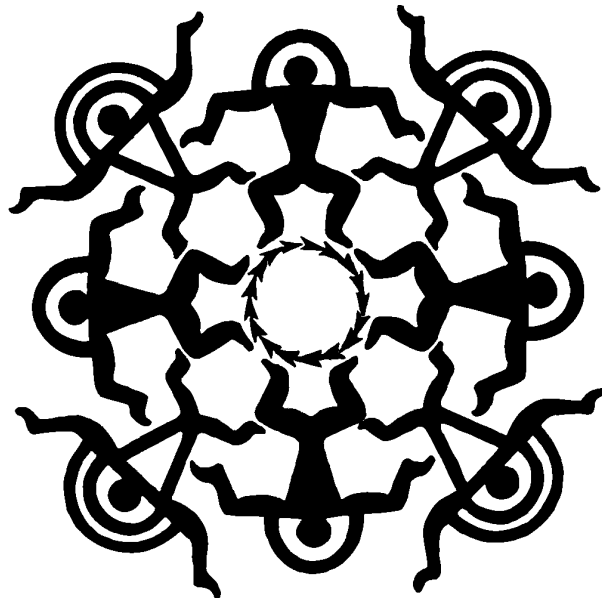


# **Ka Puke Alaka'i Kākau Inoa Kula Waena & Kula Ki'eki'e**

Middle & High School Registration Guide  
2019-2020



Ke Kula Kaiapuni 'o Ānuenue  
2528 10<sup>th</sup> Avenue  
Honolulu, HI 96816  
Kelepona: (808) 307-3000  
Kelepa'i: (808) 733-8467  
[home.anuenue.org](http://home.anuenue.org)

(kā 12/13/2018)

## **Continuous Notice of Non-Discrimination**

The Hawaii State Department of Education (HIDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion, or disability in its programs and activities.

Please direct inquiries regarding HIDOE nondiscrimination policies as follows:

### ADA/Section 504 inquiries

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

### Title VI, Title IX, and other inquiries

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

**‘Ōlelo Pahuhopu**  
(Vision)

‘O ka ‘ike Hawa‘i ke kahua i kīpapa ‘ia ai  
ke ala e pono ai nā Hawai‘i.

*Hawaiian knowledge is the foundation  
on which the path to Hawaiian well being is paved.*

**‘Ōlelo Mākia**  
(Mission)

E ho‘omākaukau i nā keiki me ka ho‘olako ‘ana i ka na‘auao kūpono  
ma ka ‘Ōlelo Hawai‘i a me ka ‘Ōlelo Pelekania i ho‘okahua ‘ia ma ka mo‘omeheu a me ka  
mo‘olelo Hawai‘i i hiki iā lākou ke ‘imi na‘auao me ke kūpono a e ‘auamo kuleana no ka pono o  
ka ‘ohana, ke kaiāulu a me ka lāhui Hawai‘i.

*To empower children by providing them a quality education  
in both Hawaiian and English based on Hawaiian culture and history  
to enable them to seek knowledge and excellence  
and contribute to their community and their lāhui.*

**‘Ōlelo ‘Imi Na‘auao**  
(Philosophy)

‘O ka ho‘ona‘auao pono ma o ka ‘Ōlelo Hawai‘i a me ka mo‘omeheu Hawai‘i,  
he mea ia e maopopo ai kona kuleana i ka haumāna.

*Strong Hawaiian language and cultural education will empower the student to understand and apply one's kuleana.*

**Nā Hopena A‘o Laulā**  
(General Learner Outcomes)

**Ke Kuleana**  
*Self-Directed Learner*

**Ka Mākaukau**  
*Quality Producer*

**Ka Laulima a me ka Lōkahi**  
*Community Contributor*

**Ke Ka‘a‘ike Kūpono**  
*Effective Communicator*

**Ke Kū Hohonu ka No‘ono‘o**  
*Complex Thinker*

**Ka Pāhana ‘Oi‘enehana Mākaukau Kūpono**  
*Effective and Ethical User of Technology*

**Ka 'Āpono 'ia 'ana**  
(Accreditation)

Ke Kula Kaiapuni 'o Ānuenue is a public school fully accredited by the Western Association of Schools and Colleges.

**Nā Palapala Kaha a ma Nā Palapala Holomua**  
(Report Cards and Progress Reports)

Report cards and Mid-Quarter Progress Reports will be mailed home, post-marked on or before the following days for the 2018-2019 school year.

REPORT NAME	POST MARK DATE
Mid-Quarter 1 Progress Report	September 13, 2019
Quarter 1 Report Cards	October 24, 2019
Mid-Quarter 2 Progress Report	November 22, 2019
Quarter 2/Semester 1 Report Cards	January 16, 2020
Mid-Quarter 3 Progress Report	February 14, 2020
Quarter 3 Report Cards	April 2, 2020
Mid-Quarter 4 Progress Report	May 3, 2020
Quarter 4/Semester 2/Year Report Cards	June 7, 2020

Note: Please retain the most current copy of your keiki's report card for each school year in a file or safe place at home. Certain sports, clubs and extracurricular programs will require report card copies throughout the year.

**Ka Papa Laehano**  
(Academic Honor Roll)

Students who earn grade point averages of 3.50 and above are distinguished as recipients of the Po'okela Award. Students who earn grade point averages of 3.00 – 3.49 receive the Kilohana Award.

**Nā Palapala Kula**  
(Copies of School Records)

Copies of School Records can be obtained as follows:

- 1) Your keiki's **Health Record** (Form 14) is housed in the school Health Room. If you would like a copy of the health record, please call the office at 733-8465 to request a copy of the Health Record.
- 2) **Report Cards for students in grades 7-12.** The cumulative files and report card copies for these students are kept in the registrar's office. Please obtain a Transcript/Report Card Request form from the office, fill it out completely, attach any needed documents and turn into the office staff. Please allow 5 school days for us to process your request.

\*\* Please note that files and report cards for students in grades K-6 are kept by their homeroom teacher. Please write the teacher a signed note (either in the student's puke ha'awina or on a separate sheet) requesting report card copies. Please allow ten school days to process this request.

## NO KE KULA WAENA

### PAPA 7

#### Nā Papa Koina no ka Papa 7

(Seventh Grade Required Courses)

1)	WIH0702I	Hawaiian Language Arts, Grade 7 (Year)	1.0 unit
2)	LCY0200	English Language Arts, Grade 7 (Year)	1.0 unit
3)	MMX0750I	Mathematics, Grade 7 (Year)	1.0 unit
4a)	CER0700I	Social Studies, Grade 7A (Semester) and	0.5 unit
4b)	CHR0700I	Social Studies, Grade 7B (Semester)	0.5 unit
5)	SIM0553I	Science, Grade 7 (Year)	1.0 unit

**For Promotion from Papa 7 to Papa 8, students must earn a passing grade in each of the following courses:**

1)	MMX0750I	Mathematics, Grade 7 (Year)	1.0 unit
2)	LCY0200	English Language Arts, Grade 7 (Year)	1.0 unit
3a)	CER0700I	Social Studies, Grade 7A (Semester) and	0.5 unit
3b)	CHR0700I	Social Studies, Grade 7B (Semester)	0.5 unit
4)	SIM0553I	Science, Grade 7 (Year)	1.0 unit

**TOTAL (for grade 7)**

---

**4.0 units  
(Minimum)**

## NO KE KULA WAENA

### **NĀ WEHEWEHENA O NĀ PAPA NO KA Papa 7 (SEVENTH GRADE COURSE DESCRIPTIONS)**

#### **Mākau ‘Ōlelo Hawai‘i (*Hawaiian Language Arts*)**

##### **WIH0702I HAWAIIAN LANGUAGE ARTS, GRADE 7 YEAR**

A‘o ‘ia kēia papa ma o ka ‘Ōlelo Hawai‘i. ‘O ka ho‘oikaika ‘ana i ka ‘Ōlelo Hawai‘i ka pahuhopu nui o ia papa nei. E ho‘oikaika ana i ka ‘Ōlelo Hawai‘i ma o ke kama‘ilio ‘ana, ka heluhelu ‘ana i nā mo‘olelo Hawai‘i, ka ‘imi noi‘i ‘ana, ke a‘o ‘ana i ka ‘ike Hawai‘i, ke komo ‘ana i nā hana Hawai‘i, a me nā hana/ha‘awina ‘ē a‘e.

Nā Ha‘awina Nui o ia Papa:

- Ke kūkākūkā ‘ana
- Ka heluhelu ‘ana
- Ke kākau ‘ana
- Ka Pilina‘Ōlelo
- Nā Hō‘ike‘ike a me nā Ha‘i ‘Ōlelo
- Nā Mo‘olelo Hawai‘i
- Ka ‘Ike Hawai‘i

*(The instruction of this course will be given in Hawaiian. Strengthening the Hawaiian Language is the goal of this class. The Hawaiian Language will be strengthened through conversation, reading Hawaiian history/stories, research, learning Hawaiian knowledge, engaging in Hawaiian practices, as well as other things/lessons.*

*Major concepts to be studied in this class:*

- *Conversational Hawaiian language*
- *Reading Hawaiian texts*
- *Written Hawaiian Language*
- *Grammar and structure*
- *Presentations and speeches*
- *Hawaiian history, legends, and stories*
- *Hawaiian knowledge*

#### **Mākau ‘Ōlelo Pelekania (*English Language Arts*)**

##### **LCY0200 MĀKAU ‘ŌLELO PELEKANIA, PAPA 7, MAKAHIKI (*ENGLISH LANGUAGE ARTS, GRADE 7 YR*)**

This course will focus on strengthening reading, writing, and oral communication skills. Students will use literary and non-fiction texts to participate in discussions, develop critical thinking questions, and make connections to the larger world. Narrative, expository, and argument writing will be emphasized.

## **Makemakika (*Mathematics*)**

### **MMX0750I MAKEMAKIKA, PAPA 7, MAKAHIKI (*MATHEMATICS, GRADE 7 YEAR*)**

He papa pilihelu no nā haumāna papa 7. Ma kēia papa, e ho‘opa‘a ana nō kākou i nā mea ko‘iko‘i i a‘o mua ‘ia. ‘O kēia kekahi o nā kumuhana nui e a‘o ai: ‘o ke ka‘ina ho‘omākalakala, ‘o nā helu ‘i‘o & nā helu ‘i‘o ‘ole, ‘o ka pakeneka, ‘o ka lākiō, ‘o ka ‘ikepili kinona pa‘a, ‘o ka ha‘ihelu me nā lololua.

(In this 7th grade math class, we will strengthen important concepts that the students should know before preparing for Algebra 1. Some topics that are covered are: integer operations, percents and ratios, geometry, and algebraic equations.)

## **Pilikanaka (*Social Studies*) – 2 kau (2 semesters)**

### **CER0700I PILIKANAKA, PAPA 7A, KAU (*SOCIAL STUDIES, GRADE 7A SEMESTER*)**

This first semester grade 7 course engages students in deep historical thinking about the evolution of the historic, economic, political, and social/cultural institutions of the Hawaiian Kingdom. This comprehensive course critically examines the people and events of that era.

### **CHR0700I PILIKANAKA, PAPA 7B, KAU (*SOCIAL STUDIES, GRADE 7B SEMESTER*)**

The second semester grade 7 course engages students in historical thinking about contemporary issues (socio-political, geographic, cultural, historical, and economic) faced by Hawaii and the nations and territories of the Pacific. This course examines the diversity and commonalities of the Pacific, the impact of contact with other nations, and the issues, challenges, and decisions facing these nations and territories. Students are actively engaged in decision-making and problem-posing and solving.

## **Akeakamai (*Science*)**

### **SIM0553I SCIENCE, GRADE 7 YEAR**

This is the second course in a sequence of three yearlong inquiry and laboratory-based courses. Schools are to develop and/or use available resource modules or adaptation of modules to use scientific inquiry and the relationships between science-technology-society to understand cycles of matter and energy within and among organisms and their environments, structure and function in organisms and the degree of relatedness between selected organisms, diversity, genetics, and evolution. Students are to meet all benchmarks in Grade 7 Science Content Standards 1-5.



## NO KE KULA WAENA

### **PBP012017 HEIHEI PĀLUA, PAPA 7, KAU (BODY CONDITIONING B, SEMESTER, GR 7) (This course was offered in past years.)**

Successful completion of this course will meet Physical Education Hawaii Content and Performance Standards III. This standards-based course is designed to provide middle schools with a course structure that allows the content of Physical Education to be taught in smaller quarter units in an exploratory wheel. Students are presented the concepts surrounding the components of physical fitness (muscular strength and endurance, cardio-respiratory endurance, flexibility, and body composition). First, students learn to accurately assess and log their own personal levels of fitness using a variety of fitness assessment measurement tools. Fitness assessment may include: monitoring heart rates, determining body fat percentage, one-mile run, 600-yard run, pacer, shuttle run, pull ups, vertical hang, push ups, sit and reach, crunches, standing long jump, vertical leap, etc. Second, students learn basic principles of physical fitness and work to improve and maintain body composition, sustain an aerobic activity, and maintain a target heart rate to achieve cardiovascular benefits through a variety of conditioning and training activities. As a result, students learn to evaluate the role of exercise and other factors on weight control and personal health. Students learn to recognize the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity. Development of individual student goals for life-long physical activity and an understanding of the connections between physical activity and the physiological benefits of healthy living is a result of this course. The culminating activity for this course is the middle school biathlon.

## NO KE KULA WAENA

### Nā Papa Koina no ka Papa 8

(Eighth Grade Required Courses)

1)	WIH0803I	Hawaiian Language Arts, Grade 8 (Year)	1.0 unit
2)	LCY0300	English Language Arts, Grade 8 (Year)	1.0 unit
3)	MMX0850I	Mathematics, Grade 8 (Year)	1.0 unit
4)	CHU0800I	Social Studies, Grade 8 (Year)	1.0 unit
5)	SIM0603I	Science, Grade 8 (Year)	1.0 unit

**For Promotion from Papa 8 to Papa 9, students must earn a passing grade in each of the following courses and 3.0 total elective units in grades 6, 7 and 8.**

1)	MMX0850I	Mathematics, Grade 8 (Year)	1.0 unit
2)	LCY0300	English Language Arts, Grade 8 (Year)	1.0 unit
3)	CHU0800I	Social Studies, Grade 8 (Year)	1.0 unit
4)	SIM0603I	Science, Grade 8 (Year)	1.0 unit

**TOTAL (for grade 8)**

---

**4.0 units  
(minimum)**

<b>Total Elective Units (in all grades 6, 7 and 8)</b>	<b>3.0 units (total)</b>
Total Required Units (4 in each grade 6, 7, 8)	12.0 units (total)

**TOTAL**

**15.0 units**

**IN GRADES 6 (from elementary school),  
And GRADES 7 and 8 (middle school)**  
(Required for promotion to Papa 9)

**NĀ WEHEWEHENA O NĀ PAPA NO KA Papa 8**  
**(EIGHTH GRADE COURSE DESCRIPTIONS)**  
**Mākau ‘Ōlelo Hawai‘i (Hawaiian Language Arts)**

**WIH0803I HAWAIIAN LANGUAGE ARTS, GRADE 8 YEAR**

A‘o ‘ia kēia papa ma o ka ‘Ōlelo Hawai‘i. ‘O ka ho‘oikaika ‘ana i ka ‘Ōlelo Hawai‘i ka pahuhopu nui o ia papa nei. E ho‘oikaika ana i ka ‘Ōlelo Hawai‘i ma o ke kama‘ilio ‘ana, ka heluhelu ‘ana i nā mo‘olelo Hawai‘i, ka ‘imi noi‘i ‘ana, ke a‘o ‘ana i ka ‘ike Hawai‘i, ke komo ‘ana i nā hana Hawai‘i, a me nā hana/ha‘awina ‘ē a‘e.

Nā Ha‘awina Nui o ia Papa:

- Ke kūkākūkā ‘ana
- Ka heluhelu ‘ana
- Ke kākau ‘ana
- Ka Pilina‘Ōlelo
- Nā HŌ‘ike‘ike a me nā Ha‘i ‘Ōlelo
- Nā Mo‘olelo Hawai‘i
- Ka ‘Ike Hawai‘i

*(The instruction of this course will be given in Hawaiian. Strengthening the Hawaiian Language is the goal of this class. The Hawaiian Language will be strengthened through conversation, reading Hawaiian history/stories, research, learning Hawaiian knowledge, engaging in Hawaiian practices, as well as other things/lessons.*

*Major concepts to be studied in this class*

- *Conversational Hawaiian language*
- *Reading Hawaiian texts*
- *Written Hawaiian Language*
- *Grammar and structure*
- *Presentations and speeches*
- *Hawaiian history, legends, and stories*
- *Hawaiian knowledge*

## **Mākau ‘Ōlelo Pelekania (*English Language Arts*)**

### **LCY0300 MĀKAU ‘ŌLELO PELEKANIA, PAPA 8, MAKAHIKI (*ENGLISH LANGUAGE ARTS, GRADE 8 YR*)**

This course will build upon the skills of English-Grade 7 focusing on strengthening reading, writing, and oral communication skills. Students will use literary and non-fiction texts to participate in discussions, develop critical thinking questions, and make connections to the larger world. Narrative, expository, and argument writing will be emphasized. Emphasis will be on using evidence and examples to support a topic, stand, or opinion.

## **Makemakika (*Mathematics*)**

### **MMX0850I MAKEMAKIKA, PAPA 8, MAKAHIKI (*MATHEMATICS, GRADE 8 YEAR*)**

He papa pilihelu no nā haumāna papa 8, i mea e ho‘omākaukau ai no ke komo ‘ana i ke kula ki‘eki‘e, ‘o ia ho‘i ka papa Hō‘ailona Helu 1. He ho‘omaka nō kēia o ka no‘ono‘o ki‘eki‘e ‘ana, e hele a ho‘okama‘āina i nā lololua a me nā hahaina lālani.

(In this math class, students will continue to develop their concepts to prepare them for Algebra 1 in high school. They will start to expand their algebraic thinking, and also become familiar with variables and algebraic equations.)

## **Pilikanaka (*Social Studies*)**

### **CHU0800I PILIKANAKA, PAPA 8, MAKAHIKI (*SOCIAL STUDIES, GRADE 8 YEAR*)**

This course engages students in in-depth historical inquiry focusing on the people, ideas, and events that have shaped and continue to shape our nation. It allows students to examine our history through multiple perspectives and to develop empathy, interpretations, and self-knowledge for a deep understanding of American society. It develops an historic perspective for examining our nation’s history through the period of Reconstruction. This course examines, in depth, the philosophical and historical foundations of America through themes, such as immigration; settlement; conflict; and democratic principles, such as justice, equality, and independence.

## **Akeakamai (Science)**

### **SIM0603I SCIENCE, GRADE 8 YEAR**

This is the third course in a sequence of three yearlong courses inquiry and laboratory-based courses. Schools are to develop and/or use available resource modules or adaptation of modules to use scientific inquiry and the relationships between science-technology-society to understand continental drift and plate tectonics, rocks and the rock cycle, seismic waves, mechanical waves, physical characteristics of the ocean, ocean currents, weather patterns, the effects of the physical environment on organisms, movements of Earth and moon, movements of the planets, forces and motion of the universe, the electromagnetic spectrum, composition of the galaxy, and the major components of the universe. Students are to meet all benchmarks in Grade 8 Science Content Standards 1, 2, and 5-8.

## **Nā Papa Mākau Kino (Physical Education)**

### **PBP0130I8 HEIHEI PĀLUA, PAPA 8, KAU (BODY CONDITIONING C, SEMESTER, GR 8)**

Successful completion of this course will meet Physical Education Hawaii Content and Performance Standards III. It is strongly recommended that a student complete PEP0025 – Physical Education Conditioning and Fitness A1 as a prerequisite for this course. This standards-based course builds on previously learned skills and will allow students to continue to develop their understanding of concepts surrounding the components of physical fitness (muscular strength and endurance, cardio-respiratory endurance, flexibility, and body composition). Earlier assessments are repeated to measure changes in physical fitness components. Fitness assessment tools may include: monitoring heart rates, determining of body fat percentage, one-mile run, 600-yard run, pacer, shuttle run, pull ups, vertical hang, push ups, sit and reach, crunches, standing long jump, vertical leap, etc. Student understanding of basic principles of physical fitness allows them to identify appropriate conditioning and training strategies and to set challenging, yet realistic goals. As a result, they learn to evaluate the role of exercise and other factors on weight control and personal health and can support others to set goals and work cooperatively towards healthy living. Students learn to recognize the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity. Development of individual student goals for life-long physical activity and an understanding of the connections between physical activity and the physiological benefits of exercise and healthy living are a result of this course. The culminating activity for this course is the middle school biathlon.

## NO KE KULA WAENA

### **Nā Papa Koho Huila, Hapahā**

#### ***(Exploratory Wheel Courses, Quarter)***

For electives, students will choose three quarter courses, one for each of the first three quarters. The last quarter will be a physical education course for Heihei Pālua.

#### **Exploratory Wheel Course, Grades 7-8, Pa‘ani (Intramural Sports)**

**XWG0012IPA, Grade 7**

**XWG0022IPA, Grade 8**

**Please note: This course is for students interested in playing intramural sports for Ānuenue’s middle school team to compete against other middle school teams in the Honolulu District. Students will learn skills and practice playing during class time. They must be able to attend and play in the intramural games that take place on weekends.**

This course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team activities. Students will be introduced to a variety of modified games and activities that may require students to apply a wide range of fundamental loco motor movement skills (skipping, running, walking, hopping, galloping, sliding, leaping and jumping) and manipulative skills (dribbling, kicking, punting, throwing, catching, volleying, and striking) in complex changing situations. Modified versions of team sports could include, but are not limited to, the following: basketball, soccer, rugby, ultimate Frisbee, volleyball, water polo, floor hockey, softball, team handball, and flag football. Students should begin to recognize the effects team sports have on maintaining a physically active lifestyle. As a result of this course, students will learn and participate in a variety of team activities and will not only improve a variety of loco motor and manipulative skills but also increase their awareness of the social responsibility required to participate successfully as a member of a team. Key features of this course: introduce a variety of team sport activities, improvement of loco motor and manipulative skills, practice being a responsible team player, and develop an appreciation for team sports.

#### **Exploratory Wheel Course, Grades 7-8, Kamepiula (Computer Skills)**

**XWG0012IKA, Grade 7**

**XWG0022IKA, Grade 8**

This course is for those students who either have not had enough prior experience with using computers to be considered computer literate, or for those who wish to extend their knowledge of the basics of computer literacy. Emphasis on this course will be information access, processing and management, keyboarding skills and communication of information. Students will also be given opportunities to learn about how to use computer technology and the ways that technology can be used in other content areas.

## NO KE KULA WAENA

### **Exploratory Wheel Course, Grades 7-8, Lopako (Robotics)**

**XWG0012IRO, Grade 7**

**XWG0022IRO, Grade 8**

He papa koho kēia no nā haumāna i 'eleu i ke kahua o ka lopako a kāna ho'ohana 'ia 'ana i kēia au hou. Ho'olako 'ia ka lopako 'o Letry a i 'ole LEGO Mindstorms NXT i ka haumāna. A'o 'ia ka ho'opili uia 'ana a me ka puni uila ma o ka lopako 'o Letry. A'o 'ia ka ho'olālā polokolamu 'ana ma o ka 'Ōnaehana lopako LEGO Mindstorms NXT. Hana wale 'ia nō nā pāhana i kēia papa.

*(This is an elective course designed for students to explore the basics of robotics and the use in our world today. Provided kits will be either the Letry Robots or the LEGO Mindstorms NXT. The Letry Robots focus on wiring & circuitry while the LEGO Mindstorms NXT kits provide students the opportunity to develop programming skills using the various sensors to solve problems. This class is project-based.)*

### **Exploratory Wheel Course, Grades 7-8, Lo'i Kalo**

**XWG0012ILO, Grade 7**

**XWG0022ILO, Grade 8**

A'o 'ia kēia papa ma ka 'Ōlelo Hawai'i, a kūpono nō 'oia e nānā ana kākou i nā mea Hawai'i, 'o ia nō 'o nā mea ulu Hawai'i (Kalo), nā mo'olelo Hawai'i, a me nā mea 'ē a'e pili i ka lo'i. Ma ia papa nei, e hele ana kākou i ka lo'i a e hana ana kākou i kekahi mau mea ma loko o ka papa kekahi. E a'o ana kākou i nā 'ano kalo ma o ke kipa 'ana i ka lo'i a me ka noi'i 'ana.

Nā pahuhopu o ia papa:

- Ke a'o 'ana i ka 'ike a me ka hana ko kākou po'e kūpuna
- Ka mālama 'ana i ka lo'i
- Ke a'o 'ana e pili ana i ka lo'i a me ke kalo

*The instruction of this course will be given in Hawaiian. One of the main goals of this course is to provide the students with the opportunity to learn the knowledge that has been provided to us by our kūpuna by working with kalo and other Hawaiian plants in and around our own lo'i kalo. Our learning will be taking place inside as well as outside of the classroom. We will be going to the lo'i and learning in our outdoor classroom. We will learn various types of kalo through hands on learning as well as research.*

*Goals for this class: Learning knowledge and practices of our ancestors. Caring for the lo'i. Learning about the lo'i and kalo.)*

### **Exploratory Wheel Course, Grades 7-8, 'Aha 'Opio (Leadership)**

**XWG0012IAO, Grade 7**

**XWG0022IAO, Grade 8**

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem-solving and critical thinking. Activities include participating in and conducting effective meetings, setting individual and group goals, recognizing and producing quality products and performance, 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 real school and student concerns 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.

## **NO KE KULA WAENA**

### **Exploratory Wheel Course, Grades 7-8, Hana Keaka (Drama)**

**XWG0012IHK, Grade 7**

**XWG0022IHK, Grade 8**

This exploratory wheel course is designed to enable students to experience and explore drama/theatre through direct experience in simple in-class activities and productions. Students participate both as performers and audience.

### **Exploratory Wheel Course, Grades 7-8, Hana Lima No'eau (Crafts)**

**XWG0012IHL, Grade 7**

**XWG0022IHL, Grade 8**

This is an exploratory wheel course providing students with opportunities to explore a highly limited scope of media and techniques in crafts. Craft processes may include working with fibers, metals, synthetic bodies, clay and wood. Cultural, geographical and historical contexts for development of crafts are explored.

### **Exploratory Wheel Course, Grades 7-8, Hana Lima No'eau Hawai'i (Hawaiian Crafts)**

**XWG0012INH, Grade 7**

**XWG0022INH, Grade 8**

This is an exploratory wheel course emphasizing refinement of Hawaiian craft skills through a highly limited scope of media and techniques in crafts. Students will continue to analyze craft forms and understand their unique Hawaiian characteristics culturally and geographically.

### **Exploratory Wheel Course, Grades 7-8, Hana No'eau – Kaha Ki'i/Pena (Art)**

**XWG0012IKK, Grade 7**

**XWG0022IKK, Grade 8**

This exploratory wheel course focuses on the exploration of a limited scope of art media and techniques for personal expression and provides students with further opportunities to 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 the art processes.

### **Exploratory Wheel Course, Grades 7-8, Hana o ka 'Ohana (Family and Consumer Sciences—Cooking/Sewing)**

**XWG0012IHO, Grade 7**

**XWG0022IHO, Grade 8**

Students will focus on developing a positive self-concept by using effective communication skills in peer and family relationships. Instructional activities may include: applying effective decision-making and management skills in the consumer market, demonstrating proper clothing care and construction, analyzing the importance of nutrition and how it relates to good health, applying food preparation and meal management principles in preparing and serving meals, and exploring a variety of career pathways.



## **NO KE KULA WAENA**

### **Exploratory Wheel Course, Grades 7-8, Hula**

**XWG0012IHU, Grade 7**

**XWG0022IHU, Grade 8**

This class is designed to provide students with highly limited opportunities to learn the history of hula, the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels. As students advance, dance routines become more complex, with emphasis on projection of story and choreography.

### **Exploratory Wheel Course, Grades 7-8, Loina Hawai'i (Hawaiian Protocol)**

**XWG0012ILH, Grade 7**

**XWG0022ILH, Grade 8**

In this exploratory class, students will take more time to focus on culture and loina Hawai'i, the customary practices of Hawaiians as they related to others and to nature in their daily life. Students will be asked to build on what they've already learned as haumāna kaiapuni and extend their understanding of why and how to practice loina Hawai'i.

### **Exploratory Wheel Course, Grades 7-8, Mele (Music)**

**XWG0012IME, Grade 7**

**XWG0022IME, Grade 8**

This is an exploratory wheel music course designed to provide all students with the opportunity to explore the world of music and develop an understanding about how music is important in their lives. Students will experience creating, performing, listening to, and evaluating music. This course may address other national music standards and benchmarks and may integrate other Fine Arts standards.

### **Exploratory Wheel Course, Grades 7-8, Ola Kino A (Teen Health A: First Aid, Injury Prevention and Water Safety)**

**XWG0012IOA, Grade 7**

**XWG0022IOA, Grade 8**

This standards-based exploratory course is open to students in either grade 7 or 8. Content of this course will include: Promoting Safety and Preventing Unintentional Injury through education of First Aid, Injury Prevention and Water Safety techniques. Emphasis will be placed on the acquisition of skills that are required to make more informed healthy personal choices and to advocate for the health of others.

## **NO KE KULA WAENA**

### **Exploratory Wheel Course, Grades 7-8, Ola Kino B (Teen Health B: Hygiene and Sexual Health) XWG0012IOB, Grade 7 XWG0022IOB, Grade 8**

This standards-based exploratory course is recommended for students in grade 8. Ola Kino A is not a pre-requisite for this course. Students in the course analyze choices individuals can make that promote and protect or harm their health. Content will include Promoting Personal Hygiene and Wellness, and Sexual Health and Responsibility. Emphasis will be placed on the acquisition of skills that are required to make more informed healthy personal choices and to advocate for the health of others.

### **Exploratory Wheel Course, Grades 7-8, Pāpaho (Media Production) XWG0012IMP, Grade 7 XWG0022IMP, Grade 8**

This is an exploratory course designed to allow intermediate/middle grades students to experiment with a variety of media in communicating messages for various purposes and to evaluate their products. The course gives them opportunities to examine the nature and impact of various media on their lives. Media such as film or video production, television and radio broadcasting, desktop publishing, computer programming and graphics, interactive video, and photography can be featured.

### **Exploratory Wheel Course, Grades 7-8, Puke Ho‘ohali‘a Makahiki (Yearbook) XWG0012IHM, Grade 7 XWG0022IHM, Grade 8**

This course is designed primarily to develop students' interest in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions, and headlines; photographing events; using appropriate typography; and using technology tools for production.

### **Exploratory Wheel Course, Grades 7-8, Ukulele XWG0012IUK, Grade 7 XWG0022IUK, Grade 8**

This is a course that students can develop basic skills in ukulele playing. Students will learn to play a major scale, chords (major and dominant), and play a simple melody or harmony. Students will be involved with performing, listening to, and evaluating "very easy" ukulele music. Music theory and history related to the ukulele will be introduced during the course.

## NO KE KULA KI'EKI'E

### Graduation Requirements for 2016+

#### Academic Program Requirements for a High School Diploma

Effective 2012-13 with the graduating class of 2016, the minimum course and credit requirements to receive a high school graduation diploma are:

Course Requirements	Hawaii High School Diploma	Required Courses (ACCN and Title) Listed in Recommended Sequence
English	4.0 credits including: <ul style="list-style-type: none"> <li>English Language Arts 1 (1 credit),</li> <li>English Language Arts 2 (1 credit), and</li> <li>Expository Writing (0.5 credit) or</li> <li>*newly-developed CCSS proficiency-based equivalents</li> </ul>	<b>Grade 9</b> LCY1010, ENGLISH LANGUAGE ARTS 1 (1 credit) <b>Grade 10</b> LCY2010, ENGLISH LANGUAGE ARTS 2 (1 credit) <b>Grades 11/12</b> LWH5213 EXPOSITORY WRITING 1 (0.5 credit) or LWH5214 EXPOSITORY WRITING 2 (0.5 credit) Basic English Electives (1.5 credits)
Social Studies	4.0 credits including: <ul style="list-style-type: none"> <li>Modern History of Hawaii (0.5 credit) and</li> <li>Participation in a Democracy (0.5 credit) or</li> <li>*newly-developed proficiency-based equivalents</li> </ul>	<b>Grade 9/Grade 10</b> (determined at school level) CHW1100 WORLD HISTORY AND CULTURE (1 credit) CHU1100 US HISTORY AND GOVERNMENT (1 credit) <b>Grade 11</b> CHR1100 MODERN HISTORY OF HAWAII (0.5 credit) CGU1100 PARTICIPATION IN A DEMOCRACY (0.5 credit) <b>Grade 12</b> Basic Social Studies Electives (1 credit)  Reference: Memos dated January 4, 2007 and August 7, 2009 from Patricia Hamamoto on Sequence of Social Studies for Grades 9-12.
Mathematics	3.0 credits including: <ul style="list-style-type: none"> <li>Algebra I (1 credit),</li> <li>Geometry (1 credit) or</li> <li>*newly-developed CCSS proficiency-based equivalents (e.g., 2 year integrated CCSS course sequence)</li> </ul>	MAX1150 ALGEBRA 1 (1 credit) MGX1150 GEOMETRY (1 credit) Basic Math Electives (1 credit)
Science	3.0 credits including: <ul style="list-style-type: none"> <li>Biology and</li> <li>Laboratory science (2.0 credits) or</li> <li>*newly-developed proficiency-based equivalents</li> </ul>	SLH2203 BIOLOGY 1 (1 credit) Basic Laboratory Science Electives (2 credits)
World Language  Fine Arts  Career and Technical Education	2.0 credits in one of the <b>specified programs of study</b> or <ul style="list-style-type: none"> <li>*newly-developed proficiency-based equivalents</li> </ul>	World Languages: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.  Fine Arts: Two credits in a single Fine Arts discipline - Visual Arts, Music, Drama, or Dance. Credits must be taken in sequence with consecutive course numbers.  Career and Technical Education: Two credits in a single career pathway program of study sequence.

Health	0.5 credit or • *newly-developed proficiency-based equivalent	HLE1000 HEALTH-TODAY AND TOMORROW (0.5 credit)  Reference: Board of Education approval on 3/6/2008; Curriculum Framework for Health Education, September 2008, page 6; Memo dated September 2, 2011 from Joyce Y. Bellino on Authorized Courses and Code Numbers (ACCN) Course Description Guide (Replacing ACCN Catalog), page 142.
Personal Transition Plan	0.5 credit	TGG1105 PERSONAL AND TRANSITION PLAN (0.5 credit)
Electives	6.0 cr, may include (1.0 elective credit) for Senior Project, or *newly-developed proficiency-based equivalents	* DOE will establish a process for developing and approving all proficiency-based equivalents similar to the process followed for all other new Authorized Courses and Code Numbers.
<b>Total</b>	<b>24.0 credits</b>	

## **Honors Recognition Diploma Types & Requirements**

**School College and Career Recognition Requirements  
Effective 2012-13 with the graduating class of 2016**

<b>Academic Honors</b>	<b>CTE Honors</b>	<b>STEM Honors</b>	<b>Grade Point Average</b>
Overall GPA of 3.0 minimum	Overall GPA of 3.0 minimum	Overall GPA of 3.0 minimum	Cum Laude 3.0 – 3.5
4 credits of Math (4 <sup>th</sup> credit beyond Algebra II)	Completes program of study (2-3 courses in sequence)	4 credits of Math (through Pre-Calculus)	Magna Cum Laude 3.5+ - 3.8
4 credits of Science	Earn a B or better in each required program of study course	4 credits of Science	Summa Cum Laude 3.8+ or higher
6 credits minimum in AP/IB/College Credit (e.g., Running Start)	Complete one of the following: <ul style="list-style-type: none"><li>· Meet or exceed proficiency on performance-based assessment</li><li>· Earn at least 70% on end-of-course assessment</li><li>· Earn a nationally recognized certificate</li><li>· Earn a passing score on a Dual Credit Articulated program of study assessment</li></ul>	STEM capstone/STEM senior project	

\*Additional guidelines forthcoming

## NO KE KULA KI'EKI'E

### Information for Admission into the University of Hawai'i at Mānoa

Information in the section shown below is taken from the University of Hawai'i at Mānoa Admissions website. Please go to <http://manoa.hawaii.edu/admissions/freshman.html> for more information.

### Admission Deadlines

January 5	Fall applications due for priority consideration*
March 1	Fall admission applications due
September 1	Spring semester applications due for priority consideration*
October 1	Spring admission applications due

\*Applying by the fall priority consideration deadline could help your chances of receiving financial aid and student housing. Certain programs may have earlier admission deadlines.

### Admission Requirements

Applicants to UH Mānoa are expected to have completed certain requirements in high school. Please review the requirements below.

High School Courses	Number of Courses Required
English	4
Math (including algebra II and geometry)	3
Science	3
Social Studies	3
Other college-prep courses	4
Total college-prep	17
Electives	5
<b>Total Number of Courses</b>	<b>22</b>

Note: High school foreign language courses count toward other college-prep courses. Certain programs (e.g., nursing, social work, education, etc.) may have additional requirements. Please check with the appropriate [department](#) for more information.

### Standardized Test Scores

Note: Students must take **either** the SAT **or** the ACT. Refer to the [Application Checklist](#) for instructions.

### Other Requirements

Grade Point Average (GPA)	2.8 cumulative GPA
High School Rank	Top 40 percent

## **NO KE KULA KI'EKI'E**

### **UH MĀNOA Application Checklist**

UH Mānoa takes all your application materials into consideration when making an admissions decision. To apply for admission, please submit the following:

1. **University of Hawai'i System Admission Application**
2. You may [apply online](#). Please read the instructions carefully.
3. If you are not a U.S. citizen, are a non-native speaker of English, or have been educated in a country other than the United States, refer to the [International Admission Process](#).
4. **Application Fee: \$70 U.S.**
5. The application fee is non-refundable and non-transferable and valid only for the semester indicated on the application. Please send a money order or check payable to the University of Hawai'i or download the [credit card authorization form](#) (PDF).
6. **Official High School Transcripts**
7. All high school information must be submitted through the Self-Reported Application. The initial admissions decision will be based on this information. Upon request from the Office of Admissions an official transcript must be submitted directly to UH Mānoa from your high school for validation and/or scholarships. If you have attended more than one high school, you are required to submit a transcript from each school you have attended.
8. If you are not a U.S. citizen, are a non-native speaker of English, or have been educated in a country other than the United States, refer to the [International Admission Process](#).
9. **Official Standardized Test Scores**
10. SAT or ACT scores must be submitted through the Self-Reported Application. The initial admissions decision will be based on this information. You may forward your test scores to UH Mānoa at any time. **Our college codes are SAT 4867 and ACT 0902.** Upon request from the Office of Admissions, official scores must be submitted directly to UH Mānoa from the testing agency for validation and/or scholarships. Ask your high school counselor for more information on testing locations and deadlines or visit the [SAT website](#) or the [ACT website](#).
11. If you are not a U.S. citizen, are a non-native speaker of English, or have been educated in a country other than the United States, refer to the [International Admission Process](#).
12. **Mail application materials to:** University of Hawai'i at Mānoa, Office of Admissions, 2600 Campus Road, Room 001, Honolulu, HI 96822-2385

## **NO KE KULA KI'EKI'E**

### **NCAA Initial Eligibility Clearinghouse**

All prospective college student-athletes who wish to participate in athletics at a Division I or Division II school must register with the NCAA Initial Eligibility Clearinghouse for eligibility certification. Please go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to start the registration process. Please see Kumu Pakalana (733-8465, [pakalana\\_chan@notes.k12.hi.us](mailto:pakalana_chan@notes.k12.hi.us)) or Kumu Mahinalani (733-8465, [mahinalani\\_kamaka@notes.k12.hi.us](mailto:mahinalani_kamaka@notes.k12.hi.us)) if you need help.

Please see the NCAA Eligibility Center website for details and to begin the registration process.

[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA\\_EMS.html#](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#)



## **NO KE KULA KI'EKI'E**

### **The Running Start Program**

The Running Start Program is a statewide program that allows eligible public high school juniors and seniors to earn college credits before they graduate from high school. These students can earn 3 college credits and 1 high school credit at the same time if they successfully complete a Running Start-approved course at a Community College.

Ānuenue students have attended Running Start classes thus far at three campuses: Leeward, Kapi'olani and Honolulu Community Colleges. However, Windward CC also participates in this program.

For participation in Running Start, students must meet certain requirements. These may include:

- 1) Meeting the application requirements & deadlines for the community college of choice;
- 2) Achieving the appropriate math and English levels on a placement test;
- 3) Paying tuition and fees (Please read below for GEAR UP scholarship information.)

Students and parents are reminded that Running Start courses are college-level courses.

Therefore, students should expect these courses to move at a faster pace (generally twice as fast) and be more rigorous than their high school classes. Students should be highly motivated and practice good study habits if they choose to be a part of Running Start.

Please see the counselor or registrar for more information on Running Start. Also, parents and students may visit the Running Start Program's website at <http://www.hawaii.edu/runningstart> to learn more.

### **Contact Information for University of Hawai'i Running Start Counselors:**

UH RUNNING START COUNSELORS			
University of Hawaii at Hilo	Curtis Nishioka	808-974-7414	<a href="mailto:nishoka@hawaii.edu">nishoka@hawaii.edu</a>
University of Hawaii at Hilo (NHERC)	Stacie Higgins	808-775-8890	<a href="mailto:shiggins@hawaii.edu">shiggins@hawaii.edu</a>
University of Hawaii Maui College	Linda Fujitani	808-984-3226	<a href="mailto:lkfujita@hawaii.edu">lkfujita@hawaii.edu</a>
University of Hawaii at West Oahu	Summer DeBruyne	808-689-2680	<a href="mailto:debruyne@hawaii.edu">debruyne@hawaii.edu</a>
Hawaii Community College at Hilo	Melissa Yamanaka	808-934-2720	<a href="mailto:myyamana@hawaii.edu">myyamana@hawaii.edu</a>
Honolulu Community College	Jean Maslowski	808-845-9278	<a href="mailto:maslowsk@hawaii.edu">maslowsk@hawaii.edu</a>
Kapiolani Community College	Sheldon Tawata	808-734-9842	<a href="mailto:sheldont@hawaii.edu">sheldont@hawaii.edu</a>
Kauai Community College	Frances Dinnan	808-245-8381	<a href="mailto:dinnan@hawaii.edu">dinnan@hawaii.edu</a>
Leeward Community College	Sharleen Chock	808-455-0235	<a href="mailto:sharl@hawaii.edu">sharl@hawaii.edu</a>
Windward Community College	Ann Lemke	808-235-7448	<a href="mailto:lemke@hawaii.edu">lemke@hawaii.edu</a>
University of Hawaii Center in West Hawaii	Raynette Haleamau-Kam	808-322-4856	<a href="mailto:haleamau@hawaii.edu">haleamau@hawaii.edu</a>

## GEAR UP Running Start Scholarship

GEAR UP Hawai'i offers Running Start Scholarships to Hawai'i public school juniors and seniors who participate in the Free or Reduced Lunch (FRL) program. The scholarship is used for tuition/fees and required textbooks for one 3 or 4 credit class. Note: the scholarship may be used for 4 credits only if the course is designated as a 4 credit class **or** if there is a one-credit lab that is taken concurrently. The award is conditional upon verification of FRL approval by the Hawaii State Department of Education, as well as admission to the University of Hawai'i campus you are planning to attend. Please note that funding is available only to U.S. citizens and permanent residents (i.e. resident aliens); international students are not eligible for scholarship funding.

Each year GEAR UP awards up to \$85,000 to eligible students statewide. Priority awards are given to students who qualify for free or reduced lunch status and have received no prior Running Start Scholarship funding from GEAR UP. High School seniors (or incoming seniors) will have priority over juniors. To apply, complete the Running Start application at <https://www.hawaii.edu/runningstart>. Click on the Free or Reduced field. Your FRL status must be verified on the print-out of your application by your high school counselor. The University of Hawai'i System Application Form is accessible online via the "Apply online" link at: <http://www.hawaii.edu/admissions>.

For more information call GEAR UP at 956-3879, or from the neighbor islands at 1-866-808-4327.

**More Information and updated deadlines for Running Start can be found at this website:**

<https://www.hawaii.edu/dualcredit/running-start/>

**UH Campus Schedule of Classes URL:** <http://myuhinfo.hawaii.edu/page/checkclass.html>

**Ke Kula Kauwela Kaiapuni 'o Ānuenue  
(Ānuenue Summer School for Grades 7-12)**

Ānuenue typically runs a four or five week summer school that begins approximately one week after the conclusion of the school year. The primary purpose for summer school is to allow Ānuenue students to make up credits that they did not earn during the regular school year.

Only ānuenue grade 7-12 students needing credit recovery will be able to attend our summer school for credit. Enrichment (no credit) may be available for grades K-7. Students should check with their counselor for more information.

Applications for the summer school are available after Spring Break. Please call the school office in late April for an updated summer school contact number. Go to [home.anuenue.org](http://home.anuenue.org) and click on the Kula Kauwela (Summer School) link for application information.

Alu Like Summer School Tuition Waiver Application for Native Hawaiian Students also become available in late April. Please call Alu Like, Inc. at 535-6700 for more information. Also, please check for information online at [www.alulike.org](http://www.alulike.org). (Click on *SERVICES* and then the *Native Hawaiian Summer School Assistance Program* link under *Ka Ipu Kā'eo*. The link can also be found here: [Native Hawaiian Summer School Assistance Program](#)).

## E-School

E-School is the Hawai'i Department of Education's online supplementary education program. E-School offers online distance education credit classes to registered Hawai'i DOE secondary students at no charge during the regular school year. For summer school E-School courses there is a tuition charged.

Students at Ānuenue have taken classes such as Algebra 1, Algebra 2, Geometry, Trigonometry, Economics, General Art, Reading Workshop, Participation in Democracy and English Language Arts, among others.

To be a successful E-School student, you will need these three things:

- 1) Reliable, convenient and fast connectivity to the internet.
- 2) A good set of digital skills.
- 3) SELF-MOTIVATION! (This is the most important of all three!)

If you're interested in learning more about E-School, please visit the counselor or registrar in the office. You may also call her at 733-8465 if you have questions.

In addition, check out the E-School website at <http://www.eschool.k12.hi.us> to learn more. You will find links to the courses offered, frequently asked questions and general information.

## NO KE KULA KI'EKI'E

### **NĀ WEHEWEHENA PAPA (COURSE DESCRIPTIONS)**

**Please note that the courses listed in this manual are a list of possible courses. There is no guarantee that they will be offered during the year.**

#### **AKEAKAMAI (Science)**

##### **SPH2603I PHYSICAL SCIENCE YEAR (GRADE 9)**

Physical Science is a laboratory course that integrates major theories traditionally learned separately in Chemistry, Physics, and Earth Systems Science. Students use scientific investigation and study relationships between science, technology, and society to understand chemistry concepts that include physical and chemical properties of matter, the physical and chemical changes of matter, and the conservation of matter and energy; physics concepts focus on different forms of energy and energy transformations, relationships between force, mass and motion of objects and understanding the major natural forces of gravitational, electrical and magnetism. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, 6, and 7.

##### **SLH2203I BIOLOGY 1 YEAR (GRADE 10)**

Biology concepts focus on the chemistry of life (biochemistry), cellular structure and function, photosynthesis and cellular respiration, and genetics.

##### **SPH3503I CHEMISTRY YEAR (GRADE 11)**

Chemistry concepts focus on relationships between different forms of energy and energy transformations, electromagnetic and light waves, elements of the periodic table, physical and chemical properties of matter, physical and chemical changes in matter, and the conservation of matter and energy.

## NO KE KULA KI'EKI'E

### **SLH4103 PLANTS AND ANIMALS IN HAWAII YEAR (GRADE 12)**

Na Pahuhopu o ka Papa Ho'oulu

Goals and Standards

- 1) Maopopo ia'u ka hana kupono 'ana i ka ho'okolohua akeakamai a me ka palapala ho'ouia. I know how to run a proper experiment using the scientific method and completing a lab report. He mea nui ka pakuhi 'ikepili, ka pakuhi kalailai a me na ki'i e ho'ike ana i ka hana. I understand that data tables, graphs and pictures showing the experiment are very important.
- 2) E lilo au i loea ma ka ho'oulu 'ana i kekahi 'ano mea kanu Hawai'i. I am an expert at growing a particular native Hawaiian plant. E ho'oulu au i 10 a 'oi o keia 'ano mea kanu Hawai'i a nui lakou. I will grow at least ten of these plants until maturity.
- 3) E lilo au i loea ma ka ho'oulu 'ana i kekahi 'ano mea kanu mea 'ai. I am an expert at growing a particular food plant. E ho'oulu au i 10 a 'oi o keia 'ano mea kanu a loa'a ka mea 'ai. I will grow at least ten of these plants until we have food.
- 4) E maopopo ia'u ka ho'onohonoho 'ana i kekahi 'onaehana aquaponics. I know how to set up an aquaponics system. Hiki ia'u ke kapili i ka bell syphon, air waterlift, a me na poho mea kanu. I can set up a bell syphon, air lift system and the pots.
- 5) Hiki ia'u ke wehewehe aku i ka hana nitrification ma loko o ka pahu i'a. I can explain the process of nitrification that happens in our fish tanks. Maopopo ia'u na 'ano kemikala 'ekolu, na 'ano ko'ohune 'elua a me na mea e pono ai na ko'ohune no ke ola 'ana. I know the three chemicals, the two types of bacteria and all the things needed for bacteria to live.
- 6) Maopopo ia'u na mahuaola manui a me na kumu e pono ai ia mau mea i ka mea kanu. I know the macronutrients needed by plants and the reasons why they are needed. Especially na mahuaola manui 'ekolu. Especially the three main macronutrients present in commercial fertilizers. I understand the risks of pollution involving these fertilizers. I am somewhat familiar with the micronutrients.
- 7) Huli ka lima i luna, he nele. Huli ka lima i lalo, he ola. With your hands turned upward, you have nothing. With your hands turned down, you have life. Ma ka hana ka 'ike. You learn by doing. Ina moloa 'oe, 'a'ole hau'oli ke kumu. If you are lazy, your teacher is not happy. Ina huikau 'oe, e ninau. If you don't know what to do, ask.
- 8) Hiki ia'u ke malama i na mea kanu ma o ka hana wai 'ana i kela me keia la. I can take care of plants by ensuring that they have water every day. Pela pu ka waele 'ana i na nahelehele mai na poho mea kanu a me ka 'aina no ho'i. This includes pulling weeds from the pots and garden areas.
- 9) Maopopo ia'u na mea kanu Hawai'i, mea 'ai a me na nahelehele. I can identify Hawaiian plants, food plants and weeds. Pela pu kahi i kupu mua ai ia mau mea kanu, 'o ia ho'i ina he mea kanu 'apa'akuma, 'oiwi, lawe 'ia e ka po'e Hawai'i kahiko a i 'ole i ka wa o ka haole. As well as the lands of origin, whether they are endemic, indigeonous, Hawaiian introduced or alien.
- 10) Maopopo ia'u na mea e ho'ino ana ia Hawai'i nei a me ko kakou ao honua nei. I am familiar with the threats that Hawai'i and our world face, such as global warming, GMOs, antibiotic use in agriculture and open ocean aquaculture. No'ono'o au e pili ana i na mea e hana ai e pale ai i kela mau 'ino. I think about ways to reduce such threats.

## **NO KE KULA KI'EKI'E**

### **ALTERNATE SCIENCE COURSES (These courses may not be offered every year.)**

#### **SLH5503I BOTANY YEAR**

Botany is a year course in the study of plant anatomy and physiology, metabolism, growth and irritability, plant genetics and evolution, interactions between plants and their environments, plant classification and identification, and impact of plants on human life (and vice versa). Students are provided with extended opportunities to study issues, topics, and themes in greater depth. Laboratory investigations and independent inquiries are emphasized. Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5.

#### **SEH2003I EARTH SYSTEM SCIENCE YEAR**

This is a laboratory course in the study of the physical environment on earth and in space, emphasizing the unifying concepts and principles from the earth sciences and other science disciplines. This course involves an in-depth study of geology, oceanography, atmospheric science, and astronomy. The focus of the course is to use science investigation and analysis of the relationships between science, technology, and society, to understand the study of theories of the origin of the universe; origins and evolution of the solar system; life cycles of a star; estimation of geologic time; plate tectonic movements; forces that shape the earth; heat and energy within the atmosphere, hydrosphere and earth layers; climate and weather patterns; and wind and ocean currents. Students are to meet all benchmarks in Earth Space Science (E.S.) Standards 1, 2, and 8.

**\*The following course, SAH2003 Integrate Science, described on the next page may be offered as an alternate to SEH2003 Earth Space Science.**

#### **SAH2003I INTEGRATED SCIENCE YEAR**

This course, formerly called Option 2, is designed by schools specifically to meet the needs of students and programs in that school. It is expected that schools target specific HCPS Science Standards 3, 4, and 5 in Life and Environmental Sciences, Standards 6 and 7 in Physical Science, and Standard 8 in Earth and Space Sciences. Students are provided with extended opportunities to study issues, topics, and themes in greater depth. Scientific Inquiry must have a significant place in this course, regardless of Life and Environmental Sciences, Physical Science, or Earth Space Science context.

#### **SIH3603I ENVIRONMENTAL SCIENCE YEAR**

This is a problem or issues-based course where students investigate environmental issues (e.g. watershed, forestry, global warming, introduction of new species to an environment, etc.) and problems of our technological society. Students analyze environmental issues, identify and evaluate alternate solutions, and take appropriate actions to help maintain or improve the quality of our sustainable environment. Emphasis is on the use of laboratory and fieldwork to study the local and global environment. Students are to meet all benchmarks in Biological Science (B.S.) Standards 1-5, and all relevant Earth Space (E.S.) Science Standards 1-5, and 8.





## NO KE KULA KI'EKI'E

### **OLA KINO (Health)**

#### **HLE1000I HEALTH—TODAY AND TOMORROW SEMESTER**

##### **(All students, Grade 10)**

This standards-based course is required of all students in grades 9 or 10. Students in this required course develop and practice skills that will promote and protect the health of self and others. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content (topic) areas can include but are not limited to: Promote Mental and Emotional Health, Promote Healthy Eating and Physical Activity, Promote Personal Health and Wellness, Promote Safety and Prevent Unintentional Injury and Violence, Promote Tobacco- Free Life Styles, Promote Alcohol and other Drug-Free Life Style, and Promote Sexual Health and Responsibility. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in advocating for the health of others.

### **MĀKAU KINO (Physical Education)**

#### **PEP1005I PHYSICAL EDUCATION LIFETIME FITNESS SEMESTER**

##### **(Grade 9)**

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, and other technology used for individualizing student feedback. Instructors will select and offer activities from the following suggested list of highly regarded lifetime activities: Badminton, Tennis, Paddle Tennis, Soft Tennis, Pickle Ball, Table Tennis, Eclipse Ball, Swimming, Water Aerobics, Water Activities, Snorkeling, Kayaking, Fishing, Paddle Boarding, Hiking, Orienteering, Recreational Walking and/or Jogging, Bicycling, Adventure Activities, Trampoline, In-line Skating, Archery, Bowling, Golf, Shuffleboard, Horseshoes, Fencing, Bocce Ball, Lawn Bowling, Croquet, Frisbee Activities, Aerobics, Dance, Pilates, Yoga, Tai Chi, Functional Core Fitness, Stability Ball, Non-Contact Martial Arts.

## NO KE KULA KI'EKI'E

### **PEP1010I PHYSICAL EDUCATION LIFETIME ACTIVITIES SEMESTER**

#### **(Grade 10)**

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 loco motor and non-loco motor 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: outdoor adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, water polo, ultimate Frisbee, golf, wrestling, and weight and resistance training.

**These physical education courses may not be offered each year:**

### **PBP1110I BODY CONDITIONING 1A LIFETIME ACTIVITIES SEMESTER**

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to their daily lives. The content of this course empowers learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. This standards-based course is designed to *introduce* a range of aerobic training activities that could be incorporated into a total body conditioning program. Students will *apply* these aerobic activities to develop and/or update a training program that applies the Frequency, Intensity, Time, and Type (FITT) principle and emphasizes total body conditioning. Aerobic activities may include: cardio-kick boxing, step aerobics, dance aerobics, brisk-walking, running and/or jogging, swimming, cycling, aqua-aerobics, Tae Bo, etc. Activities should *reinforce* the three parts of an aerobic activity – warm-up, cardio, cool down – and the importance of each to the overall benefits of a successful workout. As a result of this course cardio respiratory endurance, muscular endurance, flexibility and coordination will improve and an appreciation for aerobics as a lifetime activity will be reinforced. **Key features of this course:** introduce a range of aerobic activities; develop and implement a body conditioning program that incorporates a variety of aerobic activities; reinforce the different parts of an aerobic exercise.

## NO KE KULA KI'EKI'E

### **PBP1120I BODY CONDITIONING 1B LIFETIME ACTIVITIES SEMESTER**

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to *reinforce* physical activity in their daily lives. The content of this course empowers learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. This standards-based course is designed to *introduce* a variety of activities that can be incorporated into a total body conditioning program to improve overall core strength and flexibility. Students will *apply* these activities to develop and/or update a training program that applies the Frequency, Intensity, Time, and Type (FITT) principle and emphasizes total body conditioning. Core strength and flexibility activities and/or exercises could include: yoga (vinyasa, ashtana, iyengar), Pilates, Karate, Tae Bo, stability ball, medicine ball, wobble boards, push-ups, sit-ups, stretching etc. Activities should *reinforce* the connections between developing a strong core and improved flexibility in order to remain injury free throughout a body conditioning training program. Aerobic activities may be reintroduced to maintain personal cardio respiratory fitness levels. As a result of this course overall core strength and flexibility will improve and an appreciation for the activities involved as lifetime fitness activities will be reinforced. **Key features of this course:** introduce a variety of activities that will improve core strength and flexibility; develop and implement a total body conditioning program that incorporates core strength and flexibility activities; reinforce the importance of core strength and flexibility to the success of a body conditioning program.

## NO KE KULA KI'EKI'E

### **MĀKAU 'ŌLELO HAWAI'I (Hawaiian Language Arts)**

#### **WIH0910I HAWAIIAN LANGUAGE ARTS, GRADE 9 YEAR**

He papa ka papa mākau 'ōlelo Hawai'i e nui a'e ai ka 'ike o nā haumāna i ia mea 'o ka 'ōlelo Hawai'i. I loko o kēia papa, e ho'onui 'ia ana ka 'ike 'ōlelo Hawai'i ma o ka ho'opa'a 'ana i nā mele, nā oli, nā mo'olelo a me nā ka'ao. E ho'ohana 'ia ana nā 'ano ka'akālai a'o like 'ole e ulu ai ka hoihoi o nā haumāna i ka 'ōlelo, 'oiai ho'i, inā 'a'ole kekahi hana he mea hoihoi i ka haumana, 'a'ole ana 'o ia e ho'ohana i ia 'ike. No laila, no kēia papa, e 'imi 'ia ana nā 'ano kumuhana like 'ole e ho'ohana 'ia ai ka 'ōlelo Hawai'i me ka le'ale'a a me ka poeko. I mea ia 'imi 'ana e komo maoli ai ke aloha 'ōlelo i loko o kēlā me kēia haumana pākahi.

#### **WIH1020I HAWAIIAN LANGUAGE ARTS, GRADE 10 YEAR**

He papa ka papa mākau 'ōlelo Hawai'i e nui a'e ai ka 'ike o nā haumāna i ia mea 'o ka 'ōlelo Hawai'i. I loko o kēia papa, e ho'onui 'ia ana ka 'ike 'ōlelo Hawai'i ma o ka ho'opa'a 'ana i nā mele, nā oli, nā mo'olelo a me nā ka'ao. E ho'ohana 'ia ana nā 'ano ka'akālai a'o like 'ole e ulu ai ka hoihoi o nā haumāna i ka 'ōlelo, 'oiai ho'i, inā 'a'ole kekahi hana he mea hoihoi i ka haumana, 'a'ole ana 'o ia e ho'ohana i ia 'ike. No laila, no kēia papa, e 'imi 'ia ana nā 'ano kumuhana like 'ole e ho'ohana 'ia ai ka 'ōlelo Hawai'i me ka le'ale'a a me ka poeko. I mea ia 'imi 'ana e komo maoli ai ke aloha 'ōlelo i loko o kēlā me kēia haumana pākahi.

#### **WIH1130I HAWAIIAN LANGUAGE ARTS, GRADE 11 YEAR**

He papa ka papa mākau 'ōlelo Hawai'i e nui a'e ai ka 'ike o nā haumāna i ia mea 'o ka 'ōlelo Hawai'i. I loko o kēia papa, e ho'onui 'ia ana ka 'ike 'ōlelo Hawai'i ma o ka ho'opa'a 'ana i nā mele, nā oli, nā mo'olelo a me nā ka'ao. E ho'ohana 'ia ana nā 'ano ka'akālai a'o like 'ole e ulu ai ka hoihoi o nā haumāna i ka 'ōlelo, 'oiai ho'i, inā 'a'ole kekahi hana he mea hoihoi i ka haumana, 'a'ole ana 'o ia e ho'ohana i ia 'ike. No laila, no kēia papa, e 'imi 'ia ana nā 'ano kumuhana like 'ole e ho'ohana 'ia ai ka 'ōlelo Hawai'i me ka le'ale'a a me ka poeko. I mea ia 'imi 'ana e komo maoli ai ke aloha 'ōlelo i loko o kēlā me kēia haumana pākahi.

#### **WIH1240I HAWAIIAN LANGUAGE ARTS, GRADE 12 YEAR**

He papa ka papa mākau 'ōlelo Hawai'i e nui a'e ai ka 'ike o nā haumāna i ia mea 'o ka 'ōlelo Hawai'i. I loko o kēia papa, e ho'onui 'ia ana ka 'ike 'ōlelo Hawai'i ma o ka ho'opa'a 'ana i nā mele, nā oli, nā mo'olelo a me nā ka'ao. E ho'ohana 'ia ana nā 'ano ka'akālai a'o like 'ole e ulu ai ka hoihoi o nā haumāna i ka 'ōlelo, 'oiai ho'i, inā 'a'ole kekahi hana he mea hoihoi i ka haumana, 'a'ole ana 'o ia e ho'ohana i ia 'ike. No laila, no kēia papa, e 'imi 'ia ana nā 'ano kumuhana like 'ole e ho'ohana 'ia ai ka 'ōlelo Hawai'i me ka le'ale'a a me ka poeko. I mea ia 'imi 'ana e komo maoli ai ke aloha 'ōlelo i loko o kēlā me kēia haumana pākahi.

## NO KE KULA KI'EKI'E

### **MĀKAU 'ŌLELO PELEKANIA (English Language Arts)**

#### **LCY1010 ENGLISH LANGUAGE ARTS 1 (GRADE 9) YEAR**

This course provides a balanced program of reading, writing and oral communication. The 9th grade benchmarks are addressed in this course.

#### **LCY2010 ENGLISH LANGUAGE ARTS 2 (GRADE 10) YEAR**

This course provides a balanced program of reading, writing, and oral communication. All of the tenth-grade benchmarks are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. 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. Texts include a wide variety of works that contribute to an understanding of our common culture and the culture of others and that reflect themes uniting all cultures. The study of language includes the description of language and its role in communication as well as the construction of meaning.

#### **LCY3010 ENGLISH LANGUAGE ARTS 3 (GRADE 11) YEAR**

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.

## **NO KE KULA KI'EKI'E**

### **Grade 12 English Language Arts Courses**

**Students will take Expository Writing 1 and British Literature.**

#### **LWH5211 EXPOSITORY WRITING 1 SEMESTER**

In this course, students focus on expository prose in the form of descriptive, analytical, and persuasive papers. They learn to discover and refine ideas, research information, compose and revise their thoughts, and edit their papers for sharing. They explore strategies to solve writing problems and learn to adjust their writing for diverse audiences. In addition, students engage in reading and discussion related to their writing. They develop the ability to look critically at their own work and the work of other writers.

**And**

#### **LTH5150 BRITISH LITERATURE SEMESTER**

##### **Paired with LWH5211 Expository Writing 1**

A number of approaches are possible in reaching the objectives of this course: a survey from Old English to contemporary works, a selected period or periods, major writers in the tradition, or a cultural studies approach. Regardless of the approach, an in-depth study of appropriate selected works should emphasize student discussion, exploration, response, and analysis. Modes of exploration, response, and invention include oral communication and writing.

**Or**

#### **LTH5110 WORLD LITERATURE SEMESTER**

##### **Paired with LWH5211 Expository Writing 1**

Students will read representative selections from traditional and contemporary European, African, North and South American, Asian, and Pacific literary traditions. Through their reading, discussion, and writing, students will develop an understanding of the scope and diversity of the literary traditions of the world and of the influences of these traditions on contemporary thought. Students' personal, interpretive, and critical responses to selected works and the connections of self to literature are the major foci of the course. Values, concepts, and feelings are reconsidered, and new truths discovered as students experience literature.

## **NO KE KULA KI'EKI'E**

### **MAKEMAKIKA (Mathematics)**

**Ke Kula Kaiapuni 'o Ānuenue  
Ke Ka'ina Hana Papa Makemakika 'Ehā Makahiki  
(Four-Year Math Course Sequence)**

	<b>Sequence of Courses</b>
<b>Papa 9</b>	<b>Hō'ailona Helu 1/Algebra 1</b>
<b>Papa 10</b>	<b>Anahonua/Geometry</b>
<b>Papa 11</b>	<b>Modeling Our World II or Algebra 2</b>
<b>Papa 12</b>	<b>Hō'ailona Helu 2/Algebra 2 or Trigonometry &amp; Pre-Calculus or two 0.5 credit alternate courses</b>

**Students wishing to take mathematics classes beyond what is offered in the table above in high school may do so through an on-line E-school course, by attending classes at Roosevelt High School or through a Running Start Course at a Community College. Please visit the counselor to explore these options.**

#### **MAX1150I ALGEBRA 1 YEAR**

Algebra I exposes each student to the use of expressions, equations, functions, inequalities and relationships in two variables. The ability to work with fractions and decimals are critical in the success of each student. Learning about the coordinate plane and basic transformations and linear and quadratic graphing is also a standard requirement. Finally, the relationship between math and conceptual processing of numbers is an essential life skill that will be strengthened when all the above are completed.

#### **MGX1100I GEOMETRY YEAR**

The emphasis of first semester 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. Concepts and processes introduced in Semester 1 are further developed and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.

## NO KE KULA KI'EKI'E

### **MAX1200I ALGEBRA 2 YEAR**

He papa pilihelu kēia e ho'ōikaika a ho'onui ai i ka 'ike i a'o mua 'ia ma ka papa Hō'ailona Helu 1. 'O nā kumuhana nui e nānā ai: 'o ka hahaina pāho'onuilua, 'o ka hahaina paukūlehulehu, 'o nā hahaina pāho'onui a me nā hahaina huhui helu, 'o ka hahaina koena'ole, 'o ka ha'imaulia. (This is a course that builds on and creates greater depth in concepts first explored in Algebra 1. In this class, we will go over the following topics: quadratic functions, polynomial functions, exponential and logarithmic functions, rational functions, and matrices and determinants.)

### **MAX1310I ALGEBRA 3 SEMESTER**

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.

### **MCX1010I TRIGONOMETRY SEMESTER**

Designed for students who have a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g., graphing calculators and computer applications).

### **MCX1020I PRECALCULUS SEMESTER**

This course extends the study of elementary functions. Graphs and properties of algebraic functions, transcendental functions, and the conics are studied. Graphing with polar coordinates is included. Additional emphasis is placed on integration of appropriate technology (e.g., graphing calculators and computer applications).



## NO KE KULA KI'EKI'E

### **PILIKANAKA (Social Studies)**

#### **Papa 9**

##### **CHW1100I WORLD HISTORY AND CULTURE YEAR**

This year course surveys the history of the world from ancient civilizations to contemporary nations. There is a focus on the geography of the various regions of the world, major world religions, major conflicts, and the post-cold war world today. While the instruction is differentiated to accommodate the various learning styles, reading the text and writing essays is emphasized. All of these assessments are used to measure how well the students meet the standards.

#### **Papa 10**

##### **CHU1100I U.S. HISTORY AND GOVERNMENT YEAR**

This year course surveys the history of the United States from post-Reconstruction to the present. Sample topics include the Progressive era, the Roaring Twenties, the Great Depression, the World Wars, the Cold War, and the post-Cold War era. While the instruction is differentiated to accommodate the various learning styles, reading the text and writing essays is emphasized. All these assessments are used to determine the students' accomplishment of the standards.

#### **Papa 11**

##### **CHR1100I MODERN HISTORY OF HAWAI'I SEMESTER**

This semester course surveys the history of Hawai'i from the arrival of Captain Cook to the present. Topics include the overthrow of the Kingdom of Hawai'i, the Mahele, the plantation era, and the Hawaiian renaissance. While the instruction is differentiated to accommodate the various learning styles, reading from a variety of sources and writing essays is emphasized. All of these assessments are used to measure the students' accomplishment of the standards.

##### **CGU1100I PARTICIPATION IN A DEMOCRACY SEMESTER**

This semester course focuses on both the history of the American form of democracy as well as our involvement in government today. A major component of this course is the completion of a community service project. While the instruction is differentiated to accommodate the various learning styles, reading from a variety of sources and writing essays is emphasized. All of these assessments are used to measure the students' accomplishment of the standards.

## **NO KE KULA KI'EKI'E**

### **Papa 12 Pilikanaka Elective Courses**

**Students will take two 0.5 credit courses during their senior year.**

#### **CER2200I HAWAIIAN STUDIES SEMESTER**

This course focuses on the study of Hawaiian mythology through the writings of the Hawaiian scholars Malo and Kamakau as well as Hawaiian stories and legends. Students will be expected to take written tests to assess their understanding of the material and will also be expected to memorize chants and participate in cultural activities.

#### **CER2300IP PACIFIC ISLAND CULTURES SEMESTER**

This course examines the cultural systems of the Pacific Islands, with a focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and decision-making activities and uses the methodology of anthropologists to investigate issues.

**These social studies elective courses were previously offered:**

#### **CGU2200I AMERICAN PROBLEMS**

American Problems is centered on discussion, contemplation, and debate over current issues in American society. The class will analyze and discuss possible solutions to some of the toughest issues confronting our country and state today. The ultimate goal of this class is to empower students with the instruments and perspectives needed to become active participants in a democratic society. A major part of this class may be a project including a research paper and a presentation. Students will need to choose a topic, research the topic, produce a paper, create a multimedia presentation, and present their findings. This project will serve as a start for those seniors who are interested in doing a senior project to earn a B.O.E. diploma.

#### **CPG2200I PHILOSOPHY SEMESTER (Kalai Maluhia, Peace Studies)**

This course examines historical and contemporary issues using dialogue, Socratic discussion, logic, and empathy. It looks at governments, conflict and interdependence through philosophical concepts such as justice, reality, truths and ethics. It examines diverse cultural beliefs, values, activities and behaviors of various cultural groups by engaging students in thoughtful, logical, and reflective discourse and conversation.

#### **CSD2300IRW SOCIOLOGY SEMESTER**

This elective semester course focuses on analyzing culture, religion, relationships, deviance and conformity, and social institutions from a sociological perspective. The text is the main source of information, though students will often engage in sociological experiments and inquiry projects.

#### **CSD2200I PSYCHOLOGY SEMESTER**

This elective semester course focuses on the physiological and psychological basis for human behavior. Students learn both the history of this discipline as well as contemporary theories. The text is the main source of information, though students will often engage in psychological experiments and inquiry projects.

**NO KE KULA KI'EKI'E**

**Ke Ka'ina Hana Pilikanaka 'Ehā Makahiki  
(Four-Year Pilikanaka Sequence)**

	<b>Kau 1</b>	<b>Kau 2</b>
<b>Papa 9</b>	<b>Mo'olelo Honua (World History)</b>	
<b>Papa 10</b>	<b>Mo'olelo 'Amelika (U.S. History)</b>	
<b>Papa 11</b>	<b>Participation in Democracy, Semester 1</b>	<b>Modern History of Hawai'i, Semester 2</b>
<b>Papa 12</b>	<b>Pacific Island Cultures (Required Social Studies Elective)</b>	<b>Hawaiian Studies (Required Social Studies Elective)</b>

**‘IKE ‘OIHANA A LOEA (Career and Technical Education)  
&  
NĀ PAPA MAI NĀ ‘ANO A‘O LIKE ‘OLE (Multidisciplinary Courses)**

**Depending on the final schedule, these courses may be offered:**

**TGG1103I TRANSITIONS TO HIGH SCHOOL SEMESTER  
(Grade 9)**

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

**TCG1100I CAREER AND LIFE PLANNING SEMESTER  
(Semester 1, Grade 11)**

This course is designed to support students in career development and guidance. It provides students knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. Students will actively use the Naviance College and Career Readiness program in this course.

**TCG1105I PERSONAL TRANSITION PLAN (Semester 2, Grade 11)**

This semester credit 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. Credit will not be awarded until such time that the student, in Grades 9-12, provides documentation that he/she has met the Hawaii Content and Performance Standards in Career and Technical Education standards for Career Planning.

## NO KE KULA KI'EKI'E

### **TCG1101I PATHWAY EXPLORATIONS 1 SEMESTER**

#### **(Grade 12)**

This course is designed to introduce the student to career pathway explorations, self-assessment, registration and course planning, finance, post secondary planning and setting personal and career goals. Elements of the student's personal/transition plan will be further developed and refined.

### **TCG1104I ADVANCED GUIDANCE SEMESTER**

#### **(Grade 12)**

Advanced Guidance is an elective course for personal, social, educational, and career guidance. The course is designed to meet a wide range of needs related to affective development and career planning. The course content may include: college selection and application, study techniques, preparing to go to work, how to get and hold a job, selecting vocational training program in apprenticeship training, financial aid, decision making, human relations and communication, understanding and coping with emotions and behaviors, experiential approach to psychosocial career development—peer counseling, career shadowing and work experience--parenting, human sexuality and exploring life styles.

**These courses have been offered in the past:**

### **XEP1060I INTEGRATED STUDENT PROJECT—SERVICE PROJECT OR EVENT SEMESTER**

Students in this course plan and organize a project or event. They will: (1) identify an issue or concern; (2) set goals which establish a clear picture of what needs to be accomplished; (3) form a plan which includes specific activities, timeline, resources, and evaluation; (4) carry out the plan; and (5) follow up through continuous evaluation and a final report on what worked and recommendations for future events or projects.

### **TCG1012I COLLEGE PREPARATORY SKILLS A SEMESTER**

This course is designed to assist students with college preparatory course work with emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research.

## NO KE KULA KI'EKI'E

### **XAG1020I GENERAL TEST PREPARATION SEMESTER**

This course is designed to help students develop general skills and strategies for taking commonly used standardized tests. Students will be helped to understand and improve their scores on tests used in high school, for college or job entrance, or placement in school or work settings. Students will examine and practice the various types of questions and formats presented in typical tests and learn strategies such as scanning, skipping, and time management. Students will also complete timed practice tests. *This course is repeatable for elective credit; however, only .50 credit may be used to meet graduation requirements.*

## **XAG1030I TEST PREPARATION—COLLEGE ENTRANCE EXAMINATIONS SEMESTER**

This course is designed to help students prepare for the most commonly administered college entrance examination, the SAT (formerly known as the Scholastic Assessment Test), or the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The course will help students to understand and improve their scores on the test by first examining the role, structure, and content of the SAT. The course also will cover vocabulary development, reading techniques, and test-taking strategies for critical reading, sentence completion, and analogies. If time and student interest permit, the course may also cover testing skills in mathematics, including quantitative comparisons, problem solving, arithmetic, algebra, and geometry. Students will complete timed practice tests as appropriate. *This course is repeatable for elective credit.* NOTE: If there is adequate student interest, and the school has the resources, the course can alternatively address the ACT (formerly known as the American College Testing) exam.

### **NĀ PAPA KOHO**

(Please note that **not all courses are offered every year.**)

#### **LO‘I, MAKAHIKI 1, TNC6010I NATURAL RESOURCES CORE (Lo‘i, Makahiki 1)**

This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries, and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Protection, and 5) Legal Responsibility and Ethics. This course is a *Recommended Prerequisite* for students pursuing natural resources programs of study.

#### **LO‘I, MAKAHIKI 2, TNU6123I ENVIRONMENTAL RESOURCE MANAGEMENT**

This course is designed to provide a comprehensive contextual place-based program in environmental resource management as it relates to Natural Resources Pathway careers. It emphasizes control, maintenance, and best practices to sustain environmental and natural resource areas. The major concepts of geography, resource inventory and assessment, and sustainability and stewardship should be covered with the awareness of the various industries, social, and economic activities related to these areas. Examples include wind farms, geothermal energy, and coastal water activities. Recommended Prerequisite: Completion of TNC6010 Natural Resource Core (Lo‘i Makahiki 1).

### **NO KE KULA KI‘EKI‘E**

(Please note that **not all courses are offered every year.**)

#### **HOOKANI PILA, MAKAHIKI 1, FMN1000I ENSEMBLE I**

The ensemble is drawn together by a common interest in a particular kind of music or instrumentation (for example, ukulele, piano, guitar, steel guitar, hand bells, vocal, etc.). The ensemble can be regrouped into smaller units, such as quartets and quintets comprised of various instrumental and/or vocal combinations. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards. Each school may determine the particular type of ensemble.

### **HOOKANI PILA, MAKAHIKI 2, FMN1300I ENSEMBLE 2**

The Ensemble 2 course is designed for students who have completed Ensemble 1 or its equivalent and who are drawn together by a common interest in a particular kind of music or instrumentation. The ensemble can be regrouped into smaller units such as quartets and quintets comprised of various instrumental and/or vocal combinations. The main focus of this course will be performing and developing advanced skills in music. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards. Each school may determine the particular type of ensemble.

### **‘AHA HAUMANA, XLP1015I LEADERSHIP TRAINING, Semester, Repeatable**

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in and conducting effective meetings, setting individual and group goals, recognizing and producing quality products and performance, 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 real school and student concerns 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.*

### **WES1010I/WES1020I, SPANISH 1A/1B**

Students begin the study of the Spanish Language and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of a daily and recurring nature. Emphasis is placed upon development of basic listening, speaking, reading, and writing skills.

### **NUPEPA KULA, LWY5250I JOURNALISTIC WRITING/PUBLICATION**

Students develop writing in the context of publishing a newspaper, magazine, or other periodical. They develop specialized skills of researching, interviewing, producing copy, and editing. They engage in other activities that are part of the publication of a periodical such as layout, marketing, and graphics. Students also explore issues of ethics and responsibility related to their role as journalists.

### **NO KE KULA KI‘EKI‘E**

(Please note that **not all courses are offered every year.**)

### **HULA, FDK1000I, HAWAIIAN DANCE 1**

This beginning course is designed to provide students with the opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula ‘auana and hula kahiko routines. Instruments will be introduced at appropriate levels.

### **HANA KEAKA/HULA KII, FVB4000, ARTS AND CRAFTS OF HAWAII**

This is an exploratory and introductory course that provides students with the opportunities to use natural and found materials for creative expression. Students are given opportunities to identify plants and fauna indigenous to Hawaii and describe how they are used in creation of various arts and crafts of Hawaii. In addition, this course provides students with opportunities to master the fundamental skills and techniques necessary to produce a variety of Hawaiian arts and crafts.

### **PAPA HELUHELU, LRH8105, READING WORKSHOP**

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

### **AMO HAO, PWP1210I WEIGHT TRAINING 1A & PWP1220I WEIGHT TRAINING 1B**

**PWP1210I** is designed to *introduce* and/or *reintroduce* weight and resistance training safety and etiquette as well as define muscular strength and endurance. Topics related to safety and etiquette could include, but are not limited to: breathing, proper footwear, posture, technique, spotting, proper use of equipment, proper procedures, etc. Instruction should define and *reinforce* development of muscular strength and endurance through modified weight and resistance training exercises including: plyometrics, free weights, universal apparatus, own body weight (as resistance), resistance bands and/or tubing, pulleys, medicine balls, weighted ropes, etc. Students will be required to develop and implement a training program not only geared to improve their muscular strength and conditioning, but also to increase their overall flexibility and body composition. Weight and resistance training exercises should target muscle groups including muscles of the head and neck, trunk, lower and upper extremities, and combinations of these muscle groups. Instruction in this course will *emphasize* and *reinforce* safety and etiquette when participating in weight and resistance training activities, as well as defining muscular strength and endurance. **Key features of this course:** introduce safety and etiquette relative to weight and resistance training, define muscular strength and endurance, develop a training program, and provide modified weight and resistance training activities.

### **NO KE KULA KI'EKI'E**

**PWP1220I WEIGHT TRAINING 1B:** It is strongly recommended that a student complete PWP1210 – Weight and Resistance Training 1A as a prerequisite for taking this course. This course is designed to *introduce and/or reintroduce* students to a variety of training principles and methods, as well as basic knowledge of muscle groups that they can *apply* to their weight and resistance training programs. After completing an initial assessment of muscular strength and endurance, flexibility and body composition (pull-ups, modified push-ups, vertical hang, sit-and-reach, modified crunches, body fat percentage, etc.), instruction will *emphasize* a variety of training principles and methods as well as review safety and etiquette, which will guide students when developing or updating and implementing their personal training programs.



Examples of training methods and principles are: specificity, overload, variation, progression and FITT. Modified weight and resistance exercises and/or activities that can be included in training programs are: plyometrics, free weights, universal apparatus, own body weight (as resistance), resistance bands/tubing, pulleys, medicine balls, weighted ropes, etc. This course will also provide basic muscular skeletal information and training programs should *apply* this information to target muscle groups including muscles of the head and neck, trunk, lower and upper extremities and combinations of these muscle groups.

Periodically throughout this course, students should assess their heart rate levels and body composition and modify their training program as needed to *reinforce* their personal goals.

*Appropriate technology should be used if available.* **Key features of this course:** 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, and provide basic muscular skeletal information.

### **LIGHT MACHINE OPERATION, MAKAHIKI 1, TIC5010I IET CORE**

The Industrial and Engineering Technology Core is a comprehensive action-based educational course that introduces students to the following technological systems: Design and Engineering Technology, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety.

### **LIGHT MACHINE OPERATION, MAKAHIKI 2, TIU5800I BUILDING AND CONSTRUCTION TECHNOLOGY 1**

This course features classroom and laboratory experiences that deal with building and construction technology. Learning activities include site selection, use of various leveling instruments, blueprint reading, use of building materials, foundation and floor framing, wall and ceiling framing, roof framing, and window, door, and interior wall finish.

## NO KE KULA KI'EKI'E

### **LIGHT MACHINE OPERATION, MAKAHIKI 3, TIN5814I BUILDING AND CONSTRUCTION TECHNOLOGY 2**

This Level 2 course features advanced study of building construction technology. Students are provided with experiences in layout, fabrication, assembly, and installation of structural units. Also included are estimating and calculating costs, and quality control processes through simulated class and on-the-job experiences. *Recommended Prerequisite: Completion of TIU5800 Building and Construction Technology 1.*

### **FVL1000, CERAMICS 1**

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.

### **SAH3003, INTRODUCTION TO FORENSIC SCIENCE**

Forensic science offers students opportunities to apply scientific principles and procedures to material evidence in order to be of use in a court of law. The focus of this course is to conduct forensic investigations, analyze evidence, gain exposure to related careers, and meet experts in the field. *Recommended Prerequisite: Course in Chemistry and Human Physiology.*

### **PUKE HOOHALIA, MAKAHIKI 1, XYY8610IY1 YEARBOOK PRODUCTION 1 YEAR**

This course introduces students to planning and producing the school's yearbook. Writing of copy, captions, and headlines; typing; designing and completing layouts; working with photography; and meeting deadlines are included.

### **PUKE HOOHALIA, MAKAHIKI 2, XYY8630IY2 YEARBOOK PRODUCTION 2 YEAR**

This course is for intermediate yearbook students. Students are assigned sections to edit, and plan and supervise the work of others on sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done.

### **PSP1670I SWIMMING LIFETIME ACTIVITIES, Semester (With PSP1680-see below)**

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to *reinforce* physical activity in their daily lives. This course is designed for students to *emphasize* swimming skills and principles of fluid dynamics (efficient stroke patterns), and learn safety procedures required to safely and competently demonstrate a variety of swimming skills. Swimming skills include kicking, floating, breathing, treading water, turning, strokes (free style, butterfly, back, breast, etc.), and should be *applied* to swimming activities which could include a variety of water games (basketball, volleyball, polo, etc.) and team and individual relays. As a result of participation in this course, students will strengthen swimming skills, increase physical fitness components, and develop an appreciation of swimming as a lifetime activity. **Key features of this course:** improve swimming skills and physical fitness components, focus on safety procedures apply swimming skills to a variety of swimming activities, and develop an appreciation of swimming as a lifetime activity.

## NO KE KULA KI'EKI'E

### **and PSP1680I SPECIAL SWIM LIFETIME ACTIV., Semester (With PSP1680I above)**

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to *reinforce* physical activity in their daily lives. This course is designed for students to strengthen and *apply* swimming skills and safety procedures to a variety of aquatic events and activities that could include water games (polo), synchronized swimming, and individual or team relays. Other aspects of the course may focus on life saving and water rescue techniques as well as cardiopulmonary resuscitation (CPR). Participants may be eligible to receive appropriate certifications (water safety, CPR, etc.) upon completion of the course requirements. Instruction in this course will *emphasize* skills required to perform a variety of activities and rescue maneuvers. Students will not only improve their swimming skills and physical fitness components, but they will also gain a greater appreciation for swimming and/or water activities as a means to achieve lifetime fitness. **Key features of this course:** strengthen and apply swimming skills and safety procedures, explore a variety of swimming activities and other related components, possibly attain CPR and water safety certification, and develop an appreciation of swimming as a lifetime activity.

### **TIU5310I DESIGN TECH 1 (Underwater Robotics)**

Students design, build and test an underwater ROV to perform tests and collect data. This class will strengthen students' skills in problem-solving, critical thinking and teamwork with an emphasis on science, technology, engineering and math.

### **XMT1015I FILM AS ART SEMESTER**

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.

### **FMA1100I MUSIC APPRECIATION A SEMESTER**

This is an introductory course designed to provide all students with the opportunity to explore the world of music and develop an understanding of the importance of music in their lives. The course will present an overview of music standards and may integrate other Fine Arts standards. Performing, creating and responding to music will be part of the course learning experiences.