parent or legal guardian is living outside the Kailua High School district.

Any student without an approved Geographic Exception living with relatives, friends or independently in the Kailua High School district and whose parent or legal guardian lives outside the Kailua High School district.

Any student who gives an incorrect address for his legal residence.

Students whose legal residence is changed to another school district must immediately request a GE to remain at Kailua High School.

GRADING SYSTEM

Report Cards and Mid-Term Progress Reports

Reports of academic progress are made eight (8) times a year at the mid-term and end of every quarter to keep parents informed. Letter grades are given for academic progress. Kailua High School uses Infinite Campus, an online web based grading and attendance record system, to allow students and parents to review student learning progress. Students and parents can use their specific logins and passwords to access Infinite Campus to see how students are progressing at any point of the quarter, semester, or year. Report Cards and Mid-Term Progress Reports are printed and mailed home to the address on record after grades have been

recorded and verified.

Cumulative Grade Point Average (GPA)

Semester marks for semester courses and year marks for year courses will be used to determine cumulative GPA. The computer is programmed to use the final mark for the given course to determine cumulative GPA.

For summer school courses or courses taken off campus, the semester mark for semester courses and year mark for year courses will be used to calculate cumulative GPA. In the event that a course is repeated, the higher grade will be used to calculate the cumulative GPA. Credit will be counted once only.

HALF-DAY SCHEDULE

Half-Day schedule by application will be granted only to those students who have jobs or who attend institutions of higher learning. The half day card must be submitted with required documentation with parent/guardian and student signatures to the counselor. If the conditions of the half-day schedule change, the parent must notify the counselor of that change and return the student to school full- time.

HEALTH REQUIREMENTS

The Hawaii School Attendance Law requires all students to meet examination and immunization requirements before they may attend any public or private school in the state.

TB Clearance

1. Must be completed within one year before first entrance into school in Hawaii
2. The tuberculin test (Mantoux) must be performed by a U. S. licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Practice Registered Nurse (APRN), Physician's Assistant (PA), or the Hawaii Department of Health. **(Reading must be in millimeters).**
3. With readings of 10x10mm a CHEST X-RAY IS NEED. Free x-ray or TB Mantoux testing is given daily
Lanakila Health Center 1700 Lanakila Avenue Honolulu, HI 96817 Telephone 831-5731

Physical Examination

1. Must be completed within one year before first entrance into school in Hawaii (preschool to K to 12).
2. Must be performed by a U. S. licensed MD, DO, APRN, PA.

Immunizations

1. Immunizations required for school attendance:
 - a. DtaP / DPT / Td (diphtheria/tetanus/pertussis)
 - b. Polio / OPV / IPV
 - c. Hepatitis B / HEP B
 - d. MMR (measles, mumps, rubella)

- e. Varicella (chickenpox) or a documented history of varicella (chicken pox), signed by a U. S. licensed MD, Do, APRM, PA, may be substituted for the varicella vaccine requirement.

Requirement by the first day of school - New Enrollees to Kailua High School

1. Results of TB examination, completed within one year before school entrance.
2. A completed health record form to prove that a physical examination was performed within one year before school entrance, and that all immunization requirements have been met. OR
3. A signed statement or appointment slip from your doctor to prove that your child has a physical examination scheduled and/or has begun the vaccination series and is waiting for the next dose in the series.

Health Requirements for Athletes

All students participating in intramural and/or inter-school athletic (O.I.A.) programs are required to have physical examinations annually and athletic participation clearance. Forms may be obtained from the Administration Office or Athletic Training Room.

IDENTIFICATION CARDS

Students are required to have I.D. cards on campus. I.D. cards will be issued with student's name, and picture. Lost I.D cards may be replaced by paying a \$5.00 replacement cost. I.D. cards are also used for the computerized meal payment program, to use computers in the labs, and check out library materials.

LIBRARY

Hours

- Monday-Friday: 8:00 AM to 3:00 PM

How to Borrow

- 1) Student ID required.
- 2) Circulation period is three weeks. There are no fines, but you will be restricted from borrowing library materials and participating in extra curricular activities until your materials are returned.
- 3) All materials may be borrowed except for reference books and magazines.

Computer Lab Policies (Library & CCC)

1. A school ID and a current signed TRUF form is required for computer use
2. Students may print up to 5 pages from the computers for school related assignments
3. The Library and CCC are places for study and research, thus appropriate behavior is expected at all times
4. No emailing, chatting, playing video games, or listening to music (except for school related use)
5. Food, drinks and gum are not allowed by the computers
6. All Chapter 19 and school rules apply

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

If your family lives in any of the following situations:

1. In a shelter, motel, vehicle, or campground
2. On the street
3. In an abandoned building, trailer, or other inadequate accommodations, or
4. Doubled up with friends or relatives because you cannot find or afford housing

Then you have certain rights under the McKinney-Vento Homeless Education Assistance Act. Please see a vice-principal in the administration office, if any of the situations above applies to your family.

NEWSLETTER

The Surfliner, Kailua High School's newsletter, is mailed at the beginning of each month to each family, where school events and other school-related activities are advertised and described. Copies are also available at the main office and our school's website: www.kailuahighschool.com.

NO LOITERING AREAS

Students are prohibited from lingering in the following areas at all times:

1. Stairwells and stairways
2. Areas outside rest rooms
3. Rest rooms
4. Student parking lot
5. Portable rest rooms and stairs

NONDISCRIMINATION RIGHTS OF STUDENTS AND CIVIL RIGHTS COMPLAINT PROCEDURE

Public school students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination because of the student's race, color, national origin, sex, religion, or handicap condition in any program or activity of the Department of Education.

If a student feels s/he has been discriminated against in one of the department's educational programs or activities, s/he is encouraged to bring the matter to the attention of the school principal for discussion and resolution. If the matter cannot be resolved at this level s/he is encouraged to make full use of the Department of Education's Civil Rights Complaint Procedure for Students and file a written complaint with the district superintendent. The complaint form is available at the district superintendent's office. Upon receiving the discrimination complaint, a District Complaint Board will hear and decide on the merits of the complaint in a prompt and fair manner. To obtain a copy of the Civil Rights Complaint Procedure for Students, a copy may be requested from the principal.

OFF-LIMITS AREAS

To ensure the safety and well-being of all students, the following areas have been established as off-limits:

1. All parking lots except when arriving or departing (Whether coming or going, exit the parking lot promptly; students may not loiter in parking lots at any time.) Students may not go to the parking lot at anytime during the school day.
2. Football, Baseball, or Softball fields.

3. All undeveloped areas on the school grounds.
4. All Enchanted Lakes side stairwells.
5. All second floor areas during wiki and lunch unless meeting with a teacher.
6. All construction areas (anywhere construction is taking place)

PASSES

If a student leaves the classroom for any reason, s/he must have a pass issued by his/her teacher. Otherwise, s/he will be considered loitering on campus and will be subject to disciplinary action. Students are not permitted to loiter when classes are in session.

On-Campus Pass

An on-campus pass must be obtained from the student's teacher or other authorized staff member to:

1. Go to the administration office
2. To receive counseling services
3. Use the restroom
4. Visit the library
5. To go to the health room

Off-Campus Pass

Students are not permitted to leave the school grounds during the school day without an official State Student Pass. This pass is issued upon written request or telephone call from the student's parent(s) or guardian or upon approval of office personnel. Passes may be secured from:

- A. Health Aide for illness or accidents
- B. Administration office staff for doctor and other scheduled appointments or emergencies. Upon returning to school, students report to the Registrar's Office to turn in their doctor's or absence note.

Students are not permitted to leave campus for wiki or lunch.

PERSONAL BELONGINGS

Personal belongings including valuables must be with the person at all times. In the event of loss or theft of these items, the school will not be held responsible.

PROHIBITED BEHAVIOR AND ITEMS

Students are expected to obey all Hawaii State Laws and DOE Rules. Therefore, the following are prohibited: smoking, gambling, possession and/or use of marijuana, alcohol, or any other illegal substance, assault, disorderly conduct, etc. CHAPTER 19 DOE policies and procedures are followed in disciplining students. The following are not to be brought to school and will be confiscated:

1. Any form of tobacco, drugs and alcohol (including but not limited to items used for vaping or e-smoking).
2. Any medication not in the original pharmaceutically dispensed and properly labeled container.

3. Any form of material and/or items that may be use in a dangerous manner (i.e., weapons, lighters, matches, fireworks, laser pens/pointers, etc.)
4. Any materials used for gambling (e.g., dice, playing cards, etc.)
5. Skates or skateboards.

In addition, the following are not be brought to school:

1. Animals
2. Young children

RELEASE TO ANOTHER SCHOOL

Any student withdrawing from Kailua High School MUST inform the registrar at least three (3) days prior to the date of departure so that a release form can be processed in time. The Permission to Release Student form must be completed, signed by the parent/guardian and returned to the Registrar before a clearance form is issued to the student. This Clearance Form must be signed by each of the student's teachers as well as other program administrators. All books must be returned and financial obligations must be met BEFORE the Release Card is given. Teachers must write in the withdrawal and/or appropriate quarter marks, title, copy number and cost of outstanding books (and also attach a Financial Obligation Form) and sign the Clearance Form. Semester and year-end grades are given if applicable. An official transcript and all other records will be sent to the receiving school upon request.

SCHOOL BUS SERVICE

State school bus service is available to students living outside the one-mile radius of the school. School buses applications are available at the administration office.

SCHOOL FEES (POLICY 3240)

Fees for non-instructional activities may be collected for the purpose provided by law, but not in excess of the authorized maximum for each subject as set forth in the Department's regulation. School fees are due and payable at the time of registration.

Student Activity Pass: This covers the basic or reduced admission charges to regular season football, basketball, and volleyball games. All season home and away games are free to the holder of the student activity pass. (This does not include play-off games.)

Mandatory General Fees** - All grade levels

Class Dues	\$ 8.00
<u>Student Government Dues</u>	<u>\$6.00</u>
Total	\$14.00

Optional Items**

Publication Fee (Yearbook)	\$50.00
Student Activity Pass (Sports Activity)	\$25.00

STUDENT ACTIVITIES

Student activities, as a planned program apart from the required and elective subjects, seek to provide curriculum enrichment and opportunity for individual development. Through student activities, the school provides the student with another channel, beyond the classroom, through which the student may satisfy his/her individual needs, and interests and move toward self-realization.

Students may participate in the Student Association, grade level classes and/or various clubs. Activities that are planned by the Student Association are varied to meet the interests of as many members of the student body as possible. Therefore, these activities range from Homecoming, welcoming new students, competitions, elections, spirit and rally, lunchtime activities, assemblies, spirit week activities, civic service, and campus beautification projects, etc. Activities planned by the classes are generally directed towards members of their class.

For a current list of all clubs offered at Kailua High School please visit the Student Activities Classroom in F-20/21 or online at www.kailuahighschool.com

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The primary function of schools is to nurture the educative process of students and to equip them constructively to meet the challenges of the future.

If we, the students of the State of Hawaii, are to become citizens trained in the democratic process, we should be provided full opportunity to inquire, to question, and to exchange ideas. Our rights and responsibilities, then, are analogous to those of an adult citizen.

Constitutional Rights

All students shall enjoy the rights guaranteed by the Constitution of the United States. Students shall be governed by all laws and ordinances of the State of Hawaii and the County of residence.

Moreover, the students shall respect all rules, policies, and regulations of the Department of Education and of their respective schools.

Academic Responsibilities

Students shall have the responsibility to learn, and to respect the rights of others to learn. Students shall also respect the rights of others to teach.

Freedom of Expression and Communication

Students shall have the right to express publicly, and to hear various points of view on subjects without fear of reprisal or penalty. However, students recognized the rights of others and the limitations imposed by the laws of libel, slander, obscenity and incitement to riot.

Involvement of Students in the Decision-Making Process

Students shall have the right to be involved in the decision-making process that affects the educational system.

Freedom of Assembly and Right to Petition

Students shall have the right to assemble peaceably. Students shall have the right to “petition the

government” for redress of grievances.

Freedom of Association

Students shall have the right to organize clubs or associations within the school as provided in the SCHOOL CODE.

Student Discipline

Students have the right to due process.

Right to Privacy

Students have the right to privacy as provided in the Hawaii State Constitution, Article I, Section 5.

Instruction and Administration

Students have the right to be concerned about teachers selected to instruct them and administrators who supervise the school and educational system they attend.

To this end, we should be given an opportunity to express our opinions concerning the instruction we receive from teachers and the administration of Hawaii’s public school recognizing that the evaluation of teachers and administrators rests with the appropriate supervisor established by collective bargaining contracts, the policies and regulation of the Department of Education, and the laws of the State of Hawaii.

STUDENTS DRIVING TO SCHOOL

Students shall abide by the school’s rules when driving their cars to school. Students who do not exercise caution and endanger the safety and welfare of others will be excluded from parking their cars on the school campus without exception. Parking on the school campus is a privilege. Police shall be called to assist with persistent problems.

1. Students’ cars must be identified with an official parking permit sticker. Cars shall park in the student parking lot at their own risk. See Parking Policies for further information.
2. All faculty and staff, official school visitors, and handicapped students (only) will be allowed to park in the faculty lot, provided cars are identified with an official parking permit sticker or pass.
3. Cars must be parked within marked parking stalls. Parking is not permitted along any curb. Student cars parked in “unauthorized” areas will be towed away at the owner’s expense.
4. The ONE WAY traffic pattern must be followed.
5. Maximum speed on campus is 10 mph. Fast starts and speeding are prohibited.
6. Official pick-up area during school hours are the stalls fronting the main office.
7. Any student who parks on campus and leaves during school hours must have the official off-campus pass from the school office.
8. Safe driving habits must be practiced at all times.
9. Student parking is on a first-come basis, with parking permit.

Trespassing During Non-School Hours

Students and all other persons are not permitted on campus during non-school hours unless they are attending a sanctioned school activity. Persons are allowed on campus if the event held in school facilities has been approved by the school administration. All others will be considered trespassing.

VISITORS

All visitors are to report directly to the office. If a visitor has legitimate business with a student, the student will be permitted to see the visitor. All other visitors shall be handled as trespassers. Infants and children below school-age are not permitted in school.

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).
-

Graduation and Diploma Requirements C/O 2016 and Beyond

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

Language Arts (English)4 credits

English Language Arts 11

English Language Arts 21

Other English courses2

Expository Writing½

Expository Writing1½ credits

Note: Expository Writing is a required credit for graduation from Kailua High School in addition to the four required English credits. AP English Language and Comp (LAY6010) and AP English Comp and Literature (LAY6100) are equivalent courses that would fulfill the .5 credit Expository Writing graduation requirement.

Social Studies.....4 credits

World History and Culture.....1

U. S. History and Government1

Modern History of Hawaii1/2

Participation in a Democracy1/2

Other Social Studies (see note below)1

Note: Ethnic Studies and Philosophy are required for graduation from Kailua High School.

Mathematics3 credits

Algebra 11

Geometry1

Other Math1

Science.....3 credits

Biology 1.....1

Other Science (Laboratory Science)2

Physical Education Lifetime Activities (Required).....1½ credit

Physical Education (Basic Elective)1½ credit

Health: Today and Tomorrow.....1½ credit

Personal/Transition Plan.....1½ credit

Electives5 1/2 credits

2 credits in one of the specified courses2 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.

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, Precalculus, 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

Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).

*Earn a B or higher in each required program of study (coursework).

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

Completes one of the following written assessments for the corresponding program of study.

*Earn at least 70% on each end-of-course assessment.

*Earn a nationally-recognized certificate.

*Earn a passing score on a Dual Credit Articulated Program of Study assessment.

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, Precalculus, 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 candidacy 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 registration choices.**
2. Follow instructions. The registration card must be submitted to the designated teacher by the due date. 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. **Signatures from you and your parent/guardian are required on the registration card.**
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: Francine Honda, Principal; Kimberly Anthony-Maeda, Vice-Principal; Brett Matsukawa, Vice-Principal. They may be contacted at (808) 266-7900 or 451 Ulumanu Drive, Kailua, HI, 96734.
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.**
 - b. **Course already taken, not repeatable.**
 - c. **Incorrect level placement (teacher initiated).**
 - d. **Registration error.**
 - e. **Course needed by senior to graduate.**
 - f. **Early admission to college.**
 - g. **Services from an alternative program.**
 - h. **Acceptable employment (seniors only).**
16. Students who fail to register by the deadline will be programmed by their counselor and forfeit their rights to program changes

Counseling and Career Programs

The Counseling and Career Center staff provides a comprehensive program of academic, personal, college, and career counseling for all students. 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 ones 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 and attain the Hawaii Content and Performance Standards. 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.

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 educators to their fellow classmates preparing them to be contributing members of the Kailua and Waimanalo communities. Students meet one day a week after school and are given the opportunity to earn one elective credit for participating in the program.

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 may register online at the following address: <http://www.eschool.k12.hi.us>. Students should meet with their grade level counselor for a current listing of courses and registration deadlines. 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 (minimal 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 into English/ Math courses.

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

Summer School between grades 8 and 9

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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 /Phil Inq
Mathematics	Mathematics	Mathematics	Elective
Science	Science	Science	Elective
Physical Education	Expos Writing/Health	Elective	Elective
Elective	Elective	Elective	Elective
Program of Study (Elective)	Program of Study (Elective)	Program of Study (Elective)	Program of Study (Elective)
Program of Study (Elective)	Program of Study (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

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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 in the College and Career Center (CCC)
- Grade Level Counselors/College and Career Counselor
- Directors of Admission of schools 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 and AP).** 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.

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. Effective SY2012-13, dual credits earned in 100+ level courses will carry a weighted grade.

Note: For SY2017-18, possible on-campus course offerings include English 100, History 151, Botany 160 and Botany 105/Botany 199. In addition to the dual credit application, KHS' ECHS application is required for participation in these courses.

Initial Eligibility – NAIA

Athletic Eligibility at NAIA Colleges and Universities

Qualifying allows you 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 your high school class.

Initial Eligibility – NCAA

Athletic Eligibility at NCAA Division I & II Colleges and Universities

Qualifying allows you 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 to view the sliding scale for a complete listing of qualifying GPA and test score combinations:

	Before August 1, 2016	After August 1, 2016	
	(NCAA Sliding Scale A)	To practice & receive aid	To Compete
Core GPA min.	2.00	2.00	2.30
ACT sum min.	86	86	75
SAT (CR + M) min.	1010	1020	900

4. **Division I:** 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 2.0 GPA in the required core classes and earn a SAT combined score of 820 or ACT sum of 68.

NCAA Eligibility Website may be accessed directly at www.eligibilitycenter.org.

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 History and Cultures	AP Calculus	Chemistry (lab)	
AP English Lang/Comp	US History and Government	Trigonometry	Marine Science I (lab)	Courses Pending Approval
AP English Lit/Comp	Modern History of Hawai'i	Pre-Calculus	Human Physiology (lab)	Model our World 1
Reading Workshop	Participation in a Democracy	Probability	AP Environmental Science	Botany 105
Writing Workshop	AP US History	Statistics	AP Physics (Lab)	Botany 160
Strategic Reading	Ethnic Studies/Philosophy	Algebra Topics	AP Chemistry (Lab)	
Expos Writing 1	AP Psychology	Algebra Concepts	AP Biology (Lab)	
Creative Writing	AP World History		Microbiology (Lab)	
English 100	History 151		Seminar in Sci (lab)	

The RIASEC TEST

Follow these easy steps to see where your interests are.

1. Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers.

1. I like to work on cars.	<input type="radio"/>						22. I like putting things together or assembling things.	<input type="radio"/>						
2. I like to do puzzles.		<input type="radio"/>					23. I am a creative person.			<input type="radio"/>				
3. I am good at working independently.			<input type="radio"/>				24. I pay attention to details.							<input type="radio"/>
4. I like to work in teams.				<input type="radio"/>			25. I like to do filing or typing.							<input type="radio"/>
5. I am an ambitious person. I set goals for myself.					<input type="radio"/>		26. I like to analyze things (problems/situations).		<input type="radio"/>					
6. I like to organize things, (files, desks/offices).						<input type="radio"/>	27. I like to play instruments or sing.			<input type="radio"/>				
7. I like to build things.	<input type="radio"/>						28. I enjoy learning about other cultures.				<input type="radio"/>			
8. I like to read about art and music.			<input type="radio"/>				29. I would like to start my own business.					<input type="radio"/>		
9. I like to have clear instructions to follow.						<input type="radio"/>	30. I like to cook.	<input type="radio"/>						
10. I like to try to influence or persuade people.					<input type="radio"/>		31. I like acting in plays.			<input type="radio"/>				
11. I like to do experiments.		<input type="radio"/>					32. I am a practical person.	<input type="radio"/>						
12. I like to teach or train people.					<input type="radio"/>		33. I like working with numbers or charts.		<input type="radio"/>					
13. I like trying to help people solve their problems.				<input type="radio"/>	<input type="radio"/>		34. I like to get into discussions about issues.				<input type="radio"/>			
14. I like to take care of animals.	<input type="radio"/>						35. I am good at keeping records of my work.							<input type="radio"/>
15. I wouldn't mind working 8 hours per day in an office.						<input type="radio"/>	36. I like to lead.					<input type="radio"/>		
16. I like selling things.					<input type="radio"/>		37. I like working outdoors.	<input type="radio"/>						
17. I enjoy creative writing.			<input type="radio"/>				38. I would like to work in an office.							<input type="radio"/>
18. I enjoy science.		<input type="radio"/>					39. I'm good at math.		<input type="radio"/>					
19. I am quick to take on new responsibilities.					<input type="radio"/>		40. I like helping people.				<input type="radio"/>			
20. I am interested in healing people.				<input type="radio"/>			41. I like to draw.			<input type="radio"/>			<input type="radio"/>	
21. I enjoy trying to figure out how things work.		<input type="radio"/>					42. I like to give speeches.							
TOTAL							TOTAL							
	R	I	A	S	E	C		R	I	A	S	E	C	

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2. Add up the number of filled in circles in each column and then add the two columns for a grand total.
3. Using your grand total scores from the RIASEC TEST, transfer the scores for each letter into the appropriate column.

R = Realistic Total ____
 I = Investigative Total ____
 A = Artistic Total ____
 S = Social Total ____
 E = Enterprising Total ____
 C = Conventional Total ____

4. Take the three letters with the highest scores and record them under "My Interest Code."

MY INTEREST CODE		
_____	_____	_____

RESULTS OF THE RIASEC TEST

R=Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are:

- Agriculture •Mechanic/Machinist
- Health Assistant •Engineering
- Computers •Food and Hospitality
- Construction

Career Pathway: Health Career
 Natural Resources
 Arts and Communication

I=Investigative

These people like to watch, learn, analyze, and solve problems. Good college majors for Investigative people are:

- Marine Biology •Medicine/Surgery
- Engineering •Consumer Economics
- Chemistry •Psychology
- Zoology

Career Pathway: Health Career
 Business Career
 Public and Human Services

A=Artistic

These people like to work in unstructured situations where they can use their creativity. Good college majors for Artistic people are:

- Communications •Photography
- Cosmetology •Radio and TV
- Interior Design •Fine and Performing Arts
- Architecture

Career Pathway: Arts and Communication
 Public and Human Services

S=Social

These people like to work with other people, rather than things. Good college majors for Social people are:

- Counseling •Advertising
- Nursing •Public Relations
- Physical Therapy •Education
- Travel

Career Pathway: Health Career
 Public and Human Services

E=Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising •Political Science
- Real Estate •International Trade
- Marketing/Sales •Banking and Finance
- Law

Career Pathway: Business Career
 Public and Human Services
 Arts and Communication

C=Conventional

These people are very detail oriented, organized, and like to work with data. Good college majors for Conventional people are:

- Accounting •Medical Records
- Court Reporting •Banking
- Insurance •Data Processing
- Administration

Career Pathway: Health Career
 Business Career

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 -News Reporter -Publisher -Director/Producer -Creative Art Director -Master Animator

SUGGESTED FOUR YEAR PLAN FOR PROGRAMS OF STUDY

		Grade 9	Grade 10	Grade 11	Grade 12	Other Required Academic Course
Programs of Study	Graphic Design	TAC2010 A&C Core*	TAU2124 Graphic Design Tec 1*	TAK2930 Directed Study in A&C	TBK3910 CO-OP Ed-Bus	Expos Writing* OR AP Eng Comp/Lit* OR AP Eng Lang/Comp* OR RS-Eng 100*
	Digital Media	TAC2010 A&C Core*	TAU2210 Digital Media Technology*	TAK2930 Directed Study in A&C	TBK3910 CO-OP Ed-Bus	Expos Writing* OR AP Eng Comp/Lit* OR AP Eng Lang/Comp* OR RS-Eng 100*

Health Career Pathway

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

(** Required to be considered for a Program of Study Endorsement)

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	Other Required Academic Course
Program of Study	Clinical Health		THC4010 Health Services Career Pathway Core*	THU4027 Clinical Health Services*	TBK3910 CO-OP Ed-Bus ** OR THK4990 Hlth Serv Car Pthwy Capstone**	SLH2203* Biology SLH 7503 Human Physiology**

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	Other Required Academic Course
Program of Study	Plant Systems 1		TNC6010S Natural Resources Career Pathway Core*	TNU6242S Plant System 1*	TNN6245S Plant System 2	SLH2203 Biology*
Program of Study	Natural Resources Production 1		TNC6010 Natural Resources Career Pathway Core*	TNU6133 NR Product 1*	TNN6210 NR Product 2	SLH2203 Biology*

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 -Dining Room Attendant -Firefighter -Police Officer -Front Desk Clerk	-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	Other Required Academic Course
Programs of Study	Culinary	TPC7010 Public & Human Services Core*	TPU7216 Culinary 1*	TPN7223 Culinary 2	TBK3910 CO-OP Ed-Bus	SLH2203 Biology*
	Elementary Education	TPC7010 Public & Human Services Core*	TPU7210 Explorations in Education*	TPN7419 Elementary Education	TBK3910 CO-OP Ed-Bus	CSD2200 Psychology* OR CSA2300/2400 AP Psychology*
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 respect, responsibility, and attitude through the JROTC program. Weekly uniform wear is required.

TJA2000**AFJROTC 2***Course Number**Course Title**1 credit*

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

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

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

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.*

Arts and Communication Career Pathway

TAC2010	Arts and Communication Career Pathway Core (A&C Core)
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<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Description: A&C Core is intended for students who plan to pursue careers in the Arts and Communication Career Pathway. Students will be introduced to digital design methods and the historical development of the arts. Using and interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6) Legal/Ethics, 7) Management, 8) Impact of Media, and 9) Safety. This course is a prerequisite for students pursuing Career and Technology Education Programs of Studies: Digital Media and Graphic Design.

TAU2210	Digital Media Technology
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<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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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.

TAU2124	Graphic Design Tec 1
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<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Prerequisite: Successful completion of A&C Core (TAC2010).

Description: This course is built upon the graphic design foundation built in Arts and Communication. This course provides classroom and laboratory experiences in the major areas of graphic design and production. This course includes the study of the fundamentals of elements and principles of design, colors, layering, layout, photography concepts, plagiarism, advertising and production techniques. Emphasis is on the creation of designs and products that meet specifications of clients and industry.

TAK2930	Directed Study in Arts and Communication
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<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Prerequisite: Successful completion of Digital Media Technology (TAU2210) 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.

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 WICR (writing, inquiry, collaboration, 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, field trips to colleges and businesses 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 represent the academic middle that is capable of completing a rigorous college preparatory path with support. These students are often not realizing their full potential academically. 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 of the criteria are considered for acceptance into the program, no single criteria will necessarily eliminate a student from consideration.

*Application and interview are for consideration into the AVID Program. Applications are available through the college and career counselor.

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

Course Title

2 credits

Description: Freshman students learn skills such as time management, study skills, note taking, textbook reading, and maintaining the AVID binder. Students are expected to maintain an organized binder that includes an assignment calendar, class and textbook notes, assignments, and homework. Students will also participate in an oral language collaborative activity called philosophical chairs.

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

Course Title

2 credits

Description: Sophomore students will continue practicing the basic AVID skills of WICR. A heavy emphasis of test taking skills will be implemented during their tenth, eleventh, and twelfth grade years. Preparation includes instruction in Math and English concepts frequently seen on college entrance tests, as well as practice on “mock” SAT and ACT exams.

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

Course Title

2 credits

Description: Career and 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. Students will engage in higher levels of WICR strategies experienced in the prior years of AVID.

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

Course Title

2 credits

Description: In the senior year, students will finalize their choice(s) of colleges, and ideally, visit college campuses. They will continue to practice the AVID skills of WICR. Senior AVID students are expected to be enrolled in honors or advanced placement class(es). Tutorials in the AVID elective class will help support these students who are enrolled in a rigorous curriculum.

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

TBK3910

Co-Operative Education: Business

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<i>Prerequisite:</i> 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.		
<i>Description:</i> 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

XLH2001A/XLH2001B

Community Service A/B

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
<i>Description:</i> Students will learn effective communication skills in business environments. 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.		

Health Services Career Pathway

THC4010

Health Services Career Pathway Core

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<i>Prerequisite:</i> Grade 10-12. Successful completion of or concurrent enrollment in Biology.		
<i>Description:</i> This is the entry-level course for students interested in the Health Career Program of Study. Through a partnership with Castle Medical Center, Hawaii Pacific University (HPU) University of Hawaii and with other community members. Students will gain essential knowledge and skills about health care systems, ethics, safety practices, legal systems and preventive care. This course is the prerequisite for students pursuing Career and Technology Education Programs of Studies: Clinical Health Services.		

THU4027**Clinical Health Services***Course Number**Course Title**1 credit*

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 thru a partnership with HPU, UH-Manoa, Chaminade University and with other community groups. Students will conduct service projects at various sites, and practice good work ethics and communication skills; and participate in college visits at local colleges. Students will need to purchase uniforms.

THK4990**HLCP Capstone***Course Number**Course Title**1 credit*

Prerequisite: Grade 12. Successful completion of Clinical Health Services (THU4027). Students will have to provide own transportation (i.e. City bus, personal car) to and from volunteer sites.

Description: Students will conduct an independent research project based on their experiences in the Health Services Pathway at their volunteer site and will present in front of a panel of experts. Completion of this course will serve as a Senior Project credit.

Natural Resources Career Pathway**TNC6010****Natural Resource Career Pathway Core***Course Number**Course Title**1 credit*

Prerequisite: Grade 9-12.

Description: This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in Natural Resources production, earth, environmental and energy systems. The following subjects will be covered: 1) Natural Resources systems and processes, 2) Technology and Biotechnology, 3) Natural Resources Management, and 4) Environmental Stewardship, Responsibilities and Ethics.

TNU6133**Natural Resource Product 1***Course Number**Course Title**1 credit*

Prerequisite: Natural Resource Pathway Core (TNC6010). Grade 9-12.

Description: This course is designed to provide students with 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 geography, environment, organisms, remediation and management, and Natural Resource careers will be covered.

Public and Human Services Career Pathway

TPC7010

Public Human Service Pathway Core

Course Number

Course Title

1 credit

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: Food Service and Elementary Education.

TPU7216

Culinary 1

Course Number

Course Title

1 credit

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 year 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 organization.

TPN7223

Culinary 2

Course Number

Course Title

1 credit

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.

TPU7210

Explorations in Education

Course Number

Course Title

1 credit

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

Description: Students will learn about career opportunities in education ranging from pre K to post high school as well as administration and on campus careers.

TPN7419

Elementary Education

Course Number

Course Title

1 credit

Prerequisite: Grade 11-12. Successful completion of Explorations in Education (TPU7210) and provide own transportation to and from work sites.

Description: Students will get hands on experiences within the classroom setting. Students will produce lesson plans to use within the assigned level using the standards and benchmarks.

English Language Arts

Every student is required to successfully complete 4 credits of English Language Arts, including ELA 1, ELA 2, and Expository Writing. 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.

English Language Arts Standards

1. Reading for Literature

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

2. Reading for Informational Text

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

3. Writing

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

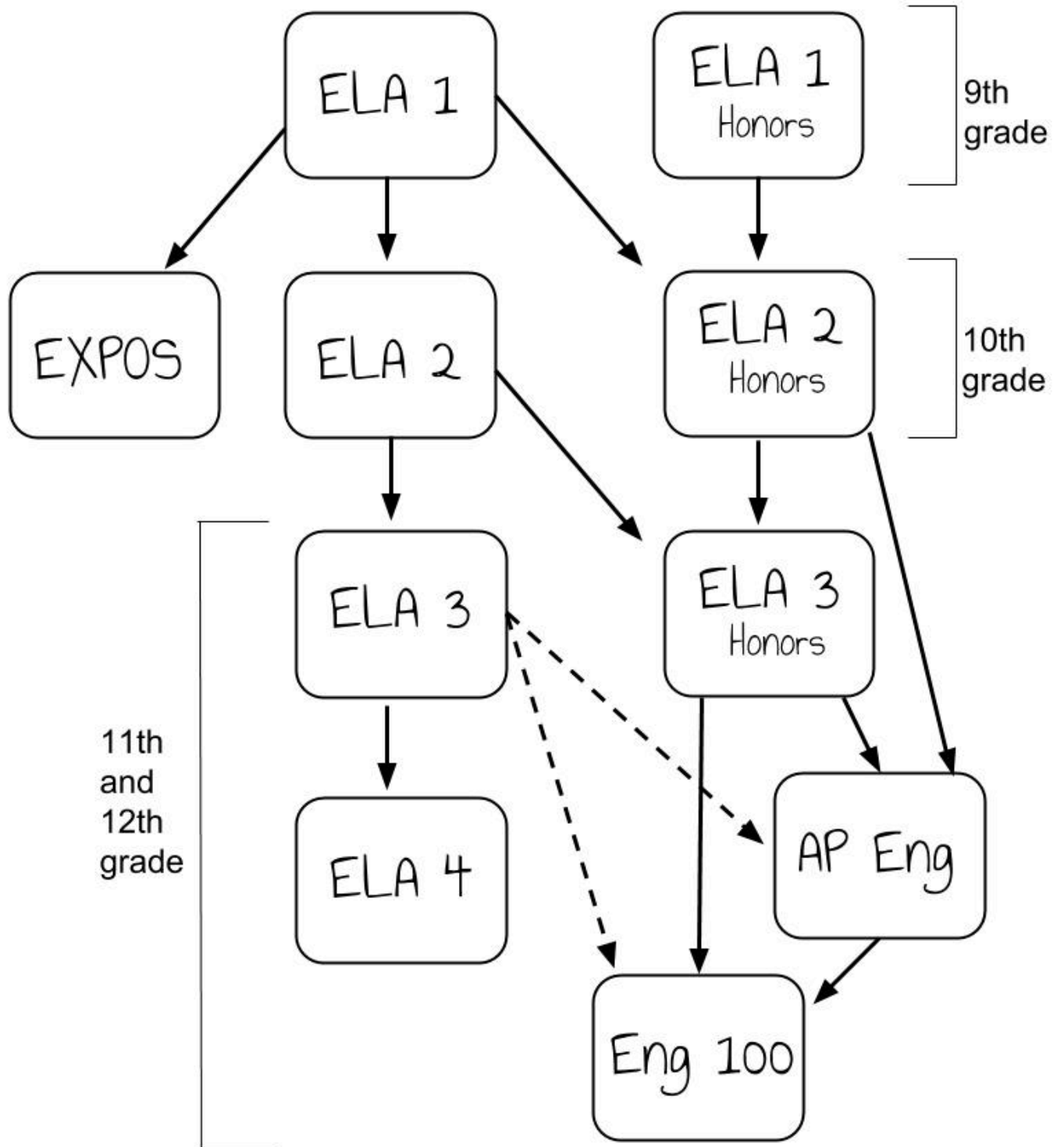
4. Speaking and Listening

- 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 to evaluate meaning.
- c. Acquire and use accurately general academic and specific words for all aspects of English Language Arts.

ENGLISH LANGUAGE ARTS



LCY1010	English Language Arts 1	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<p><i>Description:</i> 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.</p>		

LCY1010 (H)	English Language Arts 1 (Honors)	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<p><i>Prerequisite:</i> Recommended students should be reading at or above grade level.</p> <p><i>Description:</i> 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 Honors will be recommended to ELA 2 Honors.</p>		

LCY2010	English Language Arts 2	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<p><i>Prerequisite:</i> Student must pass ELA 1 or ELA 1 Honors</p> <p><i>Description:</i> 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.</p>		

LCY2010 (H)	English Language Arts 2 (Honors)	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<p><i>Prerequisite:</i> Successful completion of ELA I or ELA I Honors. Students not in previous Honors course will need to have previous ELA teacher’s recommendation. Students should be reading at or above grade level.</p> <p><i>Description:</i> Grade 10. This is an accelerate 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.</p>		

LWH5211	Expository Writing 1	
<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
<p><i>Description:</i> Grade 10. Mandatory class for students not entering into AP Literature or Language and Composition. Expository writing is a course designed to help students improve their writing skills. Students will focus on mastering grammatical and mechanical skills. As well, students will work to improve their sentence and paragraph structures. Lastly, there will be a focus on organizing argumentative and persuasive writing as well as other types of essays. Students MUST pass Expository Writing 1 as a graduation requirement. This Expository Writing requirement will be waived for students who earn credit from passing an English Advanced Placement course.</p>		

LCY3010	English Language Arts 3	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<p><i>Description:</i> 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.</p>		

Students will also work on test-taking skills to prepare for the state test and national ACT test administered to all 11th grade students.

LCY3010 (H)**English Language Arts 3 (HONORS)***Course Number**Course Title**1 credit*

Prerequisite: It is strongly recommended that students read 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 state test and national ACT test administered to all 11th grade students.

LCY4010**English Language Arts 4***Course Number**Course Title**1 credit*

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 (SY2018-19)***Course Number**Course Title**1 credit*

Prerequisite: It is strongly recommended that students read at or above grade level.

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 understanding of the written language. It will focus on expository, analytical, and argumentative writing. Readings will be based on 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 (SY2019-20)***Course Number**Course Title**1 credit*

Prerequisite: 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 literature. 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 & Ukulele

Students in band will be involved in many exciting, musical learning and performing opportunities that merges 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.

FMB2000, 3000, 4000, 5000

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

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each</i>
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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 student 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)

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

FML1000

Ukulele 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Description: Grades 9-12. Ukulele 1 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 - Hawaiian Performing Arts

FDK1000, 2000, 3000

Hawaiian Dance 1, 2, 3

Course Number

Course Title

1 credit each

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

Course Number

Course Title

1 credit

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.

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

Course Number

Course Title

1 credit

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 pencil, charcoal, ink, pastels, batik, clay, paper mache, and watercolor. Projects include but are not limited to: linear perspective, mosaics and paper mache, clay hand building (scraffitto and glazing), scratch art, pen and ink, and still life drawing and painting (shape to form; color blending).

FVB2000

General Art 2

Course Number

Course Title

1 credit

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.

FVD1000

Directed Study in Art Problems

Course Number

Course Title

1 credit

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.**

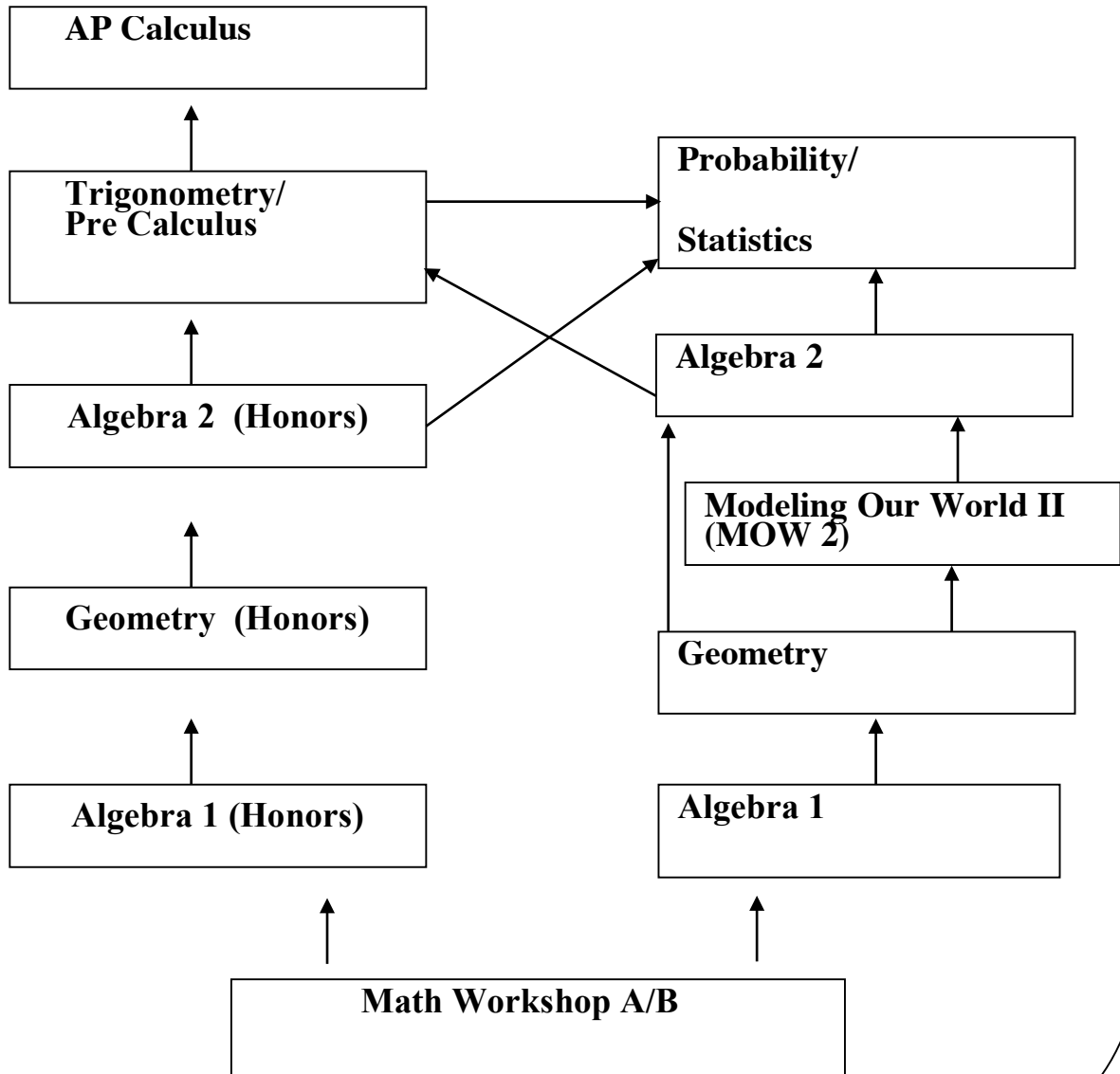
Description: Grades 9-12. This course is open to all interested students designed to utilize the leadership period to include directed time for learning, planning, coordinating and evaluating school/class projects and official duties. Working with respective class advisors, students concentrate on servicing 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.

Kailua High

Math Course Sequence



Math

Placement: Math courses at Kailua High School are rigorous and placement is important. Students should consult current math teacher 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)***Course Number**Course Title**1 credit*

Prerequisite: Credit in Algebra 1 (recommended B or better). For incoming 9th graders, a recommendation from 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***Course Number**Course Title**1 credit*

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 engages 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 Algebra 2.

MAX1200**Algebra 2***Course Number**Course Title**1 credit*

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

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

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

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

HIGH SCHOOL**COMMUNITY COLLEGE**

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

Physical education is the discipline that teaches students the knowledge and skills to be physically competent movers. Our courses are designed to promote active lifestyles, teach learners how to keep physically fit, facilitate the attainment of a variety of movement forms, and how to apply cognitive concepts/strategies to an activity/sport that they are learning.

To properly address Physical Education, the Hawaii Content and Performance Standards (HCPS II) was adapted. Within our program curriculum, student learning and the attainment of the Physical Education Standards are also supported with the emphasis on the Habits of Mind (HOM) and General Learner Outcomes (GLO's).

Our program goal is to empower learners to become physically educated individuals who possess the skills, knowledge and desire to lead healthy, active lifestyles.

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

PEP1005	Physical Education Lifetime Fitness (Required)
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<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
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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)
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<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
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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)
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PTP1650	Team Sports 2 (Specialized Elective)
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PTP1660	Team Sports 3 (Specialized Elective)
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<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
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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 likes to get "physical." The goal of the course is to strengthen movement forms, concepts, principles and skills through participation in a variety of team sports. Key features of this course are: reinforce fundamental movements skills, concepts and principals through team games/activities; periodic assessment of individual fitness levels; introduce/reintroduce appropriate social behaviors in a recreational setting; and develop positive interpersonal relationships.

PWP1210/PWP1220
PWP1230/PWP1240

Weight Training 1 A/B (Specialized Elective)
Weight 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 are shared. Daily participation is mandatory and students have the opportunity to apply what they have learned. Key components to course curriculum are developing a training program designed to meet an individual’s goal/objective; reinforce the significance of aerobic exercise to one’s overall quality of life; periodic assessment of an individual’s fitness levels; and development of positive interpersonal relationships in a physical education environment.

PBP1110/PBP1120
PBP1130/PBP1140

Body Cond Life Act 1 A/B (Basic Elective)
Body Cond Life Act 2 A/B (Basic Elective)

Course Number

Course Title

1/2 credit each

Description: Grades 10-12. These .5 credit courses will meet the basic elective PE requirement for graduation. This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of training and conditioning exercises. Throughout this course, students will build on a wide range of movement forms. Instruction will reintroduce and apply these movement forms. Instruction will reintroduce and apply these movement forms in combinations to complete basic fitness routines and activities. The activities may include, but are not limited to: resistance training, aerobic and anaerobic activities, and other activities that contribute to improved fitness levels.

PLP1710

Recreational Leadership (Specialized Elective)

Course Number

Course Title

1/2 credit

Prerequisite: PEP1005 (Required)/.5 credit (Basic Elective), and instructor approval prior to registration.

Description: Grades 10-12. This standards based course is a “Specialized Elective”. This course provides opportunities for students to experience leadership roles in a physical education setting. Students develop leadership capacity, enhance knowledge of a variety of physical activities and develop career goals. Recreational leaders function in a managerial capacity under the supervision of their assigned teachers. Off-campus visitations and logging of hours outside the normal school day are an integral part of the course curriculum.

Note: This is a .5 credit course that cannot be repeated for credit. It can be retaken for no credit (“0” credit) or must be paired with another .5 credit course.

HLE1000

Health: Today and Tomorrow

Course Number

Course Title

1/2 credit

Description: This standards based course is required for graduation. Students in this required course develop and practice skills that will promote and protect the health of self and others.

Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content (topic) areas can include but are not limited to promoting Mental and Emotional Health; Healthy Eating and Physical Activity; Personal Health and Wellness; Safety and Prevent Unintentional Injury and Violence; Tobacco-Free Lifestyle; Alcohol and other Drug-Free Life Style; and Sexual Health and Responsibility. Emphasis will be placed on the application of standards-based health knowledge and other skills.

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>
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Special Notation: This is an entry level course.

Description: Description: Grade 9-12. This course helps prepare the student for careers in Aerospace Industry and is an introduction to Astronomy. Studies include the solar system, and Earth's as a planet. Students are also taught the concepts of self-discipline, teamwork and the development of strong interpersonal characteristics through the total JROTC program. This course is approved as a science credit for graduation.

SPH2603

Physical Science

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

SPH2603 (H)

Physical Science (HONORS)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Prerequisite: Prior or concurrent enrollment in Algebra 1 or 8th grade teacher recommendation.

Description: Grade 9. This course covers similar topics as Physical Science but at a more rigorous pace for students interested in Career Pathways related to science. This course emphasizes an inquiry-based curriculum covering the breadth of physics.

SLH2203

Biology 1

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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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>
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Prerequisite: Prior or concurrent enrollment in Algebra 1 or higher.

Description: Grade 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>
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Prerequisite: Prior enrollment in Algebra 1.

Description: Grade 11. This course is for students interested in science-related College and Career Pathways. This is an 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.

SPH3503 (H)

Chemistry (HONORS)

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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Prerequisite: Prior enrollment in Algebra 2 or higher.

Description: Grade 11. This course is for students interested in science-related College and Career Pathways. This is an 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***Course Number**Course Title**1 credit*

Prerequisite: Successful completion of Biology 1.

Description: Grade 11-12. This is a practical laboratory course in which students will study the biological, chemical, geological and physical aspects of the world's ocean basins. Topics include the study of ocean basins, ocean water, currents, waves, beaches, and tides; marine mammals and sharks; plankton, algae, fish, and coral reef ecology; and aquaculture.

SLH7503**Human Physiology***Course Number**Course Title**1 credit*

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

Description: Grade 11-12. 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***Course Number**Course Title**1 credit*

Description: Grade 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.

SIH3903**Advanced Placement Environmental Science (SY 2018-19)***Course Number**Course Title**1 credit*

Description: Grade 11-12. AP Environmental Science is a college level course based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on collaborative laboratory and field investigations leading toward understanding of principles of environmental studies and appropriate actions to resolve environmental issues. Topics include ecology, population dynamics, water, air and land resources, biodiversity, energy, environmental law and economics, and global concerns. Students are expected to take the AP Environmental Science exam in May at the cost of approximately \$92.00.

SLH8003**Advanced Placement Biology (SY 2019-20)***Course Number**Course Title**1 credit*

Description: Grade 11-12. AP Biology is a college level course based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying principles of biology. In depth conceptual developments include diversity among organisms, relations between form and function, evolutionary change, energy essential for life, biochemistry, continuity of living things, and ecological relationships. Students are expected to take the AP Biology exam in May at the cost of approximately \$92.00.

Social Studies

The central mission for social studies is education for participatory citizenship for the common good that goes beyond the boundaries of the United States to include the global community. The goal of the State Social Studies program is to empower learners to be informed and reflective thinkers, responsible citizens, and productive members of society. Students must earn 4 credits in social studies to meet graduation requirements. The four credits shall include: United States History and Government, Ethnic Studies, Philosophy, World History and Government, Modern History of Hawaii, and Participation in Democracy. In addition to the general education program, social studies credit may also be earned through Special Education, ELL, PSSAS Programs and Electronic-School. An important component of the social studies program is student participation in community service. All students are required to participate in at least ten hours of community service per social studies course they are enrolled in. In addition, students will be required to participate in the school wide community service day in the spring. Students who relocate to Hawaii from overseas may request a course waiver for the required Modern History of Hawai'i course if the student already earned course credit for another state history.

Grade 9	Ethnic Studies/Philosophy
Grade 10	Participation in Democracy/ MHH Participation in Democracy/ MHH (Honors)
Grade 11	United States History & Government United States History & Government (Honors) Economics/Psychology/Philosophical Inquiry Advanced Placement World History (SY 2018-19) Advanced Placement United States History (SY 2019-20) Advanced Placement Psychology
Grade 12	World History & Culture World History & Culture (Honors) Economics/Psychology/Philosophical Inquiry Advanced Placement World History (SY 2018-19) Advanced Placement United States History (SY 2019-20) Advanced Placement Psychology

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

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit each</i>
<p><i>Description:</i> Grade 9. <u>Ethnic Studies</u>. This course will be paired with Philosophy for 9th graders. This course examines the dynamic interactions among various groups in American society today. It looks at social justice, equity, power, economic parity, and voice in terms of ethnicities, minorities, disenfranchised groups, and critically reviews differences between “ideal” democracy and the realities of today. The course incorporates the use of class discussions and service learning.</p> <p><i>Description:</i> Grade 9. <u>Philosophy</u>. This course will be paired with Ethnic Studies for 9th graders. Students will examine historical and contemporary issues using dialogue, Socratic discussion, logic, and empathy. They will examine diverse cultural beliefs, values, activities, and behaviors of various cultural groups by engaging in thoughtful, logical, and reflective discourse and conversation. Part of this analysis will focus on reading the book “Tattoo” by Chris McKinney to examine the indicators of violence and how the characters would have done things differently to produce positive outcomes. For more information, please see letter on the next page.</p>		

To: All Kailua High School Students
From: Kailua High School Social Studies Department
Re: Required Ethnic Studies/Philosophy Course

The Kailua High School Social Studies Department is excited to announce that Ethnic Studies/Philosophy course is required to graduate from Kailua High School. This course was created specifically for Kailua High students. The curricula is and based on research by the University of Hawai'i's Asian Pacific Youth Islander Violence Prevention Center (APYIVPC) and was developed by two Kailua High faculty in collaboration with APYIVPC. The curriculum incorporates learning Ethnic Studies terminology, minorities' histories, learning about themselves through the lens of Ethnic Studies, and exposure to life situations, which deal with violence and discussions on how to deal with these situations. This course was developed as a violence prevention course and the APYIVPC is subject to continued review and research on its effectiveness.

Throughout the course, we will be viewing documentaries, news clips, and movies. Some of the material will be R rated, every selection is directly relevant to the course curriculum. The course requires your child to read the local novel The Tattoo by Chris McKinney. The novel has violence, bad language, racism and sexual innuendo. We have incorporated this novel in the curriculum because we feel the students easily relate to the local characters and their local language. Under the close supervision and direction of the teacher, students will analyze the characters' behavior and what they would've done differently to have a positive outcome.

We understand that these concepts and the content materials require a certain level of maturity. If you 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. You may also decide that your child should not read The Tattoo. We will have your child read Native Son or The Outsiders instead. Below are brief synopsis of each book.

If you have any questions, please call 266-7900 and ask for Raylene Peters (Social Studies Department Head)

The Tattoo Synopsis By Chris McKinney

Set in contemporary Hawai'i, The Tattoo reveals a side of paradise not usually seen as it traces the life of Ken Hideyoshi, a young man with a troubled past. Orphaned by his mother at an impressionably young age, Ken grows up with an abusive, distant father unable to communicate anything but anger. His teen years are spent on a roller coaster as he tries to deal with a growing inner rage. Far from the sunny beaches and crystal blue ocean, Ken's world is one of mud shores and polluted waters. Drawn into Hawai'i's underworld, with its hostess bars, strip bars and massage parlors, Ken falls in love with Claudia Choy, the daughter of the rich and powerful Korean woman who presides over the empire built on the peddling of flesh. This sets in motion a chain of events that has unexpected consequences as Ken continues his struggle to control the samurai spirit that haunts and teases him into action. Told by Ken from inside the walls of Halawa Prison, this is the story of a man searching for truth. And, ultimately, for the answer to the most human of all questions: do we have the power to shape who we ultimately become?

Native Son Synopsis By Richard Wright

Right from the start, Bigger Thomas has been headed for jail. It could have been for assault or petty larceny: by chance, it was for murder and rape. Native Son tells the story of this young black man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Wright's powerful novel is an unsparing reflection of the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America.

The Outsiders Synopsis By S.E. Hilton

The Outsiders is narrated by the main character, Ponyboy Curtis. The story is placed in Oklahoma during the 1960s. In the first chapter, Ponyboy introduces himself and gives a brief history of his family. He also describes the relationships between his gang members, and the relationships within his own family. Ponyboy's parents were killed in an automobile accident, leaving him and his two brothers on their own.

Ponyboy is the youngest at 14, Sodapop is 16, and Darry is 20. The authorities allow the three brothers to stay together as long as they "behave." Ponyboy resents Darry and the total control that he attempts to wield over his life; he views their relationship as adversarial and looks to Sodapop for understanding and love.

The brothers consider their gang members—Steve Randle, Two-Bit Mathews, Dallas Winston, and Johnny Cade—to be family. All of the members come from dysfunctional homes and need the gang relationship as a substitute for what is missing in their own families.

As Ponyboy walks home alone after going to a movie, he realizes the inherent danger of doing so. He explains to the reader that he is a greaser, a term “used to class all us boys on the East Side,” which is the poor side of town. Greasers are known for their long, greased hair. Walking home alone is dangerous because the rival gang, the Socs, could easily attack him. The Socs, short for Socials, are “the jet set, the West-side rich kids,” who are from upper-middle-class families. Ponyboy explains that the gangs are “just small bunches of friends who stick together, and the warfare is between the social classes.”

As if foreshadowing Ponyboy’s own poor decision to walk alone, a carload of four Socs arrives, and one pulls a knife on him. As he attempts to fend off his attackers, Ponyboy hears the pounding of footsteps and the attack turns into an all-out fight as his gang arrives to rescue him from the Socs’ attack. Ponyboy’s two brothers, Darry and Sodapop, along with their four other gang members, chase the Socs away; Ponyboy escapes with cuts and bruises.

CGU1100/CHR1100 Participation in Democracy/Modern History of Hawaii

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

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

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

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

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

CPS2100**Philosophical Inquiry***Course Number**Course Title**1/2 credit*

Description: Grade 11-12. Philosophical Inquiry is a half credit social studies elective. It is an innovative multi-disciplinary class that focuses on critical and philosophical thinking in geography, history, economics, and political science. It provides students with a framework for critical and philosophical thinking and gives them opportunities to see how they can apply the framework to other areas of their schoolwork and life. The Department of Education's rationale for designing and implementing the course is to improve student achievement. The course is designed to teach students how to think philosophically and critically so that they are better equipped to solve complex problems and be responsible citizens. It is the Department's belief that Philosophical Inquiry will assist students in achieving 21st century learning outcomes and better prepare them to be "college and career-ready."

CSA2300/CSA2400**Advanced Placement Psych I & II***Course Number**Course Title**1/2 credit each*

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

Special Notation: Advanced Placement is intended for qualified students who wish to complete studies in high school equivalent to a college introductory course in Psychology. 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 Psychology is "designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice" (College Board 2004). Students who take psychology courses report that they learn both about themselves and those with whom they live, therefore heralding the relevance of psychology to every day life. This course is rigorous and students will be required to frequently read challenging materials, write timed essays and take difficult exams. Students will also be required to engage in class discussions, experiments and a multitude of other hands on projects. All classroom activities, homework, special projects and assessments in this course are designed to help students pass the AP Psychology test.

CHA6300**Advanced Placement World History (SY2018-19)***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 United States History (SY2019-20)***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.

WPH1010/WPH1020

Hawaiian 1A/1B

Course Number

Course Title

1/2 credit each

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.

WPH2010/WPH2020

Hawaiian 2A/2B

Course Number

Course Title

1/2 credit each

Prerequisite: C or better in Hawaiian 1.

Description: Grades 10-12. 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.

WPH3010/WPH3020

Hawaiian 3A/3B

Course Number

Course Title

1/2 credit each

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

Description: Grades 11-12. 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.

WPH4010/WPH4020

Hawaiian 4A/4B

Course Number

Course Title

1/2 credit each

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

Description: Grades 11-12. 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.

WAJ1010/WAJ1020

Japanese 1A/2B

Course Number

Course Title

1/2 credit each

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.

WAJ2010/WAJ2020

Japanese 2A/2B

Course Number

Course Title

1/2 credit each

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.

WAJ3010/WAJ3020

Japanese 3A/3B

Course Number

Course Title

1/2 credit each

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.

WAJ4010/WAJ4020

Japanese 4A/4B

Course Number

Course Title

1/2 credit each

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.

WAJ5010/WAJ5020

Advanced Japanese A/B

Course Number

Course Title

1/2 credit each

Prerequisite: C or better in Advanced Japanese 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.

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!

WES1010/WES1020

Spanish 1A/1B

Course Number

Course Title

1/2 credit each

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).

WES2010/WES2020

Spanish 2A/2B

Course Number

Course Title

1/2 credit each

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.

WES3010/WES3020

Spanish 3A/3B

Course Number

Course Title

1/2 credit each

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.

WES4010/WES4020

Spanish 4A/4B

Course Number

Course Title

1/2 credit each

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.

WES5010/WES5020

Advanced Spanish A/B

Course Number

Course Title

1/2 credit each

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

XY8610**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 English requirement for diploma.

XY8630**Yearbook Production 2***Course Number**Course Title**1 credit*

Prerequisite: Successful completion of 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.

XY8650**Yearbook Production 3***Course Number**Course Title**1 credit*

Prerequisite: Successful completion of 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.

XY8670**Yearbook Production 4***Course Number**Course Title**1 credit*

Prerequisite: Successful completion of 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 p4).

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 23-26)

Grade 9	English Language Arts 1 (LCY1010S)	1 credit
	Writing Workshop A (LWH8101S)	1/2 credit
	Writing Workshop B (LWH8102S)	1/2 credit
Grade 10	Expos Writing 1 (LWH5213S)	1/2 credit
	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 38-40)

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 36-37)

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>
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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>
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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>
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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>
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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)

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

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

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

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
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Description: This course is designed to support student 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 requirement but counts as an elective credit.

XAG1011S Study Skills

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

TNC6010S Natural Resources Career Pathway Core

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

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

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

Programs and Services for Secondary Students at Risk (PSSAS)

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

PSSAS 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.

PSSAS Workstudy Credits

Designed to help students stay in school, the workstudy component of PSSAS 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.

English Language Learners (ELL)

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>
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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>
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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 ELL 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>
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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 ELL 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 individualizes 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 Program 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 will be expected to take the AP Exam in the spring that corresponds to the course they are enrolled in. Each AP exam that the student takes costs approximately \$92.00. The College Board provides a partial fee reduction per exam for qualified students with acute financial needs. Results from the exam can allow students to receive college credit. Scores needed for credit vary from college to college. AP courses are graded on a 5.0 point 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 5).

- The Senior Project at Kailua High School will be embedded into the following courses:

AVID (p 19)

Community Quest (p 20)

Health Capstone (p 21)

Seminar in Scientific Research (p 37)

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>
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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>
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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>
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Description: Third year in high school.

TGG1104 Advanced Guidance Grade 12

<i>Course Number</i>	<i>Course Title</i>	<i>1/2 credit</i>
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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>
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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:**

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Grade 9	Grade 10	Grade 11	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)	Program of Study (Elective)	Program of Study (Elective)
Program of Study (Elective)	Program of Study (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

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