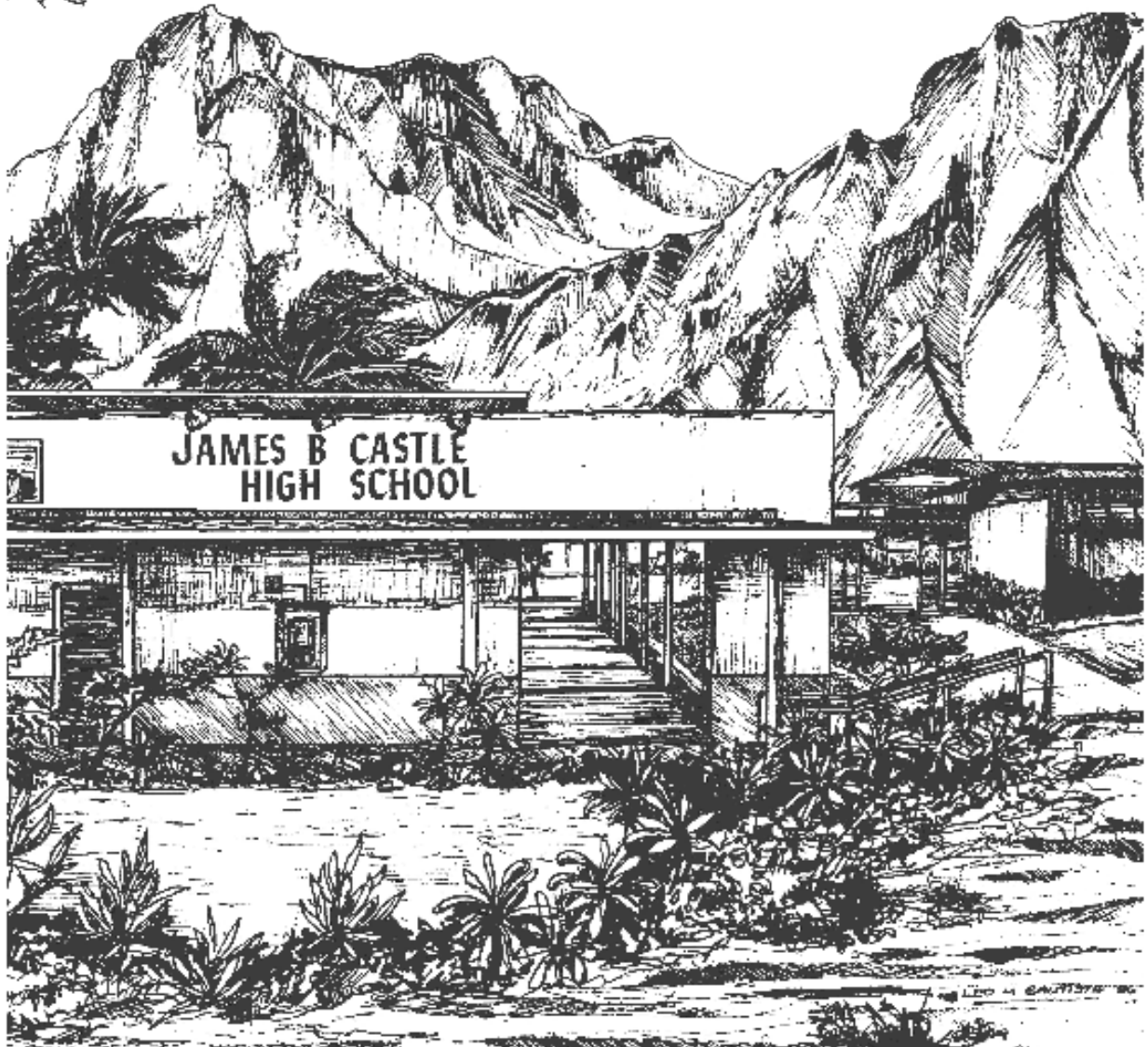




# Description of Courses and Registration Manual 2025-2026

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

Windward Oahu District • Department of Education  
State of Hawai'i • RS 20-0561 • October 2019



## Notice of Language Assistance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Marshallese / Kajin Majôl) Elaññe ejabwe am melele kajin Pälle, ewōr am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjeläik lok principle eo an jikuul eo am ñan melele ko rellap lok.

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## GRADUATION REQUIREMENTS

Courses	High School Diploma	Honors Recognition Certificates And Valedictorian Designation (Determined after Quarter 3)
English	4.0 cr <i>including Eng 1; Eng 2; Expos Writing .5cr</i>	<p><b>Academic Honors</b> <i>Cumulative GPA of 3.0+</i> <i>4 credits of Math (4<sup>th</sup> credit beyond Alg 2)</i> <i>4 credits of Science</i> <i>2 credits minimum in AP/IB/Running Start</i> <i>(equivalent to 2 college courses)</i></p> <p><b>CTE Honors</b> <i>Cumulative GPA of 3.0+</i> <i>Complete CTE program of study* (2 courses</i> <i>in sequence)</i> <i>Earn a B or better in each required program</i> <i>of study course</i> <i>Meet or exceed proficiency on performance-</i> <i>based assessment</i></p> <p><i>*Theater and Visual Arts Pathways are NOT</i> <i>CTE Programs of Study.</i></p> <p><b>STEM Honors</b> <i>Cumulative GPA of 3.0+</i> <i>4 credits of Math (4<sup>th</sup> credit beyond Alg 2)</i> <i>4 credits of Science</i> <i>STEM Capstone / STEM Senior Project</i></p> <p><b>VALEDICTORIAN DESIGNATION</b></p> <ul style="list-style-type: none"> <li>• <i>Cumulative GPA of 4.0; and</i></li> <li>• <i>Earned and met the requirements of one</i> <i>of the Honor Recognition Certificates.</i></li> </ul>
Social Studies	4.0 cr <i>including:</i> <i>US Hist 1.0cr</i> <i>World Hist 1.0cr</i> <i>MHH/PID .5/.5 cr</i>	
Math	3.0 cr <i>including Alg 1 &amp; Geometry</i>	
Science	3.0 cr <i>including Biology &amp;</i> <i>2 other lab sciences</i>	
PE	1.0 cr <i>PE Life Fitness &amp;</i> <i>PE Req Elective</i>	
Health	0.5 cr	
Personal Trans. Plan	0.5 cr <i>Requirement completed in Sr year</i>	
World Lang	2.0 cr in same language or	
Fine Arts	Fine Arts or	
Career Tech Ed	same CTE Pathway Program of Study  <i>Course#s begin with</i> <i>TA, TB, TC, TE, TH, TT</i>	
Electives	6.0	
TOTAL	24.0	

This cumulative grade point average applies to all graduates:

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

### Castle High School Honor Graduate

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

## HEALTH REQUIREMENTS FOR SCHOOL ATTENDANCE

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

The health requirements are:

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

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

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

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

## ADMISSION REQUIREMENTS FOR THE UNIVERSITY OF HAWAII at MANOA

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

## NCAA ELIGIBILITY

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

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

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

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

## SELECTION OF COURSES

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

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

## RULES AND REGULATIONS REGARDING PROGRAM SCHEDULING

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

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

## CONTINUOUS NOTICE OF NON-DISCRIMINATION

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

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

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

CRCB (April 2020)

## **EARLY COLLEGE COURSES**

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

## **RUNNING START**

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

## **ADVANCED PLACEMENT**

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

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

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

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

## **EARNING OF CREDITS**

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

## **PROMOTION POLICY**

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

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

## HONOR ROLL

The designation of honor roll students is made at the end of each quarter. In order to qualify for the honor roll, a student must meet the following criteria:

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

## GRADING POLICY

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

Conversion Scale for Course Grades

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

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

**EXCEPTIONS:**

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

**“I” = INCOMPLETE**

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

**FAILURES AND/OR REPEATING A COURSE**

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

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

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

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





# Freshman Academy

## Castle High School

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

### Freshman Academy Courses

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

#### **Onipa'a** (Steadfast) and **Ha'aheo** (Pride)

Both Houses have the same requirements to be promoted to the 10th grade. All students will be provided with the necessary support to build their Critical Thinking Skills, Communication Skills, Collaboration Skills, and to develop a Growth Mindset.

### Freshman Electives

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Achievement Via Individual Determination (AVID)</li> <li>• Foundations of Computer Systems &amp; Technology</li> <li>• Ceramics 1</li> <li>• General Art 1</li> <li>• Hawaiian 1</li> <li>• Japanese 1</li> <li>• Spanish 1</li> <li>• Speech (Oral Interpret/Argumentation Debate)</li> <li>• Team Sports 1/2</li> <li>• Weight Training 1A/B</li> </ul> | <ul style="list-style-type: none"> <li>• Creative Dance 1</li> <li>• Explorations in Drama</li> <li>• Foundations of Fashion &amp; Artisan Design</li> <li>• Introductory Band</li> <li>• Band 1</li> <li>• Jazz Band 1</li> <li>• Polynesian Dance 1</li> <li>• Polynesian Music 1</li> <li>• Creative Writing / Film as Art</li> <li>• Yearbook Production 1</li> </ul> |
|--|---|

### Work-Based Learning Experiences

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

### Available Certification

CyberSafety

Early College Courses

IS 105BC / EARTH 103



## AGRICULTURE, FOOD & NATURAL RESOURCES PATHWAY

### Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: Alg3/Stats
<b>SCIENCE</b>	Integrated Science	Biology	Plants and Animals of Hawaii	ELECTIVE or recommended: Sustainable Food Sys
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Natural Res Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Agriculture, Food, and Natural Resources</b>	<b>Principles of Agriculture, Agri-Business and Food</b>	<b>Agriculture and Food Production (AFP) Business 2</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Agr & Food Prod WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE

#### Career and Technical Student Organization

FFA: Future Farmers of America

#### Work-Based Learning Experiences

Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship • Mock Interview

#### Industry-Valued Certifications/Skills

OSHA 10 • Food Handlers Safety Certificate

#### Early College Courses

Math 100 / Eng 100

#### Post-Secondary

**Associate's Degree:** Natural Science (AS Biological Science; Physical Science), Agripharm Tech (COA), Agriculture Technology (COC Agriculture Technology; Plant Landscaping), Plant Biology and Tropical Agriculture (AS, AA, COA, COC, ASC), Agriculture and Natural Resources (Associate in Applied Science, COA, COC)

**Bachelor's Degree:** Environmental Studies (BA/BS), Global Environmental Science (BS), Natural Resources and Environmental Management (BS, MS, Phd), Plant and Environment Protection Science (BS), Biology (BS), Tropical Conservation Biology & Environmental Studies (MS), Food Science & Human Nutrition (BS), Tropical Agriculture & Environment (BS), Master of Landscape Architecture (MS)

#### High Wage • High Skill • High Demand Careers

Agricultural Research Technician, Laboratory Technician (Lab Tech), Research Assistant, Research Associate Research Specialist, Research Technician, Seed Analyst, Senior Agricultural Assistant, Brand Inspector, Consumer Safety Inspector (CSI); Deputy Brand Inspector, Food Inspector, Food Sanitarian, Grain Inspector, Inspector, Food Safety and Inspection Service (Inspector, FSIS), Seed and Fertilizer Specialist, Shipping Point Inspector, Landscape Architect, Arborist, Landscape Entrepreneur



## AUTOMOTIVE TECHNOLOGY PATHWAY

### Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: 4th Math class
<b>SCIENCE</b>	Integrated Science	Biology	Physics	ELECTIVE or recommended: Chemistry
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Auto Tech Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations Auto Maintenance &amp; Light Repair (MLR)</b>	<b>Automotive MLR 1</b>	<b>Automotive MLR 2</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Auto MLR WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
<b>Work-Based Learning Experiences</b>				
Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship Mock Interview				
<b>Industry-Valued Certifications/Skills</b>				
ASE • S/P2 Training				
<b>Early College Courses</b>				
Math 100 / Eng 100 AMT 100 / AMT 141				
<b>Post-Secondary</b>				
<b>Associate's Degree:</b> Automotive Technology (Associate in Applied Science, Certificate of Achievement), Diesel Mechanics Technology (Associate in Applied Science, Certificate of Achievement)				
<b>High Wage • High Skill • High Demand Careers</b>				
Aircraft Mechanics and Service Technicians, Automotive Body and Related Repairers, Automotive Service Technicians and Mechanics, Bus and Truck Mechanics and Diesel Engine Specialist				



# BUSINESS PATHWAY

## Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: 4th Math
<b>SCIENCE</b>	Integrated Science	Biology	Science Elective	ELECTIVE or recommended: 4th Science
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Business Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Business and Marketing</b>	<b>Entrepreneurship 1</b>	<b>Entrepreneurship 2</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Entrepreneurship WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
<b>Work-Based Learning Experiences</b>				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Interest/Skills Inventory				
<b>Industry-Valued Certifications/Skills</b>				
Interview Skills • Communication Skills • Written Communication				
<b>Early College Courses</b>				
ICS 107 / PSY 100				
<b>Post-Secondary</b>				
<b>Certificate of Achievement:</b> Accounting, Hospitality Operations Management, Management, Retail				
<b>Associate in Science:</b> Accounting, Business Technology, Management, Marketing, Hosp. and Tourism w/specialization in Travel and Tourism or Hosp. Mgt.				
<b>Bachelor of Business Administration:</b> Accounting, Entrepreneurship, Finance, Human Resources Management, International Business, Management, Management Information Systems, Marketing				
<b>Post-Bachelor:</b> Master of Accounting, Master of Business Administration, Master of Human Resource Management, PhD in Business Administration				
<b>High Wage • High Skill • High Demand Careers</b>				
Advertising Executive, Digital Media Specialist, Client Service and Consulting Manager, Human Resources Manager, Market Research Analyst, Market Research Manager, Director of Online Marketing Strategy & Performance, E-commerce Marketing Manager, Internet Marketing Consultant, Meeting, Convention, and Event Planner, Corporate Trainer, Financial Controller, Sports Marketing Manager, International Marketing Executive, Product Development Manager, Fashion Marketing Manager, Small Business Owner				



# ACADEMIES OF

## CULINARY PATHWAY

### Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: 4th Math
<b>SCIENCE</b>	Integrated Science	Biology	Chemistry	ELECTIVE or recommended: Human Phys
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Culinary Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Culinary</b>	<b>Culinary Arts Food Preparation</b>	<b>Adv Culinary Arts Pastry &amp; Savory</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Culin Arts WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE

#### Work-Based Learning Experiences

Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship  
Mock Interview

#### Industry-Valued Certifications/Skills

ServSafe • OSHA 10 • First Aid/CPR

#### Early College Courses

Math 100 / Eng 100

#### Post-Secondary

**Certifications:** Culinary Arts, Baking, Dining Room Supervision, Prep Cook  
**Associate's Degree:** Culinary Arts, Industry Food Service, Pastry Arts, Hospitality & Tourism,  
 Travel & Tourism  
**Bachelor's Degree:** Business Administration, Concentration in Hospitality and Tourism, Culinary Management,  
 International Studies, Tourism Concentration, Travel Industry Management

#### High Wage • High Skill • High Demand Careers

Chefs or Head Cook, Food Server, Bartender, Dining Room Manager/Maitre'd, Dietician and Nutritionist



# DIGITAL DESIGN PATHWAY

## Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: 4th Math
<b>SCIENCE</b>	Integrated Science	Biology	Science Elective	ELECTIVE or recommended: 4th science
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Digital Design Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Creative Media</b>	<b>Digital Design 1</b>	<b>Digital Design 2</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Digital Design WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
<b>Career and Technical Student Organization</b>				
National Art Honor Society				
<b>Work-Based Learning Experiences</b>				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Capstone • Post-secondary Prep Assessments (Pre-ACT, ACT, PSAT, ASVAB) • Interest/Skills Inventory				
<b>Industry-Valued Certifications/Skills</b>				
Interview Skills • Communication Skills				
<b>Early College Courses</b>				
ICS 107 / PSY 100				
<b>Post-Secondary</b>				
<b>Certificates:</b> Art, Drawing and Painting, Creative Media, Museum Studies <b>Associate's Degree:</b> Liberal Arts, New Media Arts in Animation <b>Bachelor's Degree:</b> Fine Arts, Creative Media, Fashion Design and Merchandising, Game Design, Culture and Media, Interior Design, Product Design <b>Post Bachelor's Degree:</b> Architecture, Arts Management and Entrepreneurship, Fine Arts, Design and Technology, Fashion Studies				
<b>High Wage • High Skill • High Demand Careers</b>				
Multi Media Artists, Fine Artists, Graphic Designers, Craft Artists, Fashion Designer, Architect, Video Game Designer, Social Media Producer / Creator, Animator, Media Production Specialist				



# ENGINEERING PATHWAY

## Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: Trig / PreCalc
<b>SCIENCE</b>	Integrated Science	Biology	Physics	ELECTIVE or recommended: Chemistry or AP Chem
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>ENGINEERING PATHWAY</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Engineering and Technology</b>	<b>Engineering Technology 1</b>	<b>Engineering Technology 2</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE or recommended: Engin Tech WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE

### Work-Based Learning Experiences

Career Day/Fair • Career Field Trips/Speakers • Job Shadow • Internship  
Mock Interview

### Industry-Valued Certifications/Skills

Computer Aided Design (CAD) Skills

### Early College Courses

ICS 184 / ICS 171

### Post-Secondary

**Apprenticeship/On The Job Training:** Hawaii Medical Service Association- Software Developer/Programmer, Sudokrew Solutions LLC- Web Application Developer, ZR Systems Group LLC- Information Technology  
**Associate's Degree:** Architectural, Engineering & CAD Technologies (Applied Science, Certificate of Achievement, Geomatics and GIS, Sustainable Lot Design and Site Prep)  
**Bachelor's Degree:** Civil Engineering, Computer Science, Electrical Engineering, Mathematics, Mechanical Engineering, Physics & Astronomy

### High Wage • High Skill • High Demand Careers

**CIVIL ENGINEERING:** Bridge/Structure Inspection Team Leader, City Engineer, Civil Engineer, Civil Engineering Manager, County Engineer, Design Engineer, Project Engineer, Railroad Design Consultant, Stormwater Runoff Inspector, Structural Engineer, Traffic Engineer  
**COMPUTER SCIENCE:** Computer User Support Specialist, Computer Systems Analysts, Network and Computer Systems Administrators, Applications Software Developers, Computer and Information Systems Managers, Architectural and Engineering Managers, Electrical Engineers, Systems Software Developers



# MEDICAL PATHWAY

## Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	MOW 2 or Algebra 2	ELECTIVE or recommended: Trig / PreCalc
<b>SCIENCE</b>	Integrated Science	Biology	Human Physiology	ELECTIVE
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Medical Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Foundations of Health Services</b>	<b>Advanced Health Services</b>	<b>Nursing Services 1</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE or recommended: Chemistry	ELECTIVE or recommended: Nursing Serv WKBL
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
<b>Career and Technical Student Organization</b>				
HOSA: Health Occupations Students of America				
<b>Work-Based Learning Experiences</b>				
College Research • College Visit • College Speaker • PreACT • Service Learning • ACT Scholarship/Financial Aid Counseling • College Fair • Career Research • Career Field Trips Career Speakers • Mock Interview • Job Shadow				
<b>Industry-Valued Certifications/Skills</b>				
Basic Life Support CPR • Heartsavers First Aid • HIPAA • Blood Pressure • OSHA 10 - Health care				
<b>Early College Courses</b>				
HLTH 125: Medical Terminology • Certificate of Completion: Pharmacy Tech • CNA				
<b>Post-Secondary</b>				
<b>Certificate:</b> Pharmacy Technician, Dental Assisting, Massage Therapist Technician, Phlebotomy Certification, Nurse Aide				
<b>Associate's Degree:</b> Dental Hygiene, Physical Therapist Assistant, Radiologic Technology, Licensed Practical Nurse				
<b>Bachelor's Degree:</b> Dental Hygiene, Nursing, Biochemistry, Cell and Molecular Biology Anatomy, Native Hawaiian Health				
<b>Post-Bachelor's Degree:</b> Surgeon, Medical Doctor/Specialist, Nurse Practitioner, Physician Assistant, Physical Therapist, Chiropractor				
<b>High Wage • High Skill • High Demand Careers</b>				
Pharmacy Technicians, Phlebotomists, Emergency Medical Technicians and Paramedics, Radiologic Technologists, Chiropractors, Speech-Language Pathologists, Registered Nurse				





# THEATER ARTS PATHWAY

## Castle High School

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LANGUAGE ARTS</b>	English 1	English 2	English 3	English 4
<b>MATH</b>	Algebra 1	Geometry	Algebra 2 or MOW 2	ELECTIVE or recommended: 4th Math
<b>SCIENCE</b>	Integrated Science	Biology	Science Elective	ELECTIVE or recommended: 4th Science
<b>SOCIAL STUDIES</b>	US History	World History	Modern History of Hawaii & Participation in Democracy	Econ/Psych OR Econ/Hawaiian Studies
<b>Theater Arts Pathway</b>	<b>Freshman Seminar &amp; Health</b>	<b>Theater Crafts 1</b>	<b>Theater Crafts 2</b>	<b>Theater Crafts 3</b>
<b>PE/ELECTIVES</b>	ELECTIVE	PE LTF/LTA	ELECTIVE	ELECTIVE
<b>ELECTIVES</b>	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
<b>Career and Technical Student Organization</b>				
International Thespian Society (ITS) • National Honor Society for Dance Arts (NHSDA)				
<b>Work-Based Learning Experiences</b>				
Career Research • Career Fair • Career Field Trips/Speakers • Job Shadow • Internship • College Research College Visits • College and Career Counseling • Mock Interview • Capstone • Post-secondary Prep Assessments (Pre-ACT, ACT, PSAT, ASVAB) • Interest/Skills Inventory				
<b>Industry-Valued Certifications/Skills</b>				
Cyber-Safety • Interview Skills • Communication Skills • Written Communication OSHA 10 • Communication Skills for Business • Entrepreneur & Small Business				
<b>Early College Courses</b>				
ICS 107 / PSY 100				
<b>Post-Secondary</b>				
<b>Associate's Degree:</b> A.A., Liberal Arts, UH Community Colleges <b>Bachelor's Degree:</b> B.A, B.F.A, UH Manoa, UH West Oahu, Hawaii Pacific University <b>Union Apprenticeship:</b> IATSE 665; International Alliance of Theatrical Stage Employees				
<b>High Wage • High Skill • High Demand Careers</b>				
Theatre and Film Industry: Lighting and Sound Operators, Sound Engineers and Editors, Stage Management, Film Editors, Costume Designers, Scenic Artists, Actors, Makeup Artists, Hair Stylists, Theatre and Film Technical operators, Singers, Dancers, Choreographers, Building and Construction: Carpenters, Welders, Painters Other Areas: Fashion Designers, Marketing, Event Planners				

\*Theater Arts is NOT a CTE Program of Study

CASTLE HIGH SCHOOL



ACADEMY OF NAVIGATORS

# Academy of Navigators

## Explorers/Voyagers/Wayfinders/Seafarers

### Castle High School

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

Explorers	Voyagers One	Voyagers Two	Wayfinders	Seafarers
<p>Students work towards earning a diploma in a separate and small learning environment. All subject areas are taught in the same learning environment.</p> <p>Education is significantly modified with an increased focus on on-task behavior, social-emotional accountability, and socially accepted behavior besides working toward obtaining their high school diploma.</p> <p>The students also has the opportunity to practice work-based and community-based learning when appropriate to do so.</p> <p>Students have the opportunity to integrate into the general education population when they meet their program criteria.</p>	<p>Students work towards earning a Certificate of Completion in a separate and small learning environment. The majority of students with a disability will start here.</p> <p>Education is modified with a focus on continuing transition to a secondary post-transition program. Students will focus on functional academics, daily interpersonal skills, work-based and community-based communication, and socially accepted behavior.</p> <p>The student will also continue to focus on work-based learning off-campus and community-based learning.</p> <p>These select students will are off-campus most of the time, working toward a post-transition goal.</p>	<p>Students work towards earning a Certificate of Completion in a separate and small learning environment. The majority of students with a disability will start here.</p> <p>Education is modified with a focus on transition into 9th grade, focusing on adapting to the new environment, work on functional academics, daily skills, communication, socializing, and behavior.</p> <p>Students will also focus on work-based learning and community-based learning.</p> <p>These select students will stay with the Voyager 2 class until they can meet the Voyager 1 program or until the students are at their last one-two year of school left.</p>	<p>Students work towards earning a Certificate of Completion in a separate and small learning environment.</p> <p>Education is significantly modified with a focus on decreasing interfering behaviors and adapting to different settings and increasing communication.</p> <p>Student-centered to practice daily life skills, communication, decreasing interfering behavior, work-based and community-based learning.</p> <p>These select students stay with this class until completion of high school but if able to meet Voyagers 1 or 2' program students can move to the Voyager's Program.</p>	<p>Students work towards earning a Certificate of Completion in a separate and small learning environment.</p> <p>Education is significantly modified with a focus on the student's well-being as some students have medical needs that may interfere with their education.</p> <p>Student-centered to practice daily life skills, communication, decreasing interfering behavior, work-based and community-based learning .</p> <p>These select students stay with this class until completion of high school but if able to meet Voyagers 2' program students can move to the Voyager's Program.</p>

#### Inclusion Opportunities

All students have the opportunity to audit the general education class of their choice. Students also participate with peers during recess, lunch, assemblies, and extracurricular activities, they choose to do. When students are in their last one-two year left of their high school experience, students will work on post-transition opportunities and move towards the workforce off-campus and in the community so secondary post-transition and graduation are seamless.

#### Work-Based Learning Experiences

School Worksites • Off-Campus Worksites • Community-Based Learning • Field Trips • Department of Health Programs and Public/Private worksites and programs

#### Workforce Opportunities

Retail Assistant, Custodian, Grounds Keeper, Kitchen Prep Staff, Grocery Assistant, Library Assistant, Agriculture Assistant, Hotel/Hospitality, Animal Care, Stock person, Careers that lets you work from Home

## Ke Kula Ki'eki'e o Castle

Castle's Kaiapuni program is open to students registering for grades 9-11. Instruction is delivered exclusively through the medium of Hawaiian language with one English course offered each year.

SUBJECT	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>ENGLISH LANGUAGE ARTS</b>	English 1	English 2	Expos Writing / Hwn Pac Isl Literature	English Elective
<b>MATH</b>	Algebra 1	Geometry	Math Elective	Elective
<b>SCIENCE</b>	Plants & Animals in Hawaii	Biology	Science Elective	Elective
<b>SOCIAL STUDIES</b>	Modern History of Hawaii & Participation in Democracy	US History	World History	Social Studies Elective
<b>Ke Ala Kaiapuni</b>	Hawaiian 1	Hawaiian 2	Hawaiian 3	Hawaiian 4
<b>PE/ELECTIVES</b>	Health	PE Lifetime Fitness	Hawaiian Dance Lifetime Activities	Elective
<b>ELECTIVES</b>	Leadership Training 1	Leadership Training 2	Leadership Training 3	PTP

## LANGUAGE ARTS

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<b>• ENGLISH LA 1 (LCY1010)</b>	<b>required</b>	<b>Year</b>	<b>Gr 09</b>
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This foundational English course is designed to equip students with the essential language skills necessary for academic success and effective communication. This course provides a comprehensive overview of reading, writing, speaking, and listening. Students will develop a strong foundation in grammar, mechanics, and vocabulary, enabling them to express their ideas clearly and coherently.

Through engaging activities and texts, students will learn to:

Read critically and comprehend a variety of texts, including fiction, non-fiction, and informational materials.

Write effectively in various genres, such as essays, reports, and narratives, while following proper grammar and mechanics.

Speak confidently and articulately in both formal and informal settings.

Listen attentively and critically to understand and respond to different perspectives.

By the end of this course, students will have developed the necessary skills to succeed in future English courses and effectively communicate in their personal and academic lives.

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<b>• ENGLISH LA 2 (LCY2010)</b>	<b>required</b>	<b>Year</b>	<b>Gr 10</b>
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Four areas of emphasis have been identified: reading, writing, speaking/listening, and language (grammar and mechanics). These four areas are basic to help students develop written language abilities and to increase their ability to think, organize ideas, problem-solve, and interact in a variety of communication situations.

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<b>• ENGLISH LA 3 (LCY3010)</b>	<b>required</b>	<b>Year</b>	<b>Gr 11</b>
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This course provides a balanced program of reading, writing, and oral communication. All of the eleventh-grade benchmarks are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Selections are not restricted to British and American authors and include the writings of minorities and other cultures. The study of language includes both the description of language and its role in communication as well as the construction of meaning.

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<b>• ENGLISH LA 4 (LCY4010)</b>	<b>required</b>	<b>Year</b>	<b>Gr 12</b>
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This course provides a balanced program of reading, writing, and oral communication. All of the twelfth-grade benchmarks are addressed in this course. Students refine their knowledge of specific strategies within these strands and implement and evaluate the effectiveness of their choice of strategies. They develop greater precision and refinement in their use of written and spoken language. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Literary selections reflect a rich history of perceptions and ideas expressed by writers of the past and present. The study of language includes knowledge of its underlying principles and an understanding of how language functions in and is affected by social systems.

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<b>• A.P. SEMINAR (LAY5300)</b>	<b>Year</b>	<b>Gr 10</b>
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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

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<b>• A.P. ENGLISH LANGUAGE &amp; COMPOSITION (LAY6010)</b>	<b>Year</b>	<b>Gr 11-12</b>
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This course engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college.

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

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<b>• A.P. ENGLISH COMPOSITION AND LITERATURE (LAY6100)</b>	<b>Year</b>	<b>Gr 11-12</b>
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This course is designed for college-bound seniors and includes an intensive study of representative works from various genres and periods. Students will make careful observations of textual detail, establish connections among their observations and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value. Class writing will focus on the critical analysis of literature, resulting in expository, analytical and argumentative essays.

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

## **ELECTIVE COURSES**

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

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<b>• CREATIVE WRITING (LWH5235)</b>	<b>Sem</b>	<b>Gr 9-12</b>
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This course emphasizes use of the writing process to stimulate and develop students' creative expression. Students shape their ideas into a variety of forms and styles utilized in fiction, poetry, drama, and personal narrative. Students read literary selections in several genres for enjoyment and inspiration, and, most importantly, as a springboard for ideas and a source of models of good writing. Special emphasis will be on script writing.

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<b>• FILM AS ART (XMT1015)</b>	<b>Sem</b>	<b>Gr 9-12</b>
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This course introduces the visual and artistic techniques of the film, traces the development of film periods and styles, defines the differences between and analyzes the effects of film types, and evaluates the film as an art form. Through guided observation and discussion of selected films and through individual student projects related to the course, students extend their awareness of the significance of this medium and its power to communicate.

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**• SPEECH: ORAL INTERPRET OF LIT (LVH5350)** **Sem** **Gr 9-12**

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In this course students experience speaking and listening in interpersonal, group, and formal settings and forms. Emphasis is on helping students develop confidence and a willingness to express themselves orally, share their ideas, and listen openly and critically. Students will develop informal language used in conversation and discussion and formal language used in speeches, interviews, and oral presentations. Students will develop effective use of language, become responsive and critical listeners, and gain insights about themselves as communicators.

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**• SPEECH: ARGUMENTATION / DEBATE (LVH5370)** **Sem** **Gr 9-12**

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Experiences in this course help students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies.

## SOCIAL STUDIES

<b>• ECONOMICS (CSD2500)</b>	<b>Semester</b>	<b>Gr 12</b>
This course examines economic theories, systems, institutions and processes. Emphasis is placed on understanding how individual and social choices are made in the context of a market economy.		
<b>• HAWAIIAN STUDIES (CER2200)</b>	<b>Semester</b>	<b>Gr 12</b>
This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues.		
<b>• MODERN HISTORY OF HAWAI'I (CHR1100)</b>	<b>Semester</b>	<b>Gr 11</b>
This course is the study of the development of Modern Hawai'i from the overthrow of the Hawaiian Kingdom to the present. Students will examine the geographic, political, economic, and social factors, and the complex interactions and interrelationships which have shaped and continue to impact contemporary Hawai'i.		
<b>• PARTICIPATION IN DEMOCRACY (CGU1100)</b>	<b>Semester</b>	<b>Gr 11</b>
This course will focus on developing citizenship and decision making skills by examining government structure and politics at all government levels and by examining contemporary issues and challenges that will create a responsible citizen who is informed and involved in our democratic society.		
<b>• PSYCHOLOGY (CSD2200)</b>	<b>Semester</b>	<b>Gr 12</b>
This course is designed to help students gain insight into their behavior and the behavior of other individuals and groups. It focuses on the physiological and psychological basis for human behavior and how this knowledge can be applied in various human situations such as stress, conflict, and adjustment.		
<b>• U.S. HISTORY &amp; GOVERNMENT (CHU1100)</b>	<b>Year</b>	<b>Gr 09</b>
This course is a study of the historical development of the US focusing on the people and events that shaped the growth of the nation from the period of industrialization to the present. Also included is the study of the political and legal processes of our American society, and the rights, responsibilities and roles of the citizen.		
<b>• WORLD HISTORY &amp; CULTURE (CHW1100)</b>	<b>Year</b>	<b>Gr 10</b>
This course is the study of the historical development of human experience focusing on major civilizations and cultures from around the world. It will examine the forces of change and continuity and how these forces affect the human experience.		
<b>• A.P. PSYCHOLOGY(CSA2500)</b>	<b>Year</b>	<b>Gr 12</b>
The aim of this course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. Students learn some of the explorations and discoveries made by psychologists over the centuries. They also assess the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives.		

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

# MATHEMATICS

Current course	Grade	Next course
Algebra 1*	Passing F	Geometry Repeat Algebra 1
Geometry	A / B C / D F	Algebra 2 (*A/B in Alg 1) MOW 2 Repeat Geometry
Modeling our World 2 (MOW2)	Passing F	Algebra 2 or No Math Repeat MOW 2
Algebra 2	A / B C / D F	AP PreCalculus or AP Stats Algebra 3 / Stats Repeat or No Math
Alg 3 / Stats	A / B C D / F	AP PreCalculus or AP Stats AP Stats Repeat or No Math
Trig / PreCalc	A / B / C D / F	AP Calculus or AP Stats Repeat or No Math

Note: AP Computer Science will satisfy the Academic Honors 4th math requirement.

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<b>• ALGEBRA 1 (MAX1155)</b>	<b>Year</b>	<b>Gr 09-12</b>
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This course is a concept-oriented program using real world applications. Topics include functions, first-degree equations, inequalities in one and two variables, polynomials, graphs, and quadratic equations.

Algebra 1 should not be taken during the summer for advancement.

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<b>• GEOMETRY (MGX1150)</b>	<b>Year</b>	<b>Gr 09-12</b>
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The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes are further developed, proved, and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.

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<b>• MODELING OUR WORLD 2 (MAX1180)</b>	<b>Year</b>	<b>Gr 10-11</b>
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These courses focus upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear and exponential, quadratic and rational functions as well as geometry and statistics topics. The course may be taken prior to Algebra 2, to provide supplemental learning opportunities for students needing additional support to be successful in Algebra 2.



• <b>ALGEBRA 2 (MAX1200)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>This course is designed to extend the basic concepts of algebra. The course content consists of functions, graphing techniques, quadratic systems, polynomial equations, exponents, and logarithms.</p> <p>Algebra 2 should NOT be taken during the summer for advancement.</p>		
• <b>ALGEBRA 3/ STATS (MAX1310/MCX1300)</b>	<b>Sem+Sem</b>	<b>Gr 10-12</b>
<p>First Semester - Algebra 3: This course is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content includes are linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers.</p> <p>Second Semester - Stats: This course provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistics content standards and includes the following topics: NDE2000 graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation, and regression.</p>		
• <b>AP PRECALCULUS (MCX1030)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>AP Precalculus centers on functions modeling dynamic phenomena. Students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science and data science. It is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses. Modeling is a central instructional theme for the course and includes formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), with the application of the function type to a variety of contexts. This course includes the study of Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, vectors and Matrices. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.</p> <p><i>REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.</i></p>		
• <b>AP CALCULUS (MCA1040)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This course is offered to students who have a <u>strong</u> background in Algebra 2, Trigonometry and Analytical Geometry / PreCalculus. The course includes concepts of limits, continuity, differentials, integrals and their applications to problem solving. Equivalent to the first semester Calculus course at the University of Hawaii.</p> <p>Requires more independent study than prior math courses. Study groups will be encouraged. It is highly recommended that students purchase their own graphing calculator.</p> <p><i>REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.</i></p>		
• <b>AP STATS (MCA1050)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making statistical inferences. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.</p> <p><i>REQUIREMENTS: Summer assignments and College Board Advanced Placement test in May at own expense to receive A.P. credit. Course Contract must be signed prior to enrollment.</i></p>		

## SCIENCE

<b>• INTEGRATED SCIENCE (SAH2003)</b>	<b>Required</b>	<b>Year</b>	<b>Gr 09</b>
Integrated Science is a one credit science course for 9 <sup>th</sup> graders. It is an inquiry based class in which students will use scientific and engineering processes to explore the various fields of science and technology while they study the world around them.			
<b>• BIOLOGY 1 (SLH2203)</b>	<b>Graduation Requirement</b>	<b>Year</b>	<b>Gr 10</b>
Provides an introduction to the basic concepts of biological science - the study of living things. Emphasis is on lab investigations and problem solving strategies. All students will be required to take the Biology End of Course (EOC) exam.			
<b>• CHEMISTRY (SPH3503)</b>	<b>Alg 1</b>	<b>Year</b>	<b>Gr 11-12</b>
A course for students who will be going to a four-year college or community college and interested in a science, math, or technology field. Explores the details of composition, properties, and behavior of matter. Concurrent enrollment in Algebra 1 is permitted with consent. <b>Scientific calculator required.</b>			
<b>• HUMAN PHYSIOLOGY (SLH7503)</b>		<b>Year</b>	<b>Gr 11-12</b>
Human Physiology is a lab course that investigates the anatomy and function of the human body. Each system is studied in terms of how its function contributes to the maintenance of the body's internal environment and care of the body. In the Medical Pathway, Human Physiology is to be taken concurrently with Advanced Health Services. <i>Prerequisite: Completion of Biology</i>			
<b>• PHYSICS (SPH5603)</b>	<b>Alg 1</b>	<b>Year</b>	<b>Gr 11-12</b>
Emphasizes the use of physics terms and concepts to explain phenomena that occur in a person's daily life. Forms the basis for understanding the universe around us. <b>Scientific calculator required.</b>			
<b>• PLANTS AND ANIMALS OF HAWAII (SLH4103)</b>		<b>Year</b>	<b>Gr 11-12</b>
This is an introductory course on the interdependence on the flora and fauna found on Hawaii's land and in ocean environments (e.g. impacts of invasive species on our native species, symbiotic relationships between local organisms, study of speciation of Hawaii snails, etc.). Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. Emphasis is on the use of the laboratory and fieldwork to study organisms.			
<b>• SUSTAINABLE FOOD SYSTEMS (SIF3503)</b>		<b>Year</b>	<b>Gr 12</b>
In this course, students will engage in the scientific discipline of agroecology. Agroecology (agriculture and ecology) is a scientific discipline that uses ecological theory and traditional knowledge to study, design, and manage agricultural ecosystems that are productive and resource-conserving. Students will be immersed in conversations and analysis of ecological sustainability, social equity, and climate change resilience with a goal of identifying problems and developing sustainable solutions in our food and agricultural system both locally and globally. Through the duration of this course, students will practice scientific and engineering processes, perform laboratory and fieldwork and learn alongside industry workers to examine both scientific and human dimensions of our food system.			

Prerequisite: Global course ONLY open to Seniors in their 4th year of science, already earned credit for Plants and Animals.

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<b>• A.P. BIOLOGY (SLH8003)</b>	<b>Year</b>	<b>Gr 10-12</b>
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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.

Highly Recommended: Biology and Chemistry or teacher consent.

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

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<b>• A.P. CHEMISTRY (SPH5003)</b>	<b>Year</b>	<b>Gr 11-12</b>
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This course is an equivalent of the general chemistry course usually taken during the first college year and helps to prepare students for the Advanced Placement Examination, which is three hours in length and is administered in May. The laboratory experience is equivalent to that of a typical college-level course in chemistry. Emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and independent study. Concepts and principles studied in depth include atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids and solids, solutions, stoichiometry, reaction types, equilibrium, kinetics, thermodynamic relations, and chemical calculations. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, and 6.

Recommended Prerequisite: Credit in high school chemistry or Algebra 2 concurrently

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

# PHYSICAL EDUCATION

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

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

## PE ELECTIVES

*(DO NOT count toward PE graduation requirements)*

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

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

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

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

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

2B: This course will introduce circuit training and apply it to a personal weight and resistance training program; reinforce both aerobic and anaerobic exercises and assess and re-assess and make adjustments to personal weight and resistance training programs.

Prerequisite: Weight & Resistance Training 1A/B

## HEALTH / GUIDANCE

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

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

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

# AGRICULTURE, FOOD & NATURAL RESOURCES PATHWAY

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**• FOUNDATIONS AGRICULTURE, FOOD,& NATRL RESOURCES(TAO1000)Year Gr 10-12**

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This is an introductory course designed to inform students about careers in agriculture, animal care and production, and natural resources and understand the important role that each plays in the 21st century. This Level 1 course serves as the foundation course for the Animal Systems, Food Systems, Agriculture and Food Production Business, and Natural Resources Management programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various agriculture-related, animal care, and natural resources-related career fields, as well as ecosystems, food systems, animal care, and the reproduction systems of plants and animals. As part of a student’s program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Agriculture, Food & Natural Resources Pathway **required** course.*

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**• PRINCIPLES OF AGRICULTURE, AGRI-BUSINESS & FOOD (TAO2000) Year Gr 11-12**

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Principles of Agriculture, Agri-Business, and Food Systems is the second course in the Agriculture and Food Production Business and Food Systems program of study designed to inform students with the knowledge and skills pertaining to plant and animal structural anatomy, systems physiology, genetics, and biotechnology. In addition to agriculture and food production related businesses practices and concepts.

Prerequisite: Foundations Agriculture, Food, and Natural Resources

*Agriculture, Food & Natural Resources Pathway **required** course.*

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**• AGRICULTURE & FOOD PRODUCTION BUSINESS 2(TAB3000) Year Gr 12**

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This is the third course in the Agriculture and Food Production Business program of study designed for students interested in successfully owning and operating a business selling plant and/or animal products or commodities. Upon completion of this course, a proficient student will have basic knowledge of the history of agriculture and food production related business in Hawaii, economic principles and risk management considerations, start-up process to creating a business, marketing strategies, and the drafting of a business proposal. As part of a student’s program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Prerequisite: Agriculture and Food Production Business 1*

*Agriculture, Food & Natural Resources Pathway **required** course.*

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**• AGRICULTURE & FOOD PROD BUSINESS WK-BASE LRN (TAB4100) Year Gr 12**

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Agriculture and Food Production Business: WBL is the capstone course in the Agriculture and Food Production Business program of study. It is intended to provide a WBL experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in agriculture-related businesses. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in an agriculture and/or food production business or other related field, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce. Items suggested for the portfolio are denoted with an asterisk.

*Prerequisite: Agriculture and Food Production Business 1*

*Concurrent: Agriculture and Food Production Business 2*

*Agriculture, Food & Natural Resources Pathway **recommended** course*

## AUTOMOTIVE TECHNOLOGY PATHWAY

<b>• FOUNDATIONS AUTO MAINTENANCE &amp; LT REPAIR (TTF1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>Introduction to Automotive Maintenance and Light Repair (MLR) is an introductory course designed to inform students about careers in automotive repair, as well as basic safety and service skills. This course serves as the foundation course for the Automotive MLR program of study. Upon completion of the course, a proficient students will have foundational knowledge of safety in the workplace, technician service skills, and basic engine and tire maintenance. As part of a student’s program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Auto Technology Pathway <b>required</b> course.</i></p>		
<b>• AUTO MAINTENANCE &amp; LT REPAIR 1 (TTA2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This is the second course in the Automotive MLR program of study designed to inform students about suspension and steering systems and brake systems. Upon completion of the course, a proficient student will perform inspection services and service and/or repair vehicle suspension and steering systems and brake systems. As part of a student’s program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Foundations Auto Maintenance and Light Repair</i> <i>Auto Technology Pathway <b>required</b> course.</i></p>		
<b>• AUTO MAINTENANCE &amp; LT REPAIR 2 (TTA3000)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This is the third course in the Automotive MLR program of study designed to inform students about automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completion of the course, a proficient student will perform diagnostic services and service and/or repair vehicle electrical systems, electrical accessories, and charging systems. As part of a student’s program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Auto Maintenance &amp; LT Repair 1</i> <i>Auto Technology Pathway <b>required</b> course.</i></p>		
<b>• AUTOMOTIVE MLR WORK-BASED LEARNING (TTA4100)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Automotive Maintenance and Light Repair (MLR): WBL is the capstone course in the Automotive MLR program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to occupations in the automotive and transportation industries. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in the automotive and transportation industries, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.</p> <p><i>Prerequisite: Foundations of Automotive MLR and Automotive MLR 1</i> <i>Concurrent: Automotive MLR 2</i> <i>Automotive Maintenance and Light Repair (MLR) Pathway recommended <b>elective</b> course</i></p>		

## BUSINESS PATHWAY

<b>• FOUNDATIONS OF BUSINESS &amp; MARKETING (TBB1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>This is an introductory course designed to inform students about careers in various sectors of business, as well as basic business concepts. This Level 1 course serves as the foundation course for the Business Management, Entrepreneurship, Financial Management, Marketing Management, and Supply Chain and Logistics Technology programs of study. Upon completion of the course, a proficient student will have foundational knowledge of business and business-related occupations and concepts, including management, finance, marketing, hospitality and entrepreneurship and how each intertwines. As part of a student’s program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Business Pathway required course.</i></p>		
<b>• ENTREPRENEURSHIP 1 (TBE2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>Entrepreneurship 1 is the second course in the Entrepreneurship program of study designed to inform students about careers related to starting and running a business. Students prepare for the business world by examining basic principles in management, finance, and marketing as they apply to entrepreneurship. Upon completion of the course, a proficient student will be able to describe the foundations of small business operations and how entrepreneurship intertwines to create the fabric of the labor market. As part of a student’s program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Foundations of Business &amp; Marketing</i> <i>Business Pathway required course.</i></p>		
<b>• ENTREPRENEURSHIP 2 (TBE3000)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Entrepreneurship 2 is the third course in the Entrepreneurship program of study designed to prepare for the world of small business by combining principles in operations, finance and accounting, marketing, and ethical practices. Upon completion of the course, a proficient student will be able to begin an internship with a small business owner or entrepreneurship incubator or lay the foundation for creating a small business using the ideas and proposal elements created in this course. As part of a student’s program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of the course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Entrepreneurship 1</i> <i>Business Pathway required course.</i></p>		
<b>• ENTREPRENEURSHIP WORK-BASED LEARNING (TBE4100)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Entrepreneurship: WBL is the capstone course in the Entrepreneurship program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to aspects of entrepreneurship and fields of business. Upon completion of the course, a proficient student will be able to discern multiple pathways to becoming an entrepreneur and owning a small business, necessary steps toward applying for a postsecondary program, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce.</p> <p><i>Prerequisite: Foundations of Business and Marketing and Entrepreneurship 1</i> <i>Concurrent: Entrepreneurship 2</i> <i>Business Pathway recommended Elective course</i></p>		



## CULINARY PATHWAY

<b>• FOUNDATIONS OF CULINARY (TTU1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>Foundations of Culinary Arts is an introductory course designed to inform students about careers in the food prep and service industries or related fields, basic nutritional and cooking concepts, and the history and influence of culture on food. This Level 1 course serves as the foundation course for the Culinary Arts program of study. Upon completion of the course, a proficient student will demonstrate proper safety protocols in a commercial kitchen and proper use of small and large equipment and supplies. The student will also correctly convert measures and have foundational knowledge of nutrition and cooking techniques and the role of culture in food creation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. <i>Donation: \$20.00</i>  <i>Culinary Arts Pathway <b>required</b> course.</i></p>		
<b>• CULINARY ARTS FOOD PREPARATION (TTP2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This is the second course in the Culinary Arts program of study designed to inform and expose students to various basic food preparation methods and considerations found in commercial kitchens and restaurants. Upon completion of this course, a proficient student will possess a working knowledge of commercial kitchen safety and sanitation, menu planning, influence of culture on cuisine, basic cooking principles, food preparation skills and methods, and basic platter and table preparation. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.  <i>Prerequisite: Foundations of Culinary Donation: \$30.00</i>  <i>Culinary Pathway <b>required</b> course.</i></p>		
<b>• ADVANCED CULINARY ARTS PASTRY &amp; SAVORY (TTV3000)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Advanced Culinary Arts Pastry and Savory is the third course in the Culinary Arts program of study designed to further students' practice with food preparation in the culinary industry. Upon completion of the course, a proficient student will be able to demonstrate safe practices in a commercial kitchen, the fundamentals of pastry/dessert creations and the fundamentals of meat preparation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.  <i>Prerequisite: Culinary Arts Food Preparation Donation: \$50.00</i>  <i>Culinary Arts Pathway <b>required</b> course.</i></p>		
<b>• CULINARY ARTS WORK-BASED LEARNING (TAB4100)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Culinary Arts: WBL is the capstone course in the Culinary Arts program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in food prep and service, restaurant operations, and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in culinary arts, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.  <i>Prerequisite: Culinary Arts Food Preparation</i>  <i>Concurrent: Advanced Culinary Arts Pastry &amp; Savory Donation: \$50.00</i>  <i>Culinary Arts Pathway <b>recommended elective</b> course.</i></p>		

## DIGITAL DESIGN PATHWAY

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<b>• FOUNDATIONS OF CREATIVE MEDIA (TCC1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
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Foundations of Creative Media is an introductory course designed to inform students about careers in creative media, including digital design and digital film production. This Level 1 course serves as the foundation course for both the Digital Design and Film & Media Production programs of study. Upon completion of the course, a proficient student will be able to explain what comprises the creative media industry sector, explain principles of digital design and its influences, demonstrate basic knowledge of digital camera and video equipment, and create a digital photo collection using design and equipment knowledge. A student will also be able to describe various occupations and outline the steps necessary to advance in specific careers. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Digital Design Pathway **required** course.*

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<b>• DIGITAL DESIGN 1 (TCD2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
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Digital Design 1 is the second course in the Digital Design program of study designed to introduce students to the digital design process and the creation of basic design work and page layouts reflective of the process. Upon completion of the course, a proficient student will be able to explain artistic intent and influence, summarize ADA guidance, apply design software techniques, conceptualize and create photographs and illustrations of increasing complexity, and produce basic single and multipage layouts. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Prerequisite: Foundations of Creative Media*

*Digital Design Pathway **required** course.*

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<b>• DIGITAL DESIGN 2 (TCD2000)</b>	<b>Year</b>	<b>Gr 12</b>
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Digital Design 2 is the third course in the Digital Design program of study designed to prepare students for advanced design work in the field of digital design. Students will utilize various design software (development and editing) programs and camera/lighting equipment in varying degrees of complexity to create web and 3-dimensional works. Upon completion of the course, a proficient student will be able to create a basic web page layout, conceive and create 3-dimensional models, develop an animation storyboard and apply the principles of animation in the creation of 3-dimensional animation, and produce a digital artwork collection to showcase. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Prerequisite: Digital Design 1*

*Digital Design Pathway **required** course.*

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<b>• DIGITAL DESIGN WORK-BASED LEARNING (TCD4100)</b>	<b>Year</b>	<b>Gr 12</b>
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Digital Design: WBL is the capstone course in the Digital Design program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in the digital design industry. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in digital design, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

*Prerequisite: Concurrent: Digital Design 2. Digital Design pathway **elective** course*

## ENGINEERING PATHWAY

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<b>• FOUNDATIONS OF ENGINEERING TECHNOLOGY (TAE1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
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Foundations of Engineering Technology is an introductory course designed to inform students about careers in engineering. This course serves as the foundation course for the Engineering program of study. Upon completion of this course, a proficient student will have foundational knowledge of the engineering design process, sketching and technical drawing techniques, and foundational elements to engineering and the role of math. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.  
*Engineering Pathway required course.*

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<b>• ENGINEERING TECHNOLOGY 1(TAE2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
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This is the second course in the Engineering program of study design to equip students with the knowledge and skills to be successful in various fields in engineering. Upon completion of this course, a proficient student will have foundational understanding of the role of static and hydraulic in design, internal and external considerations in engineering design, and civil and mechanical engineering. Students will also demonstrate technical knowledge and skills through continued technical drawings and models of varying complexity. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.  
*Prerequisite: Foundations of Engineering Technology*  
*Engineering Pathway required course.*

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<b>• ENGINEERING TECHNOLOGY 2 (TAE3000)</b>	<b>Year</b>	<b>Gr 12</b>
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This is the third course in the Engineering program of study designed to provide students with the opportunity to apply skills learned in previous courses and continue to grow and strengthen their individual engineering design process. Upon completion of the course, a proficient student will have additional concepts of engineering, such as kinematics and kinetics, electrical, advanced drawings, and the opportunity to apply learned knowledge and skills across design projects. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.  
*Prerequisite: Engineering Technology 1*  
*Engineering Pathway required course.*

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<b>• ENGINEERING TECHNOLOGY WORK-BASED LEARNING (TAE4100)</b>	<b>Year</b>	<b>Gr 12</b>
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Engineering: WBL is the capstone course in the Engineering program of study. It is intended to provide a practicum experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in engineering. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in engineering, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce.  
*Prerequisite: Engineering Technology 1*  
*Concurrent: Engineering Technology 2*  
*Engineering Pathway recommended elective course*

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

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

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

*Prerequisites: Taken concurrently with Engineering Tech 2*

## MEDICAL PATHWAY

<b>• FOUNDATIONS OF HEALTH SERVICES (THF1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>Foundations of Health Services is an introductory course designed to inform students about careers in the Health Services field, as well as basic medical skills and terminology. This Level I course serves as the foundation course for the Public Health Services, Diagnostic Services, Emergency Medical Services, Human Performance Therapeutic Services, and Nursing Services programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various medical careers, foundational healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p> <p><i>Medical pathway <b>required</b> course.</i></p>		
<b>• ADVANCED HEALTH SERVICES(THA2000)</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>This is the second course for the Diagnostic Services, Emergency Medical Services, Human Performance Therapeutic Services, and Nursing Services programs of study. It is designed to develop student understanding of the structures and functions of the human body. Upon completion of the course, a proficient student will be able to characterize the functions of various organs and body systems and their interplay with one another in the human body. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Foundations of Health Services</i>  <i>Required to take with Human Physiology</i>  <i>Medical pathway <b>required</b> course.</i></p>		
<b>• NURSING SERVICES 1 (THS3000)</b>	<b>Year</b>	<b>Gr 12</b>
<p>This is the third course in the Nursing Services program of study and is an applied course designed to develop the skills necessary for a career in nursing or related fields. Upon completion of the course, a proficient student will be able to assess, monitor, evaluate, and report patient/client health status, apply safety and wellness protocols, and communicate effectively with the patient and family members. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.</p> <p><i>Prerequisite: Advanced Health Services</i>  <i>Medical pathway <b>required</b> course.</i></p>		
<b>• NURSING SERVICES WORK-BASED LEARNING (THS4100)</b>	<b>Year</b>	<b>Gr 12</b>
<p>Nursing Services: WBL is the capstone course in the Nursing Services program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to nursing services and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in health care, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. A proficient student will also be able to document logged hours in a medical setting and demonstrate mastery of skills learned throughout this program of study in a medical setting. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as a clinical internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.</p> <p><i>Prerequisite: Advanced Health Services</i>  <i>Concurrent: Nursing Serv 1. Nursing Services Pathway recommended <b>elective</b> course.</i></p>		

## THEATER ARTS PATHWAY\*

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

### THEATER ARTS ELECTIVES

<b>• EXPLORATIONS IN DRAMA (FTE1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>Sem 1: Introductory course designed to develop understanding of life through the study and the performance of dramatic works. Emphasis on the ability of students to express themselves through acting, establish personal criteria for critical evaluation of drama activities, and to gain insight into a broad spectrum of the world through the study of various phases of play production.</p> <p>Sem 2: Continuing the introduction of theatre, this course further develops student's ability to express themselves through acting, along with understanding criteria for critical evaluation of theater, and gaining experience in the world of theater through scene study and both mental and physical dramatic exercises.</p>		
<b>• BEGINNING ACTING (FTA1300)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>Sem 1: Focus on acting through pantomime, creative dramatics and improvisations. The student is taught basic techniques of pantomime and practices through simple story dramatizations and improvisations. Body and vocal exercises are included, along with techniques of relaxation and increasing sensory awareness. Students will also perform memorized scenes for in-depth study.</p> <p>Sem 2: Continued focus on creative dramatics and improvisations. The student continues to develop their basic skills and practices through story dramatizations and improvisations. Theatrical criticism, physical and vocal development are continued, along with introduction to characterization and stage movement.</p>		

*\*Theater Arts Pathway is not a CTE Program of Study. Courses do NOT meet the CTE Honors requirement.*

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<b>• INTERMEDIATE ACTING (FTA2000)</b>	<b>Year</b>	<b>Gr 11- 12</b>
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Sem 1: Body and vocal exercises will be continued with emphasis on some basic acting principles and scene study. Stage business and movement, and pointer on characterizations are taught. Students will be given opportunities for practice, guidance and training in these areas and will perform in directed class scenes. Exercises in sensory awareness and concentration will be continued. Students are expected to audition for school productions.

Sem 2: The actor's process is the focus of this course with the continued emphasis on the body and vocal development necessary for performance. Students will be given further opportunities for practice, guidance and training in directed class scenes. Sensory awareness and concentration exercises will be continued. Students are expected to audition for school productions.

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<b>• ADVANCED ACTING (FTA3000)</b>	<b>Year</b>	<b>Gr 12</b>
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Sem 1: This course emphasizes the learning of discipline and concentration necessary in the art of acting. Work in freeing the body and vocal projection will be continued with more intense work on special acting techniques. Character, line, and play analysis is an integral part of this course. Students are expected to audition for school productions.

Sem2: The discipline and concentration in the art of acting is continued with emphasis on monologue development and the audition process. Characterization, body and vocal development will be continued with more intense work on special acting techniques. Experience in various forms and genres of theatre will be encouraged. Students are expected to audition for school productions.

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<b>• THEATER ARTS (FTP5000)</b>	<b>Year</b>	<b>Gr 12</b>
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This course emphasizes the artistic contribution of the technical aspects of theatre. It provides those students considering employment in theatre practical experience assisting theatre professionals in the technical elements of production. Students are given opportunities to develop their skills in the design and execution of sets, lights, sound, costumes, or other areas as match their interest and experience.

# GLOBAL ELECTIVES

## AVID ELECTIVE

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

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

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

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

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

<b>• COLLEGE &amp; CAREER READY PREP SKILLS 09 (TGG8090)</b>	<b>Year Gr 09</b>
<b>• COLLEGE &amp; CAREER READY PREP SKILLS 10 (TGG8100)</b>	<b>Year Gr 10</b>
<b>• COLLEGE &amp; CAREER READY PREP SKILLS 11 (TGG8110)</b>	<b>Year Gr 11</b>
<b>• COLLEGE &amp; CAREER READY PREP SKILLS 12 (TGG8120)</b>	<b>Year Gr 12</b>

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

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

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

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



## BAND AND MUSIC

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

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

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

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

- |                              |                                    |
|------------------------------|------------------------------------|
| Christmas Concert (December) | Marching Parades                   |
| Spring Concerts (March/May)  | Pep Band at Football Games         |
| Parade of Bands (April)      | CHS Graduation (Excluding Seniors) |

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

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

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

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

Approval and concurrent enrollment in a Symphonic Band class is required for enrollment in the Jazz Ensemble. The Jazz Ensemble class will have the same requirements as the Symphonic Band Classes that are listed above. Students enrolled in the Jazz Ensemble will perform on an instrument of regular Jazz Ensemble instrumentation (saxophone, trombone, trumpet, piano, trap set percussion, electric bass, electric guitar).

There are required performances at CHS Band Concerts and other venues as they occur.

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

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<b>• POLYNESIAN MUSIC 2 (FMP2000)</b>	<b>Poly Music 1</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• POLYNESIAN MUSIC 3 (FMP3000)</b>	<b>Poly Music 2</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• POLYNESIAN MUSIC 4 (FMP4000)</b>	<b>Poly Music 3</b>	<b>Year</b>	<b>Gr 09-12</b>

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

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<b>• DIR STDY MUSIC 1(FMD1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
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This course is for students who have a desire to pursue a career in the music industry as a Recording Artist, Songwriter, Engineer or Producer. Students will learn how to produce, record and engineer their own original compositions or other student's music and will have the skills necessary to produce a commercial ready recording by completion of course. They will learn how to use LogicProX, Finalcut Pro and other related software necessary for music and video production. They will also gain a knowledge and basic understanding of business and marketing skills needed to be successful in the industry.

**Prerequisite:** Able to be a self-directed learner, have a strong love and appreciation for all genres of music. Ability to play an instrument or sing at an intermediate to advanced level is required. Class can only accommodate a limited number of students.

## DANCE ELECTIVES

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

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

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<b>• CREATIVE DANCE 2 (FDC2000)</b>	<b>Cr Dance 1</b>	<b>Year</b>	<b>Gr 10</b>
<b>• CREATIVE DANCE 3 (FDC3000)</b>	<b>Cr Dance 2</b>	<b>Year</b>	<b>Gr 11</b>
<b>• CREATIVE DANCE Dir Study (FDD1000)</b>	<b>Cr Dance 3</b>	<b>Year</b>	<b>Gr 12</b>

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Emphasis is on continuing to advance their skills in jazz, musical theatre, hip-hop, lyrical, ballet, and modern dance. The courses are designed for the student with an interest in dance as a performing art or the desire to pursue dance as a vocation. Students will develop teamwork and leadership values which enable them to express and create ideas through movement. Students will continue to create dances or dance segments and advance their skills as choreographers. All students will also be given the opportunity to perform and showcase their work in the annual spring dance concert. Courses must be taken in sequence and with instructor’s approval.

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

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<b>• POLYNESIAN DANCES 1 (FDP1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• POLYNESIAN DANCES 2 (FDP2000)</b>	<b>Poly Dance 1</b>	<b>Year</b>
<b>• POLYNESIAN DANCES 3 (FDP3000)</b>	<b>Poly Dance 2</b>	<b>Year</b>
<b>• POLYNESIAN DANCE Dir Stdy (FDD5000)</b>	<b>Poly Dance 3</b>	<b>Year</b>

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Students will learn the basic dance techniques of a variety of Polynesian Cultures such as Hawai’i, Samoa, Tahiti, Aotearoa, etc. Students will be required to do performances at school and in the community every quarter in preparation for the end of the year Ho’ike. Students are responsible to provide their own pa’u (hula skirt, girls only) and pareo/lavalava (boys and girls).

**COMPUTER SCIENCE ELECTIVES**  
*(DO NOT count toward graduation requirements in Science)*

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**• FOUNDATIONS OF COMPUTER SYSTEMS & TECHNOLOGY (TIF1000)      Year      Gr 09-12**

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Foundations of Computer Systems and Technology is an introductory course designed to inform students about careers in the information technology sector and basic technologies. This Level 1 course serves as the foundation course for the Artificial Intelligence, Programming, Networking, Cybersecurity, Web Design & Development programs of study. Upon completion of the course, a proficient student will be able to describe various information technology occupations and outline the steps necessary to advance in specific careers, demonstrate basic knowledge of computer hardware components and processes, and distinguish foundational concepts in multiple information technology disciplines. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

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**• AP COMPUTER SCIENCE PRINCIPLES (ECS9800)      Year      Gr 10-12**

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

*Note: AP Computer Science will satisfy the Academic Honors 4th math requirement.*

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**• AP COMPUTER SCIENCE A (ECS9500)      Year      Gr 10-12**

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This course prepares high school students for the Advanced Placement (AP) Computer Science/AB Examination and is aimed at helping students develop the ability to design and implement computer-based solutions to problems in several application areas; design and select appropriate algorithms and data structures to solve problems; code fluently in a well-structured fashion using an accepted high-level language, e.g., Java; and to identify the major components of a computer system (hardware and software), their relationship to one another, and the roles of these components within the system. Students recognize the ethical and social implications of computer use. AP Computer Science meets the requirements as set forth in the Advanced Placement Computer Science Program course description and is designed to give students the necessary information and skills to program in Java. In addition to the topics studied in Advanced Placement Computer Science A, the Computer Science AB course deals more formally with program verification and algorithm analysis.

*Prerequisite: Computer Science A/B or AP CSP*

*Note: AP Computer Science will satisfy the Academic Honors 4th math requirement.*

## VISUAL ARTS ELECTIVES

<b>• CERAMICS 1 (FVL1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>This is an introductory course that introduces clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving pinch, coil, slab, and free form modeling are covered. Glazes, glazing techniques, and other methods of surface decoration are explored.</p>		
<b>• CERAMICS 2 (FVL2000)</b>	<b>Ceramics 1</b>	<b>Year Gr 10-12</b>
<p>This intermediate course offers students opportunities to refine methods in clay hand-building techniques, glazing, and wheel throwing. Ceramic pieces from various world cultures are introduced and analyzed.</p>		
<b>• DRAWING and PAINTING 1 (FVQ1000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<b>• DRAWING and PAINTING 2 (FVQ2000)</b>	<b>D&amp;P 1</b>	<b>Year Gr 11-12</b>
<p>First Year Course: An introduction to drawing and painting. Experience will include experimentation in wet and dry media such as pencil, pen, or brush and ink, conte crayon, oil pastels, watercolor, and acrylics. Activities will emphasize the development on each student's individual style and use of technique. This course focuses on Visual Arts Benchmarks 1, 4, and 5 while integrating other Fine Arts standards.</p> <p>Second Year Course: Designed to expand the skills, attitudes and knowledge learned in Drawing and Painting I. Drawing and painting experiences emphasize a particular medium, subject matter, or specific technique. Students will derive an appreciation for art history and contemporary art. This course focuses on Visual Arts Benchmarks 1, 3, and 4 while integrating other Fine Arts standards. Students will begin compiling a portfolio on a CD.</p>		
<b>• DRAWING and PAINTING 3 (FVQ3000)</b>	<b>D&amp;P 2</b>	<b>Year Gr 12</b>
<p>An advanced course for college bound students majoring in art, and for those interested in art as a career. Students will begin to prepare art portfolios and will expand upon all skills previously learned in Drawing and Painting. Students will be exposed to every opportunity possible that will help prepare them for college and a career in art. This course focuses on Visual Arts Benchmarks 1, 3, 4, and 5 while integrating other Fine Arts standards. Students will continue compiling a portfolio on a CD.</p>		
<b>• DIRECTED STUDY IN ART PROBLEMS (FVD1000)</b>	<b>D&amp;P 3</b>	<b>Year Gr 11-12</b>
<p><i>Grades will be based on projects (50%) and work habits (50%). At the completion of the year, students will photograph and make a CD of all completed projects.</i></p> <p>Dir Study in Drawing &amp; Painting: This year course is for the 4<sup>th</sup> year Drawing &amp; Painting student who wishes to pursue their art. It is a studio course, where the student decides what they will work on with the guidance of the teacher and the availability of supplies. Some research may be required to increase their knowledge of art history, techniques, art materials, etc. Students will have ongoing self-assessments of work to assess their awareness of the Elements &amp; Principles of Design and Visual Arts Benchmarks.</p>		

<b>• GENERAL ART 1 (FVB1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
<p>This course is an introductory art class, which helps students to explore a variety of art media and techniques for personal expression using both 2 and 3-D art forms. General Art provides opportunities to learn and apply the elements and principles of design in imaginative solutions to visual problems. Art forms of historical periods and diverse cultures are also studied as contextual introductions to art processes. This course focuses on Fine Arts Content Standard benchmarks.</p> <p>ASSESSMENT: Appropriate use of materials, completion of projects showing acquisition and understanding of ideas and skills in a timely fashion, working cooperatively with others, and practicing and developing organizational, technical, problem solving and/or critical thinking and creative skills.</p>		

### MISC ELECTIVES

<b>• FOUNDATIONS OF FASHION &amp; ARTISAN DESIGN (TCO1000)</b>	<b>Year</b>	<b>Gr 9-12</b>
<p>Introductory course designed to inform students about careers in fashion and craftwork design. This Level 1 course serves as the foundation course for the Fashion &amp; Artisan Design program of study. Upon completion of the course, a proficient student be able to explain the impact of fashion and craftwork on art, explain and utilize design elements, and create simple fashion or craftwork design artifacts. A student will also be able to describe various occupations and outline the steps necessary to advance in specific careers. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p>		

<b>• FASHION &amp; ARTISAN DESIGN 1(TCA2000)</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>Second course in the Fashion and Artisan Design program of study designed to introduce students to typical design process, artistic impressions, and small business marketing. Upon completion of the course, a proficient student will be able to explain artistic intent, demonstrate basic fashion and craftwork applications, applied mathematics, freehand and CAD design processes, and basic business marketing and communications. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.</p>		

*Prerequisite: Foundations of Fashion & Artisan Design.*

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

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**• LEADERSHIP TRAINING (XLP1015)      AMBASSADORS                      Sem      Gr 09-12**

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This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include: participating in after school meetings, setting group and individual goals, recognizing and producing quality products and performance (such as in touring the school and promoting events), cooperative planning and learning, sharing responsibilities, taking positive action, and working with people from diverse backgrounds. Emphasis is on authentic learning with student participation and involvement with whole-school events as a means of understanding levels of organization, levels of authority, and communication and management techniques. Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time. This course may be repeated for elective credit.

This class is offered on E-Days from 2:10 p.m. to 2:55 p.m. The assessments are participation- and performance-based. Students who register in this class are expected to commit to events that occasionally happen outside of school hours.

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<b>• YEARBOOK PRODUCTION 1 (XYY8610)</b>	<b>Year</b>	<b>Gr 09-12</b>
<b>• YEARBOOK PRODUCTION 2 (XYY8630)</b>	<b>Yearbook 1</b>	<b>Gr 10-12</b>
<b>• YEARBOOK PRODUCTION 3 (XYY8650)</b>	<b>Yearbook 2</b>	<b>Gr 11-12</b>
<b>• YEARBOOK PRODUCTION 4 (XYY8670)</b>	<b>Yearbook 3</b>	<b>Gr 12</b>

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

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

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

**ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)**

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

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

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## WORLD LANGUAGES

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

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

<b>• HAWAIIAN 1 (WPH1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
A basic course in Hawaiian to develop basic skills in: listening, speaking, reading and writing. The course also provides activities designed to develop the students' understanding and appreciation of not only Hawaiian language but also Hawaiian culture.		
<b>• HAWAIIAN 2 (WPH2000)</b>	<b>Hawn 1</b>	<b>Year Gr 10-12</b>
In this course, students will strengthen the skills and concepts learned in level 1. Emphasis will be placed on grammar and conversation to comply with college level requirements. Must have completed level 1 to be placed in this level.		
<b>• HAWAIIAN 3 (WPH3000)</b>	<b>Hawn 2</b>	<b>Year Gr 11-12</b>
Students will continue to strengthen the skills and concepts learned in level 2, as well as learn new skills to have their grammar and conversation skills close to or on par with someone who is a native speaker. Must have completed level 2 to be placed in this level.		
<b>• JAPANESE 1 (WAJ1000)</b>	<b>Year</b>	<b>Gr 09-12</b>
A basic course designed to develop basic skills: in listening, speaking, reading, and writing. Three writing systems will be introduced: hiragana, katakana, and simple kanji. The course also provides a basic introduction to the culture of Japan. Purchase of chomen (writing tablet) required.		
<b>• JAPANESE 2 (WAJ2000)</b>	<b>Japn1</b>	<b>Year Gr 10-12</b>
This course is a continuation of Japanese 1 furthering the development of the basic skills. There will be an increase in vocabulary and grammar through short stories and dialogues. Approximately 90 kanji are taught. There will be an increase in learning the culture and lifestyles of Japan. Purchase of chomen (writing tablet) required.		
<b>• JAPANESE 3 (WAJ3000)</b>	<b>Japn2</b>	<b>Year Gr 11-12</b>
By the end of Japanese Level 3, the student should be able to communicate orally and in written form, using additional vocabulary, and grammatical patterns. The student should also be able to properly use formal and informal speech styles. Approximately 100 kanji are taught. Purchase of chomen (writing tablet) required. Culture learning will continue.		
<b>• JAPANESE 4 (WAJ4000)</b>	<b>Japn3</b>	<b>Year Gr 12</b>
The student will expand their reading, writing, speaking, and listening skills through a variety of simulated situations. The student will continue to learn the various levels of speech. An additional 200 kanji are taught. Further knowledge of culture and some history will be learned. Purchase of chomen (writing tablet) required.		



<b>• SPANISH 1 (WES1000)</b>		<b>Year</b>	<b>Gr 09-12</b>
<p>Emphasis is on spoken communication on a basic, practical level. Reading and writing skills are introduced. Students will engage in conversations about themselves and others, their interests, school, family weather, hobbies, and foods. Hispanic culture and geography are studied. "C" or better in English recommended.</p>			
<b>• SPANISH 2 (WES2000)</b>	<b>Spanish 1</b>	<b>Year</b>	<b>Gr 10-12</b>
<p>In Spanish 2, conversational, reading and writing skills are further developed. Emphasis is placed on grammatical structures. Studying the culture, geography, history, and people of Spanish speaking countries is also covered in this course.</p>			
<b>• SPANISH 3 (WES3000)</b>	<b>Spanish 2</b>	<b>Year</b>	<b>Gr 11-12</b>
<p>Linguistic skills in Spanish are continued to be learned. The history and the culture of the Hispanic world are covered.</p>			

## PERFORMING ARTS LEARNING CENTER

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

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