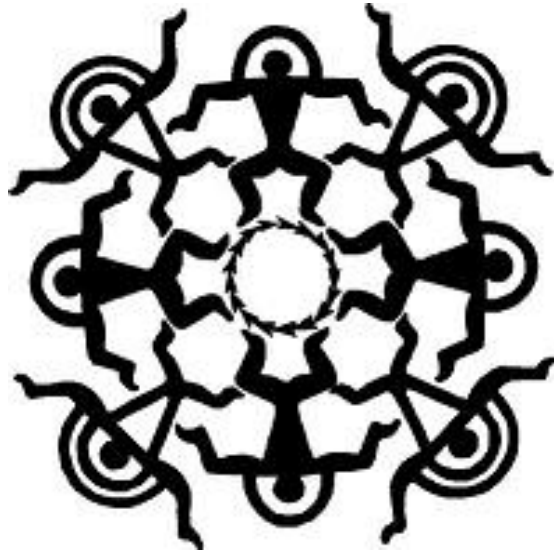


Ka Puke Alaka‘i Kākau Inoa Kula Ki‘eki‘e

High School Registration Manual
2008-2009



Ke Kula Kaiapuni ‘o Ānuenuē
2528 10th Avenue
Honolulu, HI 96816
Kelepona: 733-8465
Kelepa‘i: 733-8467

**Ke Kula Kaiapuni 'o Ānuenue
2528 10th Avenue
Honolulu, HI 96816
Phone: (808)733-8465
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Nā Luna Ho'oponopono

Po'okumu
Mr. Charles Kale Naumu

Hope-Po'okumu
Kauka VerlieAnn Leimomi Malina-Wright

Hope-Po'okumu
Mr. Bryan Pang

Ke Alaka'i 'Ālapa
Mr. Charles Kale Naumu

Nā Kumu A'o

Kumu Puhi Adams
Kumu Kalama Chock
Kumu Keao Kamalani
Kumu Kau'i Keola
Kumu Moani Lee
Kumu Lāpule Schultz
Kumu Kauanoē Takemoto
Kumu Wini Terada
Kumu Kamuela Yim

Nā Kumu Kōkua

Nā Kumu Alaka'i Ho'ona'auao
Kumu Lehua Brown
Kumu Leilani Kamalani

Ke Kumu A'oa'o
Kumu Pakalana Chan

Ke Kumu Kāko'o Haumāna
Kumu Kealohamakua Wengler

Ke Kākau Inoa
Kumu Mahinalani Kamaka

Ke Kula Kaiapuni ‘o Ānuenuē

‘Ōlelo Pahuhopu

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

‘Ōlelo Ka‘akaua

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.

Ka‘i No‘ono‘o

‘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 ka haumāna kona kuleana.

Nā Hopena A‘o Laulā

Ke Kuleana

Ka Laulima a me ka Lōkahi

Ke Kū Hohonu ka No‘ono‘o

Ka Mākaukau

Ke Ka‘a‘ike Kūpono

Ka Pāhana ‘Oi‘enehana Mākaukau Kūpono

Ka 'Āpono 'ia 'ana

(Accreditation)

Ke Kula Kaiapuni Ki'eki'e o Ānuenuē is a four-year public high school fully accredited by the Western Association of Schools and Colleges.

Ke Kulekele Ho'oki'eki'e (Promotion Policy)

Students are promoted in June, at the completion of the school year as follows:

For the Class of 2009:

For promotion from grades:	Student must have accumulated:
9 th to 10 th	5 Total Earned Credits
10 th to 11 th	10 Total Earned Credits
11 th to 12 th	16 Total Earned Credits

For the Classes of 2010, 2011, 2012

For promotion from grades:	Student must have accumulated:
9 th to 10 th	5 Total Earned Credits
10 th to 11 th	11 Total Earned Credits
11 th to 12 th	17 Total Earned Credits

Nā Palapala Kaha (Report Cards)

Report cards are issued four times a year on the second Friday after students return to school the following quarter. All report cards are mailed to the students' mailing addresses.

New for 2008-2009: Mid-Quarter progress reports will also be mailed home by the office.

Report cards and Mid-Quarter progress reports will be postmarked on or before the following days for the 2008-2009 school year.

REPORT NAME	DATE TO BE SENT HOME
Progress Report (Mid-Quarter 1)	September 10, 2008
Quarter 1 Report Cards	October 24, 2008
Progress Report (Mid-Quarter 2)	November 21, 2008
Quarter 2/Semester 1 Report Cards	January 23, 2009
Progress Report (Mid-Quarter 3)	February 20, 2009
Quarter 3 Report Cards	April 17, 2009
Progress Report (Mid-Quarter 4)	May 15, 2009
Quarter 4/Semester 2/Year Report Cards	June 15, 2009

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 extra-curricular programs will require report card copies throughout the year.

Copies of School Records

Copies of School Records can be obtained as follows:

- 1) A copy of your keiki's **Health Record** (Form 14) may be obtained from the Health Room. Please call Ms. Erlene Poole at 733-8468 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 Request for Copies of Student Records form from the office, fill it out completely, attach any needed documents and turn in to the office.

** 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 five school days to process this request.

Ka Papa Laehano (Academic Honor Roll)

Academic Honor Roll by grade level is published each quarter after report cards are sent home. Students who earn grade point averages of 3.50 and above are distinguished as recipients of the Po'okela Award. Students who earn grades point averages of 3.00 – 3.49 receive the Kilohana Award.

Graduation Requirements for the Class of 2009

High school graduation requirements of the
 Hawaii public schools, grades 9-12 include:
 22 credits for the High School Diploma or
 24 credits for the Board of Education
 Recognition Diploma.

If you have any questions regarding these graduation requirements, please see your school
 counselor or principal.

<i>Graduation Requirements for classes graduating in 2007, 2008, 2009</i>		
CREDITS	HS DIPLOMA	BOE DIPLOMA
Requirements	16 credits	16 credits
English	4	4
Social Studies	4	4
Mathematics	3	3 (note 1)
Science	3	3 (note 2)
Physical Education	1	1
Health	1/2	1/2
Guidance	1/2	1/2
Two credits in one of the following: <ul style="list-style-type: none"> • World Language (same language) (note 3) • Fine Arts • Career and Technical Education 	-	2 credits
Electives (Any Subject Area)	6 credits	6 credits
TOTAL:	22 credits	24 credits

Notes:

1. No more than one math credit can be lower than Pre-Algebra.
2. No substitution courses are allowed for the three science credits.
3. Credits earned must be in the same language, e.g., 2 credits in French, NOT 1 credit in French and 1 credit in Japanese.

High School Diploma: The High School Diploma shall be issued to students who have met all graduation requirements by demonstrating mastery of essential competencies.

Board of Education (BOE) Recognition Diploma: The Board of Education Recognition Diploma is awarded to students with grade point averages of 3.0 and above who successfully complete additional required coursework (see credits).

To students who meet the requirements, the BOE Recognition Diploma is awarded:

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

Certificate of Completion: The Certificate of Completion of an Individually Prescribed Program (IPP) shall be issued to a student with a disability who completes all the requirements set by the student's Individualized Education Program (IEP).

Commencement Exercises: Students shall be permitted to participate in commencement exercises if they:

1. meet the requirements for a diploma or a certificate;
2. have fulfilled their financial obligations; and
3. meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

NOTE: There are new graduation requirements for students graduating in 2010 and beyond. Please see your counselor for more information.

Graduation Requirements Beginning with the Graduating Class of 2010

High school graduation requirements of the
 Hawaii public schools, grades 9-12 include:
 24 credits for the High School Diploma or
 25 credits for the Board of Education
 Recognition Diploma.

If you have any questions regarding these
 graduation requirements, please see your
 school counselor or principal.

Graduation Requirements Beginning with the Graduating Class of 2010		
CREDITS	HS DIPLOMA	BOE DIPLOMA
Requirements	16 credits	16 credits
English <small>(note 1)</small>	4	4
Social Studies	4	4
Mathematics	3	3 <small>(note 2)</small>
Science	3	3 <small>(note 3)</small>
Physical Education (P.E.) <small>(note 4)</small>	1	1
Health	1/2	1/2
Personal Transition Plan	1/2	1/2
Two credits in one of the following: <ul style="list-style-type: none"> • World Language (same language) <small>(note 5)</small> • Fine Arts • Career and Technical Education 	2 credits	2 credits
Electives (Any Subject Area)	6 credits	6 credits
Senior Project	not required	1 credit
TOTAL:	24 credits	25 credits

Notes:

1. English shall include English Language Arts 1 (1 credit) and English Language Arts 2 (1 credit).
2. No more than one math credit can be lower than Algebra 1.
3. No substitution courses are allowed for the three science credits.
4. P.E. includes a required 1/2 credit course, P.E. Lifetime Fitness, and a second 1/2 credit P.E. basic elective.
5. Credits earned must be in the same language, e.g., 2 credits in French, NOT 1 credit in French and 1 credit in Japanese.

High School Diploma: The High School Diploma shall be issued to students who have met all graduation requirements by demonstrating proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses.

Board of Education (BOE) Recognition Diploma: The Board of Education Recognition Diploma is awarded to students with grade point averages of 3.0 and above who successfully complete the Senior Project.

To students who meet the requirements, the BOE Recognition Diploma is awarded:

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

Certificate of Completion: The Certificate of Completion of an Individually Prescribed Program (IPP) shall be issued to a student with a disability who completes all the requirements set by the student's Individualized Education Program (IEP).

Commencement Exercises: Students shall be permitted to participate in commencement exercises if they:

1. meet the requirements for a diploma or a certificate;
2. have fulfilled their financial obligations; and
3. meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Requirements for Admission into The University of Hawai'i at Mānoa

Guaranteed Admission Requirements:

Minimum GPA 2.8

Class Rank Top 40%

Minimum College Admission Test Scores (SAT-1 or ACT)

 SAT-1 510/510/510 – critical reading/writing/math

 ACT 22/22/22/22/22/22 – Eng/math/reading/science/composite/writing

Completion of 17 credits in the following college preparatory courses:

 English 4 credits

 Math 3 credits

 Science 3 credits

 Social Studies 3 credits

 Other College

 Prep Courses 4 credits

 Total 17 credits

and Completion of at least 5 more credits in elective courses

for a **total of 22 credits minimum.**

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.

The following requirements are for students enrolling in college in the year 2008 or later.

1. Graduation from high school.
2. Completion of the following core courses.

Required Core Courses	Division I Minimum HS Credits	Division II Minimum HS Credits
English	4	3
Math (Algebra I or higher)	3	2
Natural or Physical Science (including 1 credit in a lab scienc)	2	2
Extra English, Math or Natural/Physical Science	1	2
Social Science	2	2
Extra Core Courses (in any of the above categories, foreign language, non-doctrinal religion or philosophy)	4	3
TOTAL core course credits	16	14

3. Earn a minimum 2.00 GPA (MPA) in the required core courses.
4. For Division I: Earn a qualifying SAT or ACT sum score that matches the student's GPA on the NCAA Division I sliding scale. For Division II: Earn a combined SAT score (English and Math) of 820 or a combined ACT score of 68.

For a more comprehensive description of requirements and for more information, please visit www.ncaaclearinghouse.net or www.ncaa.org. Students are also encouraged to speak with the school counselor, the student's coach, registrar and/or the principal/athletic director for further information.

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 and deadlines for the community college of their 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.

GEAR UP Hawai'i offers Running Start Scholarships to high school juniors and seniors who attend Hawai'i public schools and participate in the free or reduced lunch program. The scholarship can be used to waive tuition/fees and required textbooks for one 3 or 4-credit Running Start course. Throughout the state each year, GEAR UP gives out \$75,000.00 in scholarships to qualifying students.

To apply for the scholarship, you must submit the Running Start application on-line by the appropriate deadline and click on the free or reduced lunch button. Then, print out your application and take it to the counselor for signature and verification.

The Running Start Scholarship Application deadlines:

Please check the website below for deadlines for the Spring 2009 and Summer 2009 sessions.

For more information on the Running Start Scholarships go to: <http://www.hawaii.edu/runningstart> or call GEAR UP at 1-866-808-4327.

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

Ānuenuē typically runs a four-week summer school that begins approximately one week after the conclusion of the school year. The primary purpose for summer school is to allow Ānuenuē students to make up credits that they did not earn during the regular school year. Our students are also encouraged to take classes for enrichment.

The school makes every effort to accommodate Ānuenuē students before taking students from outside schools, however, applications and payments must be received in a timely manner.

All students (from Ānuenuē and those from other schools) are required to obtain their counselor's signature to register for a summer school course.

Applications for the summer school are available after Spring Break. Please call the school office in late March for an updated summer school contact number.

Alu Like Summer School Tuition Waiver Application for Native Hawaiian Students also become available in late March. Please call Alu Like, Inc. at 535-6700 for more information.

Nā Alahele (Pathways)

Background Information on Pathways

In an effort to provide an alternative high school program for students who prefer to learn in ways that differ from the traditional 6-period high school program, Ke Kula Kī'eki'e created a pathway called ka Hui Aloha 'Āina which began with tenth and eleventh grade students in the 2006-2007 school year. Hui Aloha 'Āina students learn not only by reading and writing in the classroom, but also by working outdoors and caring for the land (including the lo'i kalo), farming, collaborating with other students, working on projects and completing hands-on tasks and games so that they can get a better feel for what they are learning.

Our traditional 6-period high school program is known as ka Hui Kukui Mālamalama. All students enter into ka Hui Kukui Mālamalama in grade 9. At the end of grade 9, students and parents together will choose one track or the other that the student will remain in from grade 10 until graduation.

Major Differences Between the two Pathways (Please note that both pathways are college-preparatory.)

Ka Hui Aloha 'Āina	Ka Hui Kukui Mālamalama
<i>College Preparatory Program, Hands-on</i>	<i>College Preparatory Program, May be reading/writing intensive.</i>
Students will be learning and working outdoors with some physical activity.	Students will do the bulk of their in-school learning within the classroom.
Learning will be project-based where students learn by doing/working up to the completion of a larger project. Students will be asked to work continually over multiple days and then hand in completed projects.	Learning is realized through the completion of daily tasks as well as working on larger tasks over a period of time. Students can expect to be asked to complete and turn in homework daily, keep up with reading and writing assignments on a regular basis, and study and take assessments often.
Inter-disciplinary learning. Students may be learning two or more subjects at the same time.	The subjects are taught independently through the six separate core classes that they take each semester.
Hands-on learning is emphasized as well as reading and writing.	These classes tend to be more reading and writing-intensive where students can expect to do a significant amount of reading and writing on their own.
For math classes, students will be scheduled by ability and will be given the opportunity to complete Algebra 2 by the end of their junior or senior year, depending on their progress.	The math program is rigorous as students will be asked to complete Algebra 2 by the end of their junior year.

NĀ WEHEWEHENA PAPA (COURSE DESCRIPTIONS)

Please note that course descriptions are written for either pathway or may be written for a particular pathway as follows:

- **Aloha ‘Āina** denotes courses for Ka Hui Aloha ‘Āina pathway only.
- **Kukui** denotes courses for Ka Hui Kukui Mālamalama pathway only.
- **All Students** denotes courses for either pathway.

AKEAKAMAI (Science)

SLH2003 BIOLOGY 1 YEAR (GRADE 9) (All Students)

Biology 1 is a laboratory course to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. Students are to meet all benchmarks in Biological Science (B.S.) Content Standards 1-5.

Science Classes for Ka Hui Aloha ‘Āina (Grades 10-12)
Students choosing Ka Hui Aloha ‘Āina will be offered three of the following four courses in grades 10 through 12.

SLH5503 BOTANY YEAR (Aloha ‘Āina)

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. *Recommended Pre-requisite: Course in Biology*

SEH2003 EARTH SYSTEM SCIENCE YEAR (Aloha ‘Āina)

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.

SIH3603 ENVIRONMENTAL SCIENCE YEAR

(Aloha 'Āina)

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.

SPH2603 PHYSICAL SCIENCE YEAR

(Aloha 'Āina)

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.

This following course, SAH2003 Integrate Science, may be offered as an alternate to SEH2003 Earth Space Science.

SAH2003 INTEGRATED SCIENCE YEAR

(Aloha 'Āina)

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.

Science Classes for Ka Hui Kukui Mālamalama (Grades 10-12)

SPH6003 BASIC PHYSICS YEAR (GRADE 10)

(Kukui)

Basic Physics is a laboratory course that emphasizes the use of physics terms and concepts to explain phenomena that occur in a person's daily life and form the basis for understanding the universe around us. It is designed for students who do not plan a career in a science-related field. Students use scientific investigation and study relationships between science, technology, and society, in context with physics content. This includes the relationship between forces, mass, and motion of objects as well as basic understandings regarding major natural forces of gravity, electricity, and magnetism. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, 7 and related benchmarks in Standard 6.

SPH3503 CHEMISTRY YEAR (GRADE 11)

(Kukui)

This course is a standard high school chemistry course which is laboratory and inquiry-based. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic chemistry concepts. These concepts include types of chemical reactions, Conservation of Energy, entropy, thermal energy and phase change, properties of waves, electromagnetic radiation, periodic table organization, chemical reaction rates, chemical bonding, nuclear reactions and energy. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, and 6.

TNU6120 BIOLOGICAL AGRISCIENCE YEAR (GRADE 12)

(Kukui)

This is a course designed to give students scientific and technical knowledge and skills in growing plants and animals. An emphasis is placed on the application of biological science principles under both laboratory and real world conditions. Classroom study is integrated with realistic production activities, and the FFA (Future Farmers of America) program is an integral part of the course.

Credit for the course may be applied toward science graduation requirements. While this course satisfies Department of Education standards, it may not be recognized by some colleges and universities.

MĀKAU KINO **(Physical Education)**

PEP1005 PHYSICAL EDUCATION LIFETIME FITNESS SEMESTER **(All Students, 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.

PEP1010 PHYSICAL EDUCATION LIFETIME ACTIVITIES SEMESTER **(All Students, 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.

PBP1110 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.

PBP1120 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.

MĀKAU ‘ŌLELO HAWAI‘I (Hawaiian Language Arts)

WIH0910 HAWAIIAN LANGUAGE ARTS, GRADE 9 YEAR (All students)

This is a comprehensive language arts course that enhances acquired language skills. Students analyze a variety of Hawaiian literature (No Kalapana, Ke Keiki Ho‘opāpā o Puna na Moses K. Nākuina, nā mo‘olelo ka‘ao a me nā mo‘olelo nūpepa Hawai‘i, nā mele a me nā oli) in order to strengthen their comprehension, vocabulary and grammar skills to shape their thinking and communication. Speaking, writing and reading are daily assignments for class and homework. Students also participate in a variety of other activities that help to enhance their learning such as speeches, character role playing, plays and projects on ‘ohana such as oral histories and mo‘okū‘auhau.

Hawaiian Language Arts Classes for Ka Hui Aloha ‘Āina (Grades 10-12):

WIH1020 HAWAIIAN LANGUAGE ARTS, GRADE 10 YEAR (Aloha ‘Āina)

In this course, the students will demonstrate control in the use of skills and strategies involved in interpreting various Hawaiian language literary works. Students make conscious choices in communicating appropriately to different audiences, in a variety of situations within the cultural context. The content of the course is designed to allow students to think critically for themselves through a native Hawaiian perspective.

WIH1130 HAWAIIAN LANGUAGE ARTS, GRADE 11 YEAR (Aloha ‘Āina)

This comprehensive language arts course encourages students to learn to become strategic users of the Hawaiian language and to demonstrate flexibility in thinking and living in the Hawaiian speaking world. Students will be able to critically evaluate their own language use, based on their interaction with speakers and literature. The content of the course is designed to allow students to think critically for themselves through a native Hawaiian perspective.

WIH1240 HAWAIIAN LANGUAGE ARTS, GRADE 12 YEAR (Aloha ‘Āina)

This is a comprehensive language arts course in which students will develop greater precision and refinement of their use of written and spoken Hawaiian language. They will demonstrate an understanding of a variety of cultural contexts and apply appropriate Hawaiian language skills and strategies. Literary works studied will cover a broad range of Hawaiian language genres, including student-generated selections. The content of the course is designed to allow students to think critically for themselves through a native Hawaiian perspective.

Hawaiian Language Arts Classes for Ka Hui Kukui Mālamalama, (Grades 10-12):

WIH1020 HAWAIIAN LANGUAGE ARTS, GRADE 10 YEAR (Kukui)

This is a continued comprehensive language arts course that enhances acquired language skills. Students continue to analyze a variety of Hawaiian Literature (Paka'a a me Kū a Paka'a na Moses Nakuina, nā mo'olelo ka'ao a me nā mo'olelo nūpepa Hawai'i, nā mele a me nā oli) in order to strengthen their comprehension, vocabulary and grammar skills to shape their thinking and communication. Speaking, writing (essays, reading responses, research papers) and reading are daily class and homework assignments. Students also participate in a variety of other activities that help to enhance their learning: speeches (directed to a variety of audiences), character role-playing, plays (written individually by the students or collectively as a class), and projects on wahi pana and mo'okū'auhau.

WIH1130 HAWAIIAN LANGUAGE ARTS, GRADE 11 YEAR (Kukui)

This comprehensive language arts course will enable the student to develop precision and refinement of their use of written and spoken Hawaiian language. They will demonstrate an understanding of a variety of cultural contexts and apply appropriate Hawaiian language skills and strategies. There will be a strong emphasis on writing and speaking. Students will be involved in projects that include character and play writing, reviving stories for media production and creating stories for the younger grades. Students will continue to be exposed to nā nūpepa Hawai'i as well as other types of Hawaiian literature. They will continue to work on mo'okū'auhau and wahi pana projects.

WIH1240 HAWAIIAN LANGUAGE ARTS, GRADE 12 YEAR (Kukui)

This comprehensive language arts course will continue to enable the student to develop precision and refinement of their use of written and spoken Hawaiian language. They will demonstrate an understanding of a variety of cultural contexts and apply appropriate Hawaiian language skills and strategies. There will be a strong emphasis on writing and speaking. Students will be producers of many projects such as news writing for the school newspaper, developing curriculum for school, script-writing and participating in a variety of speeches directed at a variety of audiences. Students will continue to be exposed to nā nūpepa Hawai'i as well as other Hawaiian literature. They will also continue to work on mo'okū'auhau and wahi pana projects.

MĀKAU 'ŌLELO PELEKANIA (English Language Arts)

LCY1010 ENGLISH LANGUAGE ARTS 1 (GRADE 9) YEAR (All students)

This course provides a balanced program of reading, writing, and oral communication. All of the ninth-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 are carefully selected to include a range of traditional and contemporary, canonical and non-canonical texts in many genres. The study of language focuses on how it is used in relevant social contexts and how it is used by individuals to structure their perceptions and experiences.

LCY2010 ENGLISH LANGUAGE ARTS 2 (GRADE 10) YEAR (All students)

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 (All students)

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.

LCY4010 ENGLISH LANGUAGE ARTS 4 (GRADE 12) YEAR

(All students)

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

MAKEMAKIKA (Mathematics)

Students are placed in math classes based on the recommendation of their math teacher from the previous year.

MAX1010 ALGEBRA TOPICS SEMESTER

This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition, the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored.

MGX1010 GEOMETRY CONCEPTS SEMESTER

The purpose of this course is to provide students with the opportunity to study geometric relationships and concepts without the rigor of formal proof. The emphasis is on the general awareness and use of the relationships among points, lines, and figures in planes and space.

MAX1100 ALGEBRA 1 YEAR

Content includes data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, and matrices. Semester 2 content includes nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number system, and radical expressions.

NOTE: The HCPS III benchmarks for Algebra 1 are assessed on the Hawaii State Assessment in Grade 10.

MGX1100 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.

MAX1200 ALGEBRA 2 YEAR

Semester 1 of the Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques and inverse functions. Semester 2 of the Algebra 2 course includes the following topics: quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and permutation and combinations.

MAX1310 ALGEBRA 3 SEMESTER

This course is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content includes linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers.

MCX1010 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).

**OLA KINO
(HEALTH)**

**HLE1000 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.

PILIKANAKA
(Social Studies)

CHW1100 WORLD HISTORY AND CULTURE YEAR
(All Students, Grade 9)

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.

Social Studies Classes for Ka Hui Aloha 'Āina, Grades 10-12

CHU1100 U.S. HISTORY AND GOVERNMENT YEAR
(Aloha 'Āina , Grade 10)

This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the economic concepts of interdependence, limited resources, and functions of markets. It requires students to judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions. Students will use the tools and methodologies of the appropriate social scientists to conduct their inquiries.

NOTE: CHA6100 Advanced Placement (AP) U.S. History can be substituted for this course.

CHR1100 MODERN HISTORY OF HAWAII SEMESTER
(Aloha 'Āina, Grade 11)

This course examines the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study.

CGU1100 PARTICIPATION IN A DEMOCRACY SEMESTER
(Aloha 'Āina , Grade 11)

This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods

of social scientists in their inquiry. *Note: This course will become a Social Studies graduation requirement in 2006-2007, effective for the graduating Class of 2010.*

CER2200 HAWAIIAN STUDIES SEMESTER

(Aloha 'Āina , Grade 12, Semester 1)

This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues.

Students may choose from one of the following courses for Grade 12, Sem. 2:

CER2100 ETHNIC STUDIES SEMESTER

(Aloha 'Āina , Grade 12, Semester 2)

This course examines the dynamic interactions among various ethnic groups in American society. It looks at social justice, equity, power, economic parity, and “voice” in terms of ethnicities, minorities, and disenfranchised groups, and critically reviews the differences between “ideal” democracy and the realities of today. The roles, responsibilities, contributions, and realities of living in a multicultural, multi-lingual society are examined. Cultural Anthropology and Political Science/Civics standards are addressed in this course. Civic action by students is strongly recommended.

CER2300 PACIFIC ISLAND CULTURES SEMESTER

(Aloha 'Āina , Grade 12, Semester 2)

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.

Social Studies Classes for Ka Hui Kukui Mālamalama, Grades 10-12

CHU1100 U.S. HISTORY AND GOVERNMENT YEAR (Kukui, Grade 10)

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.

CHR1100 MODERN HISTORY OF HAWAI'I SEMESTER (Kukui, Grade 11, Semester 1)

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.

CGU1100 PARTICIPATION IN A DEMOCRACY SEMESTER (Kukui, Grade 11, Semester 2)

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.

CER2200 HAWAIIAN STUDIES SEMESTER (Kukui, Grade 12, Semester 1)

This elective semester 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.

Students may choose from one of the following courses for Grade 12, Sem. 2:

CSD2300 SOCIOLOGY SEMESTER (Kukui, Grade 12, Semester 2)

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.

**CSD2200 PSYCHOLOGY SEMESTER
(Kukui, Grade 12, Semester 2)**

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.

**CPG2200 PHILOSOPHY SEMESTER (Peace Studies)
(Kukui, Grade 12, Semester 2)**

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.

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

**TCG1105 PERSONAL AND TRANSITION PLAN SEMESTER
(All Students)**

**This class is required for all students in the classes of 2010, 2011, 2012.
It will be awarded at the completion of the first semester in grade 12.**

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.

**TCG1100 CAREER AND LIFE PLANNING SEMESTER
(All Students, Grade 9)**

This course is designed to support student in career development and guidance. It provides students knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans.

**TCG1101 PATHWAY EXPLORATIONS 1 SEMESTER
(All Students, Grade 11, Semester 1)**

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

**XEP1060 INTEGRATED STUDENT PROJECT—SERVICE PROJECT OR EVENT
SEMESTER**

(Kukui, Grade 11, Semester 2)

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.

TCG1104 ADVANCED GUIDANCE SEMESTER

(All Students, Grade 12, Semester 1)

Advanced Guidance is an elective course for personal, social, educational, and career guidance for students in grades 10-12. 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.

TCG1011 COLLEGE PREPARATORY SKILLS YEAR

(Kukui, Grade 12, Semester 12)

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.