



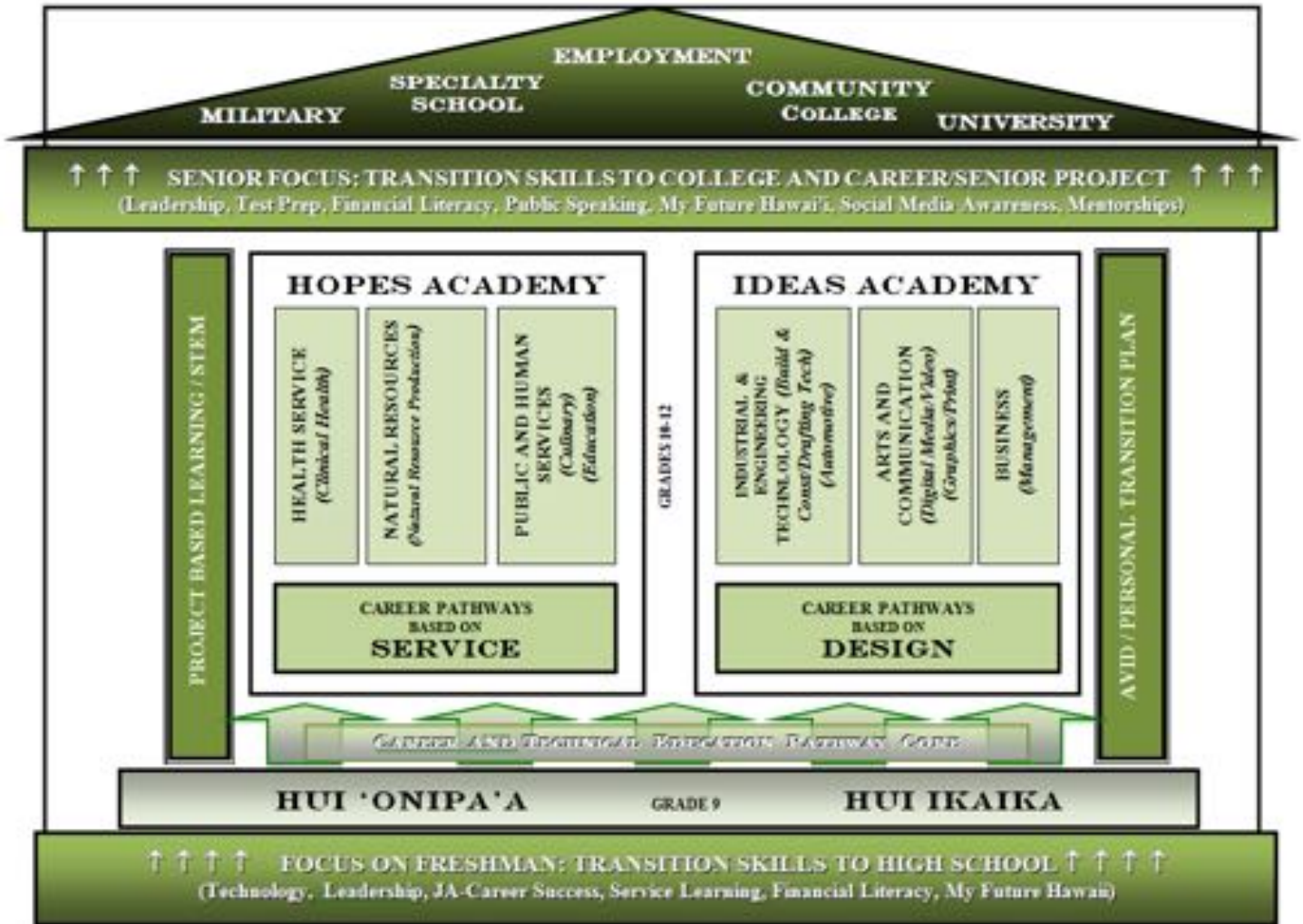
KAPAA HIGH SCHOOL COURSE DESCRIPTION HANDBOOK

2017 – 2018

**KAPA'A HIGH SCHOOL
4695 MAILIHUNA ROAD
KAPAA, HI 96746
(808) 821-4400**

Kapaa High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

KAPA'A HIGH SCHOOL SMALLER LEARNING COMMUNITIES OVERVIEW



KHS PROGRAM DESCRIPTION

Students at Kapa'a High School are organized into Smaller Learning Communities in order to ensure personalization, student support, rigor & relevance. Small teams of teachers from different disciplines generally share common planning time and a group of students. Counselors are assigned by grade level to ensure continuity throughout the student's four-year experience at Kapa'a High School.

Freshman Hui

Grade 9 students are heterogeneously grouped into one of two Hui, Onipa'a or Ikaika. Each Hui includes a dedicated English, Math, Science and Social Studies teacher. In addition, there are two inclusion teachers in English and Math assigned to each team. The primary goals of Hui teachers include ensuring a smooth and successful transition into high school, strengthening student study skills to ensure success in our Academies and encouraging student development of personal values and leadership skills. Throughout Grade 9 students experience a wide range of activities to help them learn more about their learning styles, values and interests in order to help them make a great Academy choice.

Academies

Students in Grades 10-12 enroll in one of two academies based on their interests. Academies allow us to assign students to dedicated groups of teachers so that teachers can get to know your child better during their three years in the

Academy. We believe students are ready to start focusing their talents and interests and to consider how those might play out in their education and work life after high school. Academies give students a head start. We are confident that the Academy experience will help students feel more connected to their peers, teachers and school and that they will do better in school as a result. Schools with Academies report better attendance, higher grades, and higher graduation and college going rates.

Students in both academies continue taking math, English, social studies, science and electives as graduation requirements. Additionally, they take a three-year sequence of classes in an area of particular interest. This is called a strand. Each Academy has four strands, which students choose from. Most Grade 10-12 teachers are dedicated to one particular academy and share common planning time with other academy teachers. Some teachers in some subjects teach across both academies.

Students in our HOPES Academy can choose from Health Services, Natural Resources, Culinary and Education strands. Students in our IDEAS Academy can choose from Industrial & Engineering Technology (Auto, Building/Construction or Design Tech), Arts & Communication (Digital/Graphic), or Entrepreneurship strands.

We try to do an excellent job of preparing students to make a solid Academy/Strand choice. Once students are placed, there will be no switching of academies for 10th grade. If there is room in a different strand within the same academy at the time of request, a strand change may be possible. Students can switch academy for 11th grade provided there is space in the academy and they can still complete the course sequencing for the new strand in the other academy.

Both Academies offer honors and AP courses in all subject areas. Students are allowed to take elective and CTE courses offered from both academies as their schedule allows. In fact, students can complete more than one strand if they can make it work in their schedule. However, they will be assigned to one ACADEMY and one STRAND as their priority for class scheduling and scheduled into the other strand classes if there is availability. Taking online classes and summer school will make this easier for most students

We know many students will end up focusing on or working in different areas after high school. Academies aren't like majors. They are just a series of 3 classes in one area over the next three years in an area that interests students now so that their classes are more interesting and they can learn more about possible career opportunities in that area. All students will still take all the regular English, Math, Science, Social Studies classes and electives – their classes will just integrate some of the Academy themes so it's hopefully more interesting. Students will be prepared to study & pursue whatever they like after high school.

HOPES ACADEMY STRAND DESCRIPTIONS & REQUIREMENTS

Our HOPES Academy prepares students to be both college and career ready by emphasizing broad themes in the areas of **Health & Well-Being, Natural Resources, Culinary Services, and Education**. The students who are a part of the HOPES Academy will discover their place in our community and the global society by participating in a variety of authentic learning experiences.

HEALTH SERVICES	<p>Students in this strand will learn to help about the various health services that help people maintain their health and wellness. They will be taught the skills necessary to deliver quality health care for a better future.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE Health Services Core (Grade 10)</p> <p align="center">OTHER REQUIRED COURSES Biology (Grade 9 or 10) Clinical Health (Grade 10 or 11) Nurse’s Aide or Directed Studies in Health Services (Grade 11 or 12)</p> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language, Human Physiology, Chemistry</p>										
NATURAL RESOURCES	<p>Students in this strand will learn knowledge and skills of food production and management within the industry.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE Natural Resources Core (Grade 10)</p> <p align="center">OTHER REQUIRED COURSES Natural Resources Production 1 (Grade 10 or 11) Natural Resources Production 2(Grade 11 or 12)</p> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language, Environmental Science</p>										
PUBLIC & HUMAN SERVICES	<p>Students in this strand will learn the knowledge and skills necessary to strive in a culinary or education career.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE Public & Human Services Core (Grade 10)</p> <table border="1" style="width: 100%; margin: 10px 0;"> <tr> <td align="center">CULINARY</td> <td align="center">EDUCATION</td> </tr> <tr> <td align="center">Biology (Grade 9 or 10)</td> <td align="center">Exploration in Education</td> </tr> <tr> <td align="center">Culinary 1 (Grade 10 or 11)</td> <td align="center">PHS Directed Studies/Internship</td> </tr> <tr> <td align="center">Culinary 2 (Grade 11 or 12)</td> <td></td> </tr> <tr> <td align="center">PHS Directed Studies</td> <td></td> </tr> </table> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language</p>	CULINARY	EDUCATION	Biology (Grade 9 or 10)	Exploration in Education	Culinary 1 (Grade 10 or 11)	PHS Directed Studies/Internship	Culinary 2 (Grade 11 or 12)		PHS Directed Studies	
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**Students must take CTE courses in sequence with the Core before Level 1 and Level 1 before Level 2.*

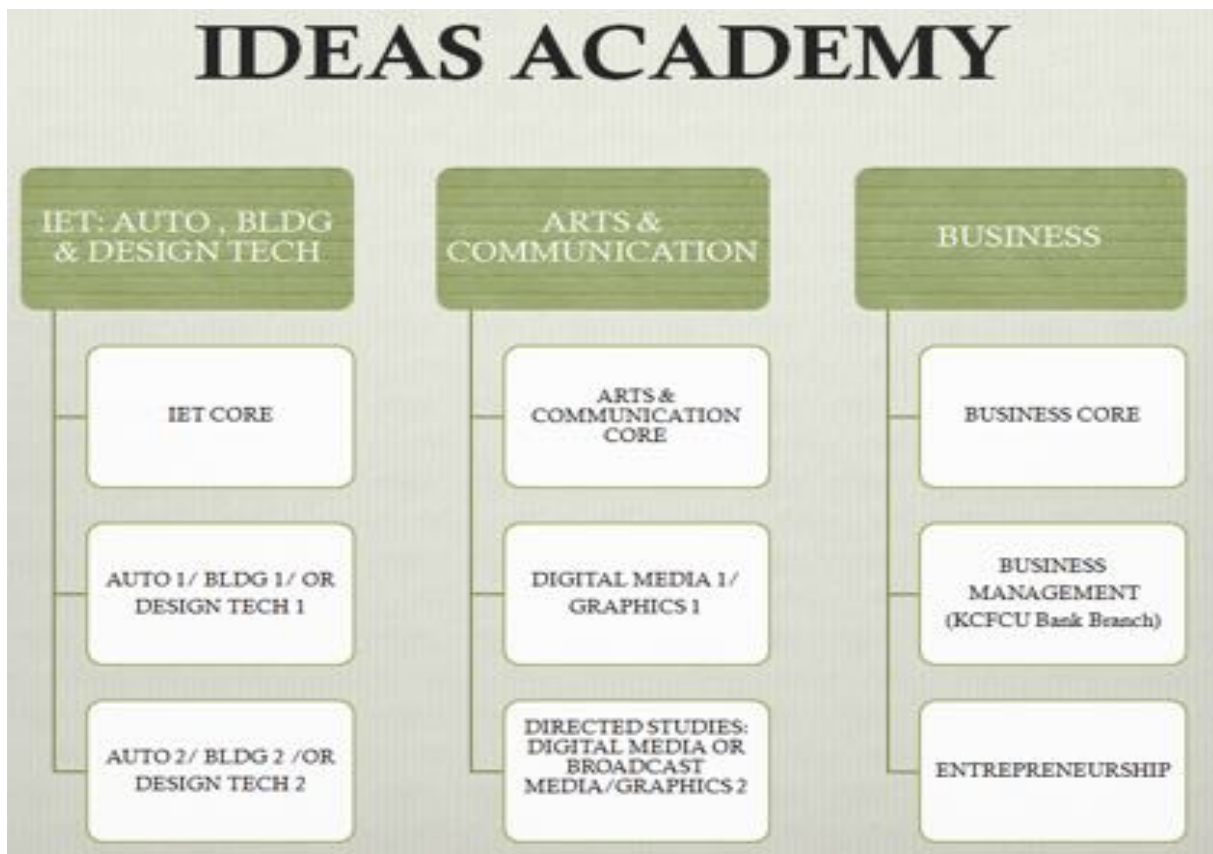
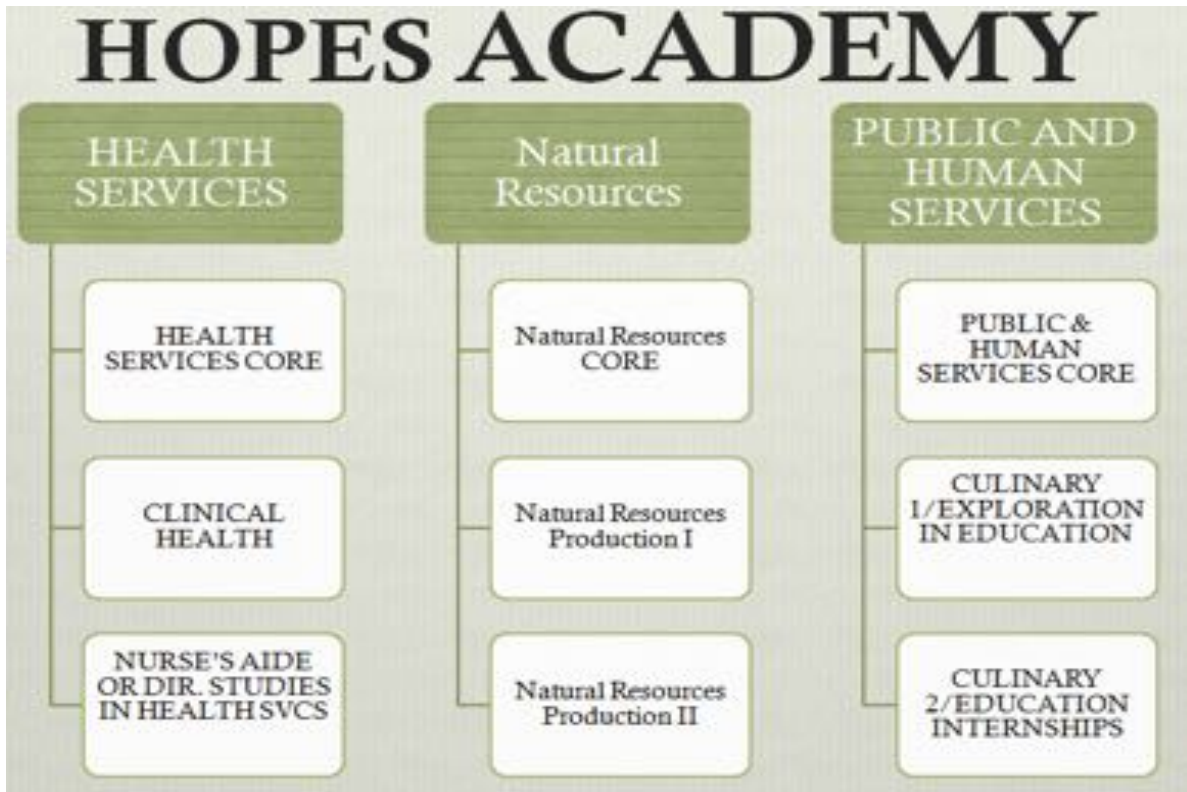
IDEAS ACADEMY STRAND DESCRIPTIONS & REQUIREMENTS

Our **IDEAS** Academy prepares students to be both college and career ready by emphasizing broad themes in the areas of **Industrial & Engineering Technology, Arts & Communication, and Entrepreneurship**. The IDEAS academy is dedicated to developing college and career ready students who possess a rich academic foundation. Students will utilize creativity & design principles to create innovative and sustainable products while solving real world problems.

INDUSTRIAL & ENGINEERING TECHNOLOGY	<p>Students in this strand will learn to use new and emerging technology in the fields of Building/ Construction & Design Technology to design structures and devices. Students in the Automotive strand will utilize technology to diagnose and properly repair automobiles. Students will also learn to design and build solutions for growing communities.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE IET Core (Grade 10)</p> <p align="center">OTHER REQUIRED COURSES</p> <table border="1"> <thead> <tr> <th>AUTO</th> <th>BLDG CONSTRUCTION</th> <th>DESIGN TECH</th> </tr> </thead> <tbody> <tr> <td>Auto 1 Auto 2 Physics or Physical Science</td> <td>Bldg Const 1 Bldg Const 2 Geometry</td> <td>Design Tech 1 Design Tech 2 Algebra 1</td> </tr> </tbody> </table> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language, Environmental Science</p>	AUTO	BLDG CONSTRUCTION	DESIGN TECH	Auto 1 Auto 2 Physics or Physical Science	Bldg Const 1 Bldg Const 2 Geometry	Design Tech 1 Design Tech 2 Algebra 1
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ARTS & COMMUNICATION	<p>Students in this strand will learn to develop & express ideas and messages using design principles & emerging technologies.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE Arts & Communication Core (Grade 10)</p> <p align="center">OTHER REQUIRED COURSES Digital Media 1/Graphic 1 (Grade 10 or 11) Directed Studies or Broadcast Media/Graphic 2 (Grade 11 or 12) Expository Writing (Grade 11)</p> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language, Broadcast Media, Graphic Design 1 , 2</p>						
BUSINESS	<p>Students in this strand will learn to develop financial and entrepreneurial skills necessary in business development and management.</p> <p align="center">REQUIRED FOUNDATIONAL COURSE Business Core (Grade 10)</p> <p align="center">OTHER REQUIRED COURSES Business Management (Grade 10 or 11) Entrepreneurship or Virtual Enterprise/Economics (Grade 12) Economics (if Entrepreneurship chosen) (Grade 12)</p> <p align="center">RECOMMENDED COURSES At least 2 years of Foreign Language</p>						

****Students must take CTE courses in sequence with the Core before Level 1 and Level 1 before Level 2.**

HOPEs and IDEAS ACADEMY STRANDS



Graduation Requirements

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

CREDITS	HIGH SCHOOL DIPLOMA
English	4 credits including: English Language Arts 1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing* (0.5 credit); and English Language Arts basic electives (1.5 credits)
Social Studies	4 credits including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
Mathematics	3 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit)
Science	3 credits including: Biology 1 (1.0 credit); and science basic electives (2.0 credits)
World Language <small>(note 1)</small> Fine Arts <small>(note 2)</small> Career and Technical Education / JROTC <small>(note 3)</small>	2 credits in one of the specified programs of study.
Physical Education (P.E.)	1 credit including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)
Health	0.5 credit in Health Today and Tomorrow
Personal Transition Plan	0.5 credit
Electives (Any Subject Area)	6 credits
TOTAL:	24 credits

*Or equivalent course.

Notes:

1. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
2. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
3. CTE: Two credits need to be in a single [career pathway program of study](#) sequence. JROTC: Two consecutive JROTC courses fulfill CTE two credits for diploma requirements.

High School Diploma

A Hawaii High School Diploma shall be issued to students who meet the above minimum course and credit requirements (Board of Education Policy 4540, 10/4/2011).

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, students must attain a cumulative GPA of 3.0 or above to qualify for a honors recognition certificate in one or more of the honors described below.

- **Academic Honors:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. AND
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses. AND
 - 2 credits minimum must be from AP/IB/Running Start courses (equivalent to credits for two college courses).
- **CTE Honors:**
 - Completes [program of study](#) (2-3 courses in sequence plus a state-identified specific academic course requirement).
 - Earn a B or better in each required program of study (coursework)
 - Meet or exceed proficiency on performance-based assessments for corresponding program of study
 - Completes one of the following written assessments for the corresponding program of study:
 - Earn at least 70% on each end-of-course assessment
 - Earn a nationally-recognized certificate
 - Earn a passing score on a Dual Credit Articulated Program of Study assessment
- **STEM Honors:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. AND
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.
 - Successful completion of a [STEM Capstone Project](#) in one of the approved ACCN courses.

Grade Point Average

This cumulative grade point average applies to all graduates:

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

Valedictorian Designation

Effective for the Class of 2016 and beyond, graduating seniors will be declared valedictorian if the following criteria are met:

- GPA of 4.0; and
- Earned and met the requirements of one of the Honor Recognition Certificates.

Valedictorians will be named after the third quarter.

Commencement Exercises

Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement 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.

Course Descriptions:

LANGUAGE ARTS

LCY1010 ENGLISH LANGUAGE ARTS 1 GRADE 9
YEAR, REQUIRED

This course provides a balanced program of reading, writing, and oral communication. All of the ninth-grade standards and 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, REQUIRED

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.

LWH5213 LTH5130 AMERICAN LITERATURE/EXPOSITORY WRITING 1 GRADE 11
SEM/SEM REQUIRED

Learning to write well is a developmental process that continues through schooling and beyond. The goal of Expository Writing I is to support students' continued development as writers by helping them discover and think through their ideas and connect their personal experiences to their thinking and writing. It is aimed at helping students become self-directed writers who demonstrate increasing control and flexibility of their writing process and ownership of their topics and ideas.

American Literature is a survey course to engage students in understanding and appreciating representative works of American Literature. The American temperament, the search for values expressed in the dreams and failures of the American experience, and the contributions of minority groups to the American literary modes of exploration, response, and invention include oral communication and writing.

LWH 5212 LTH5110 WORLD LITERATUR/EXPOSITORY WRITING 2 GRADE 12
SEM/SEM, REQUIRED

Expository Writing, or exposition, is writing that informs or explains, such as purpose, cause and effect, compare and contrast, and research papers. This course will continue to build on the writing and thinking strategies learned in Expository Writing I. Students will study the different Rhetorical Devices writers use to develop a position and then use these devices in their own works. Students will be able to clearly state a central point, support it with interesting details that transition smoothly from one to the next, all while addressing the needs of a particular audience. Additionally, ample time is provided to students to complete the Senior Project.

In World Literature, 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. Additionally, ample time is provided for students to complete the Senior Project.

LAY6010 AP ENGLISH LANGUAGE AND COMPOSITION (GRADE 11)

GRADE 11
YEAR, REQUIRED

LAY6100 AP ENGLISH COMPOSITION AND LITERATURE (GRADE 12)

GRADE 12
YEAR, REQUIRED

DESCRIPTION: The AP Program as implemented in Hawaii's schools is generally patterned after the course descriptions provided by the College Entrance Examination Board. The Board also prepares examinations which are administered in May.

Currently, two courses and examinations are offered:

1. AP English Language and Composition Grade 11
2. AP English Composition and Literature Grade 12

The courses aim to develop students' awareness of language, critical reading skills, and effectiveness in writing, concentrating on the reading and analysis of literary works and the writing of critical essays. The courses are intended to be representative of the type of introductory English course commonly offered in colleges. Additionally, some time is provided for students to complete the Senior Project.

SOCIAL STUDIES EDUCATION

CHR1100 MODERN HISTORY OF HAWAII GRADE 11
SEMESTER, REQUIRED

DESCRIPTION: This course engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, economic, 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 in the context of the complex interactions and interrelationships (historic, geographic, socio-political, economic, technological, and multi-cultural) 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 GRADE 11
SEMESTER, REQUIRED

DESCRIPTION: 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 processes, 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.

CHW1100 WORLD HISTORY AND CULTURE GRADE 9
YEAR, REQUIRED

DESCRIPTION: This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events.

CRU1100 U.S. HISTORY AND GOVERNMENT GRADE 10
YEAR, REQUIRED

DESCRIPTION: 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 not suppose that we can judge the past with ideas of present days 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. EOC exams are used to measure student proficiency of course content standards, inform instruction and standardize course expectations.

CHA6100 ADVANCED PLACEMENT U.S. HISTORY GRADE 11 OR GRADE 12
YEAR, REQUIRED

DESCRIPTION: This AP US History course focuses on exploration and settlement of the New World, colonial society and the Revolution, the establishment of the Constitution and the New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction, and industrialization. The second semester emphasis is on the 19th-20th Century intellectual and cultural movements, national politics, foreign policy, and the post-World War II period. Emphasis is on analysis and interpretation of primary sources, which includes the use of documentary material, maps, statistical tables, and pictures to write analytical papers. This course is intended for students working to complete studies equivalent to a college introductory course in this field.

CSD2200 PSYCHOLOGY

GRADE 12
SEMESTER, REQUIRED

DESCRIPTION: This course helps students to understand the physiological and psychological basis for human behavior. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on the socio-psycholinguistic theory of learning and covers human learning theorists and educators as well as traditional behaviorists. **This course is recommended for students in the HOPES Education & Leadership Strand.**

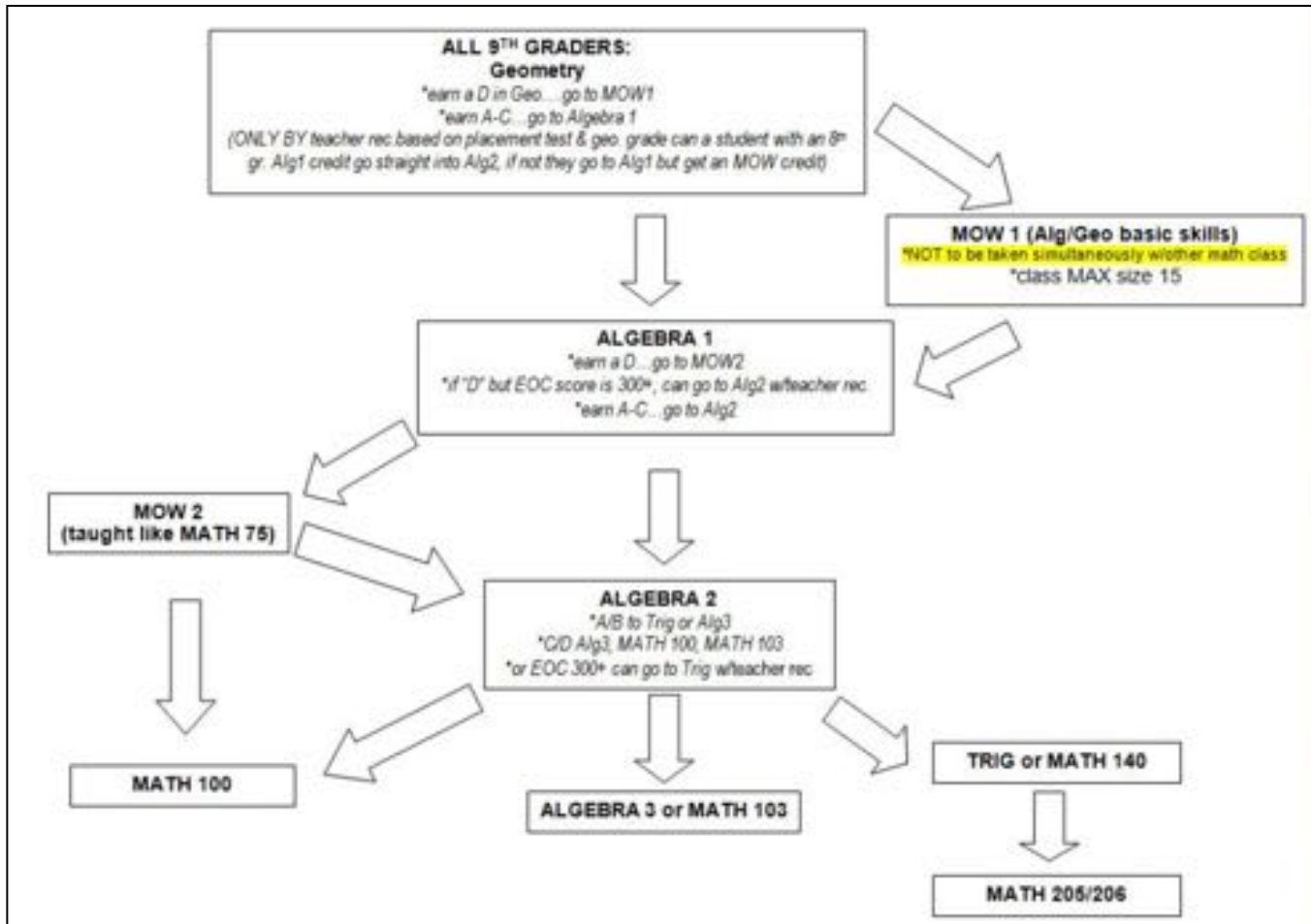
CSD2500 ECONOMICS

GRADE 12
SEMESTER, REQUIRED

DESCRIPTION: This course synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.

MATHEMATICS EDUCATION

****PLEASE SEE MATH SEQUENCE TO PROPERLY SELECT MATH COURSE****



MGX1150

GEOMETRY

GRADES 9
YEAR, REQUIRED

DESCRIPTION: This course is offered to students who receive a C or better in Algebra 1 or students who completed Modeling Our World I. The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes are further developed and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.

MAX1155

ALGEBRA 1

GRADES 10
YEAR, REQUIRED

DESCRIPTION: This is a high school level course that is the foundation of mathematics. Its content includes but is not limited to, linear functions/equations, systems of equations, quadratics, factoring, polynomial operations, exponents, and matrices. Students who need extra support in Alg I should also co-enroll in Modeling Our World. EOC exams are used to measure student proficiency of course content standards, inform instruction and standardize course expectations.

MAX1200

ALGEBRA 2

GRADES 10 - 12
YEAR, REQUIRED

DESCRIPTION: This course extends the algebraic skills and knowledge developed in Algebra 1. This course includes but is not limited to: developing the concept of function, including graphing techniques, inverse functions, quadratic relations and systems, polynomial equations, exponential and logarithms, sequences and series, matrices and determinants, and permutations and combinations. EOC exams are used to measure student proficiency of course content standards, inform instruction and standardize course expectations.

MAX1310/MCA1050 ALGEBRA 3/ANALYTICAL GEOMETRY GRADES 11 – 12
SEM/SEM
DESCRIPTION: This course extends the algebraic skills and knowledge developed in Algebra 2. This course is a College Level Algebra Course. Further studies of rational, conic, and polynomial functions will be covered. The second semester will include applied statistics, including correlation regression and chi-squared goodness of fit.

DESCRIPTION: This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making statistical inferences. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.

MCX1010 TRIGONOMETRY (1ST SEMESTER) GRADES 11 - 12
MCX1020 PRECALCULUS (2ND SEMESTER) SEM/SEM

DESCRIPTION: This course is intended for those students who receive a B or better in Algebra 2 (with teacher recommendation) or students who completed Dir. Stu./Algebra 3. This course is a college level course that includes topics for students who intend on taking Calculus in the future including: trig functions, inverse trig functions, vectors, polar forms of complex numbers, rational functions, introduction to limits and derivatives.

EARLY COLLEGE CALCULUS GRADE 12
YEAR

DESCRIPTION: This course is intended for those students who receive a B or better in Trigonometry/Pre-Calculus. General topics for this course include elementary functions, limits, differential calculus, differential equations, integration, and applications of derivatives and integrals. During beginning of the year; when the course change period is over, students may NOT drop this course until the end of the first semester. Since this is a year course, a student dropping the semester will not be issued a credit.

MODELING OUR WORLD I GRADES 10 -12
MODELING OUR WORLD II YEAR

DESCRIPTION: The course focuses upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear and exponential functions. The course may be taken prior to enrollment in Algebra I, however, the course is intended to be taken concurrently with Algebra I, to provide supplemental learning opportunities for students needing additional support to be successful in Algebra I

MIC1200 INTRODUCTION TO COLLEGE MATHEMATICS GRADES 11 - 12
YEAR

Introduction to College Mathematics will focus upon topics from the Algebra, Functions, Geometry, and Statistics domains of the Common Core State Standards with an emphasis on mathematical modeling and quantitative reasoning. Students will extend their understanding of high school mathematics concepts and apply that understanding in real-world problem solving situations and in purely mathematical contexts.

- This course is to be used by only those schools officially participating in the pilot of the Hawaii P-20 Math Acceleration project. This course is for 12th graders who have been identified as students who are intending to go to college but could benefit from intensive coursework to ensure their preparation for credit-bearing mathematics courses.
- This course is classified as a Basic Elective; it will fulfill one of the 3 mathematics credits required for the high school diploma.
This course is NOT a graduation requirement.
This course WILL fulfill the 4th year mathematics credit that is required for the Honors designation for the high school diploma.

This course is restricted to the following schools:

232- Waialua High and Intermediate School	389- Waiakea High School
266- Pearl City High School	202- Aiea High School
106- Farrington High School	301- Castle High School
455- Kapaa High School	383- Pahoa High and Intermediate
435- King Kekaulike High School	272- Waianae High School
421- Molokai High School	307- Kahuku High School
462- Waimea High School	216- Mililani High School
214- Leilehua High School	

SCIENCE PROGRAM

Three science credits are necessary for high school graduation. Beginning with the Class of 2013, to obtain a Board of Education (BOE) diploma, two of these credits must be Biology, as well as Chemistry, and/or Physics. In 2012 we will begin offering accelerated biology in ninth grade in order for students who would like to be able to take advantage of at least 3 of the numerous higher level science courses offered for upper classmen.

SUGGESTED SEQUENCING FOR SCIENCE COURSES: 2012-2013

GRADE 9

Physical Science,
Or Biology

GRADE 10

Biology, Chemistry

GRADE 11 & GRADE 12

Chemistry, Physics, Human Physiology,
Environmental Science, AP Biology
AP Environmental Science, Physics

COURSE DESCRIPTIONS:

SPH2603 PHYSICAL SCIENCE

GRADE 9
REQUIRED

DESCRIPTION: Physical Science is an introductory course which addresses the concepts, processes, and interrelationships of chemistry and physics. It emphasizes the properties and structure of matter and energy. Physical Science serves as a foundational course for all other science courses.

SLH2203 BIOLOGY 1

GRADE 10
REQUIRED

DESCRIPTION: Biology is the study of fundamental life processes and the relationship of organisms to their biological and physical environment. Studies in ecology, cell biology, genetics, taxonomy and evolution are included. Emphasis is on the use of laboratory techniques and procedures to develop inquiry processes and strategies. Scientific inquiry, laboratory techniques, and analysis are integral skills taught in the class. EOC exams are used to measure student proficiency of course content standards, inform instruction and standardize course expectations. All students are required to take this class or Pre-AP Biology by 10th grade.

It is highly recommended that students who fail Biology take it again in 11th grade.

SIH3603 ENVIRONMENTAL SCIENCE

GRADES 11-12
YEAR, ELECTIVE

The content of this course covers earth systems, (meteorology, oceanography and energy transformations), ecology (interrelationships between living things and their environment), and human impact (pollution, resource use, consumption, conservation and global sustainability). The course is issues-based in which students identify and investigate environmental problems, analyze and evaluate various solutions, and derive protocol for a healthier, sustainable environment. Emphasis is on the use of laboratory and fieldwork to study both the local and global environment. **This course is highly recommended for students in the IDEAS Industrial Engineering Strand.**

SPH3503 CHEMISTRY

GRADES 11 - 12
YEAR, ELECTIVE

DESCRIPTION: Chemistry is a fast paced, rigorous course designed for college bound students. It is recommended that students have a C or better in Algebra and Biology or Marine Science. Chemistry is a laboratory course which is a study of matter and its changes, atomic structure, the Periodic Table, chemical bonding, gas laws, kinetic theory, chemical equilibrium, solution process, acids and bases, chemical reactions, nuclear chemistry, introductory organic chemistry and industrial applications.

SLH7503 HUMAN PHYSIOLOGY 1 GRADES 11 – 12 YEAR, ELECTIVE
DESCRIPTION: Human Physiology is a fast paced, rigorous course designed for college -bound students, especially those with an interest in a medical-related field. This course will give students a deep understanding of the functions of the human body and an excellent foundation for the career-rich health industry. It is also an excellent course for students interested in sport science, animal science, health education, or for those simply interested in understanding the human body in greater depth. Topics covered in the course include basic biochemistry, form and function of structures in the human body. Physiology and integration of the organ systems of support & movement, integration & coordination, transport, absorption & excretion, and the human life cycle are also covered. It is recommended that students taking this course have a 'C' or better in Biology, Chemistry, or other science class. **This course is highly recommended for students in the HOPES Health Services Strand.**

SPH5603 PHYSICS GRADES 11 – 12 YEAR, ELECTIVE
An introductory physics class for those that have not taken physical science or are interested in studying the relationships in nature, and discovering how we interact with the universe is the theme of this course. Students learn to observe and analyze the physical world critically and systematically, investigating topics such as motion, gravity, projectiles, forces, collisions, energy, electricity, magnetism, waves, and light. Classes are interactive and designed to encourage participation, collaboration, and creative thinking. The math requirement for this class is at least concurrent enrollment in Algebra II. The homework requirement for this course is approximately 3 hours per week. Course length ½ year. **This course is highly recommended for students in the IDEAS Industrial Engineering Strand.** Prerequisite for Physics - Concurrent or previous Algebra II

AP SCIENCE COURSES

AP SCIENCE COURSES: Advanced placement science courses are developed by a committee composed of college faculty and AP teachers, to cover the breadth of information, skills, and assignments found in the corresponding college course. Courses stress scientific principles and analysis through inquiry and laboratory experiences. AP courses help prepare students for the Advanced Placement Examination, which is three hours in length and administered in May. All students enrolled will be expected to take the exam. During beginning of the year; when the course change period is over, students may NOT drop AP courses until the end of the first semester. Since they are year-long, a student dropping the semester will not be issued a credit. The 5-point course credit will be given to those students who register and take the AP Exam. Students who take AP courses must be prepared for nightly studies, and lab work outside of the regular school week, and regular assessments.

SLH8003 AP BIOLOGY GRADES 11 – 12 YEAR, ELECTIVE
The AP Biology course is comparable to a first year college level course that emphasizes developing an understanding of concepts and science as a process, recognizing unifying themes that integrate and apply critical thinking to environmental and social concerns, and using extensive laboratory experience to clarify underlying principles of biology. This rigorous course helps to prepare students for the AP exam. Laboratory work done by AP students is equivalent to that done by college students and is an integral part of the course for deep understanding of concepts in unity and diversity among organisms, connections between form and function, genetics and evolutionary change, energy and matter essential for life, biochemistry, microbiology, and ecological interactions. Students also meet all relevant benchmarks in Biological Science.

SIH3903 AP ENVIRONMENTAL SCIENCE GRADES 11 – 12 YEAR, ELECTIVE
The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world drawing from various scientific disciplines. It will include methods for analyzing and interpreting information and experimental data, including mathematical calculations. Students will further learn how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them. This course includes a laboratory and/or field investigation component. Specific content includes; Earth Systems and Resources, the Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change. Pre-requisite is a 'B' or better in Biology and Chemistry. This rigorous course helps to prepare students for the AP exam. **This course is highly recommended for students in the IDEAS Industrial Engineering Strand.**

PHYSICAL EDUCATION/HEALTH/CAREER LIFE PLAN

The need for physical activity does and always will exist from birth until death. An efficient body will perform more effectively and will make for a healthier individual who will be able to cope with the demands of society. To ensure equitable educational opportunities, classes are not separated by gender. Activities are diverse and relevant to student needs, abilities and interests. Lifetime sports competence and physical fitness are major emphasis.

PEP1005	PHYSICAL EDUCATION LIFETIME FITNESS (1 ST SEMESTER)	GRADE 9
PEP1010	PHYSICAL EDUCATION LIFE ACTIVITIES (2 ND SEMESTER)	SEM/SEM, REQUIRED
TGG1104	ADVANCE GUIDANCE (1 ST SEMESTER)	GRADE 10
HLE1000	HEALTH (2 ND SEMESTER)	SEM/SEM, REQUIRED

DESCRIPTION: These standards-based courses are designed to build on intermediate or middle-school Physical Education course experiences and to further develop and strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences. Emphasis is placed on the acquisition of skills, understanding of rules and strategy, ability to work together, and the application of knowledge into the game situations. Students assess personal levels of physical fitness and physical activity and apply scientific principles to improving and/or maintaining a healthy lifestyle.

GOAL OF HEALTH EDUCATION: Through a developmental health education program, students will acquire accurate health information and gain experiences contributing to attitudes, values and responsible health practices. Students will also understand attitudes and values help them make decisions relating to their health and how these decisions affect them and the society in which they live.

DESCRIPTION: Instructional emphasis in this required course is on the health needs and interest of students which will prepare them to take full responsibility for their health as adults. Included are units on: human relationships; accident prevention and injury control; foods and fad diets and weight control; human sexuality; environmental health and pollution control; diseases and disabilities; careers in health related fields; consumerism in health; community health; physical emotional and social growth and development.

PWP1210	WEIGHT TRAINING 1A (1 ST SEMESTER)	GRADES 10 - 12
PWP1220	WEIGHT TRAINING 1B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

PREREQUISITE: Completion of one year of physical education

PWP1230	WEIGHT TRAINING 2A (1 ST SEMESTER)	GRADES 11 - 12
PWP1240	WEIGHT TRAINING 2B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

PREREQUISITE: Completion of Weight Training 1A/1B

PLP1710	RECREATIONAL LEADERSHIP	GRADES 12
		SEM/SEM, ELECTIVE

PREREQUISITE: Completion of one year of physical education and teacher approval.

DESCRIPTION: Recreational leadership is a course designed for students who have interests in physical education or recreation as a possible career. Students will develop skills in leadership by assisting the teacher in instruction, helping to organize classes, and aiding the supervision of locker rooms. This course can be repeated for credit.

HLE1000 HEALTH: TODAY AND TOMORROW

GRADE 10
SEMESTER

GOAL OF HEALTH EDUCATION: Through a developmental health education program, students will acquire accurate health information and gain experiences contributing to attitudes, values and responsible health practices. Students will also understand attitudes and values help them make decisions relating to their health and how these decisions affect them and the society in which they live.

DESCRIPTION: Instructional emphasis in this required course is on the health needs and interest of students which will prepare them to take full responsibility for their health as adults. Included are units on: human relationships; accident prevention and injury control; foods and fad diets and weight control; human sexuality; environmental health and pollution control; diseases and disabilities; careers in health related fields; consumerism in health; community health; physical emotional and social growth and development.

TGG1104 ADVANCE GUIDANCE

GRADE 10
SEMESTER, REQUIRED

DESCRIPTION: This is a semester course in the tenth grade 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

FINE ARTS PROGRAM

GENERAL ART 1 IS A PREREQUISITE FOR ALL OTHER ART CLASSES. STUDENTS WHO HAVE NOT PASSED GENERAL ART 1 WILL NOT BE ALLOWED TO TAKE GENERAL ART 2.

FVB1000 GENERAL ART 1 GRADES 9 - 12
YR, ELECTIVE

PREREQUISITE: Purchase of art materials required for projects.

DESCRIPTION: FVB1000 - This is an introduction to art, offering explorations with a variety of art materials, media, techniques and the opportunity to understand the basic concepts principles of design. The course continues with emphasis on developing each student's creative potential to a higher degree of proficiency and sophistication. Covers the fundamental elements and principles of design in greater depth and provides experiences in the productive domain such as drawing, painting, designing, lettering, graphics and three-dimensional techniques. In addition, a greater degree of emphasis is placed on integrating and developing the performance expectations related to basic skills, self-concept and problem solving with various two- and three-dimensional modes of expression.

FVB2000 GENERAL ART 2 GRADES 10 - 12
YR ELECTIVE

PREREQUISITE: General Art 1; purchase of art materials required for projects.

DESCRIPTION: FVB2000 - An intermediate course to help students discover their own interests and talents by developing habits of independent critical thought, constructive expression and intelligent action through experiences in the critical, historical and productive domains. Students are provided with experiences in various art materials, media and techniques. The course continues with emphasis on helping students develop their mastery of process skills in one or more modes of expression of their interest and specialization. Students will experience working with various art materials, media and techniques in the two- and three-dimensional modes of expression. Students will also experience analyzing works of art from various periods and cultures as they relate to their own works of art

FVB3000 GENERAL ART 3 GRADES 11 - 12
YR ELECTIVE

This is an advanced course to further expand skills learned in General Art 2. This course provides students with opportunities to develop a portfolio of works which demonstrate attainment of art production skills, creative potential, aesthetic sensitivity, and understanding of personal expression through the Visual Arts.

FVA1000 ADVANCED PLACEMENT (AP) DRAWING GRADES 11 - 12
YR ELECTIVE

PREREQUISITE: General Art 3; purchase of art materials required for projects.

This is an Advanced Placement course designed for the serious art student wishing to pursue a degree/career in the visual arts. Emphasis is on the development of technical excellence and breadth of experience in a wide variety of media and processes, and concentration on a particular problem or medium which is of interest to the student. The student will be required to produce a portfolio of works to be reviewed by the College Board for possible college credits. Teachers are to follow the official College Board Advance Placement course description.

FVA3000 ADVANCED PLACEMENT (AP) 2D DESIGN GRADES 11 - 12
YR ELECTIVE

PREREQUISITE: General Art 3; purchase of art materials required for projects.

An advanced course designed for the serious art student planning to pursue a degree/career in the visual arts. Emphasis on the development of technical excellence, breadth of experience in a variety of media and process, and the concentration on a particular problem or medium that is of interest to the student will be focused on. Students are required to complete a portfolio of works to be reviewed by the College Board for (3) AP college credits. Teachers are to follow the official College Board Advanced Placement Course Description.

FMP1000 POLYNESIAN MUSIC 1
FMP2000 POLYNESIAN MUSIC 2
FMP3000 POLYNESIAN MUSIC 3
FMP4000 POLYNESIAN MUSIC 4

GRADES 9 – 12
YEAR, ELECTIVE

PREREQUISITE:

FMP 1000: None.

FMP 2000: Successful completion of Polynesian Music 1. Signature of Poly Music 1 Teacher.

FMP 3000: Successful completion of Polynesian Music 2. Signature of Poly Music 2 Teacher.

FMP 4000: Successful completion of Polynesian Music 3. Signature of Poly Music 3 Teacher.

DESCRIPTION: This course is the study and performance of traditional and contemporary instrumental music and dance movement from Polynesian cultures. Course includes basic principles of ukulele, guitar or bass as well as drum/implement performance. Topics include Hawaiian hula and chant, Maori, Tahitian, Samoan and Tongan dances. Students also have the opportunity to perform in solo and small ensembles to further their musical skills. Students perform in concerts as part of the KHS Music Department. A rental fee applies if using school equipment. **Two years of this course will meet the requirements of the IDEAS Arts strand for students emphasizing performing arts.**

FMB2000 BAND 1
FMB3000 BAND 2
FMB4000 BAND 3
FMB5000 BAND 4

GRADES 9 - 12
YEAR, ELECTIVE

PREREQUISITE:

FMB 2000: None.

FMB 3000: Successful completion of Band 1. Signature of Band 1 Teacher.

FMB 4000: Successful completion of Band 2. Signature of Band 2 Teacher.

FMB 5000: Successful completion of Band 3. Signature of Band 3 Teacher.

DESCRIPTION: This course is the study and performance of instrumental music. The instrumental band program serves as both the Marching Band in the fall and Concert Band in the winter and spring. Students also have the opportunity to perform in optional ensembles (drumline, percussion ensemble, jazz band, etc.) to further their musical skills. Students perform in concerts as part of the KHS Music Department. A rental fee applies if using school equipment. **Two years of this course will meet the requirements of the IDEAS Arts strand for students emphasizing performing arts.**

FMM3000 MUSIC TECH I
FMM4000 MUSIC TECH II

GRADES 9 - 12
YEAR, ELECTIVE

DESCRIPTION: The Music Technology 1 course is designed for students interested in exploring the medium of music technology. Students are introduced to the various pieces of software, hardware, and system set-up procedures. Various educational technologies are utilized to explore the use of computers, multiple-track recorders and sequencers, and other technologies related to music.

Music Technology 2 is a continuation of Music Technology 1 and is a course in which students will develop skills with the various pieces of software, hardware, and system set-up procedures. Students explore the use of the computers, multiple-track recorders and sequencers, and other technologies related to music.

WORLD LANGUAGES

Two years of a foreign language is highly recommended for all Kapa'a High School students.

WAJ8000 JAPANESE, CONVERSATION AND CULTURE GRADES 9

Conversation and Culture courses emphasize listening and speaking skills as they relate to the cultural topics studied. These courses may serve as introductory phases of study leading to further language development through Language and Culture courses (e.g., Hawaiian 1A). Conversation 1A may also serve as the vehicle to offer a one-year "language for specific use" course (e.g., Language for Travel, for interaction in limited daily situations). These courses may provide solid introductions to language study by focusing on the Interpersonal and Cultures standards. Note: These courses do not address all of the World Languages standards and do not meet most college and university entrance requirements for language study.

WAJ1010 JAPANESE 1A (1ST SEMESTER) GRADES 9 - 12
WAJ1020 JAPANESE 1B (2ND SEMESTER) SEM/SEM, ELECTIVE

DESCRIPTION: First year Japanese emphasizes simple oral conversation, writing of the alphabet and reading of the same in the textbook. Classroom instruction will be supplemented with regular language discussion, worksheets, projects and some cultural activities to develop appreciation of the Oriental culture.

WAJ2010 JAPANESE 2A (1ST SEMESTER) GRADES 9 - 12
WAJ2020 JAPANESE 2B (2ND SEMESTER) SEM/SEM, ELECTIVE

PREREQUISITE: Grade C or better in Japanese 1A/1B is recommended. Signature of JPN 1 Teacher.

DESCRIPTION: Additional training in speaking, reading and writing. Vocabulary expansion and grammatical structures are stressed. Above activities are continued with more cultural activities.

WAJ3010 JAPANESE 3A (1ST SEMESTER) GRADES 10 - 12
WAJ3020 JAPANESE 3B (2ND SEMESTER) SEM/SEM, ELECTIVE

PREREQUISITE: Grade C or better in Japanese 2A/2B is recommended. Signature of JPN 2 Teacher.

DESCRIPTION: The third year concentrates on increasing kanji knowledge and translation proficiency. Ability to write in the three forms of writing and to apply knowledge to lesson related projects.

WAJ4010 JAPANESE 4A (1ST SEMESTER) GRADES 11 - 12
WAJ4020 JAPANESE 4B (2ND SEMESTER) SEM/SEM, ELECTIVE

PREREQUISITE: Grade C or better in Japanese 3A/3B is recommended. Signature of JPN 3 Teacher.

DESCRIPTION: Individualized progression of the student in reading writing and speaking fluency. Major emphasis on vocabulary growth through writing and grammatical analysis. Project assignments are directed to the deeper understanding of the Japanese attitudes and values.

WES8000 SPANISH, CONVERSATION AND CULTURE GRADES 9

Conversation and Culture courses emphasize listening and speaking skills as they relate to the cultural topics studied. These courses may serve as introductory phases of study leading to further language development through Language and Culture courses (e.g., Hawaiian 1A). Conversation 1A may also serve as the vehicle to offer a one-year "language for specific use" course (e.g., Language for Travel, for interaction in limited daily situations). These courses may provide solid introductions to language study by focusing on the Interpersonal and

Cultures standards. Note: These courses do not address all of the World Languages standards and do not meet most college and university entrance requirements for language study.

WES1010	SPANISH 1A (1 ST SEMESTER)	GRADES 9 - 12
WES1020	SPANISH 1B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

DESCRIPTION: Emphasis in first year Spanish is on basic speaking, understanding, reading, and writing of grammatical structures of the language. Major activities include oral structure practice, simple readings, work projects and other cultural activities designed to enhance knowledge and appreciation of the Hispanic culture.

WES2010	SPANISH 2A (1 ST SEMESTER)	GRADES 10 - 12
WES2020	SPANISH 2B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

PREREQUISITE: Grade C or better in Spanish 1A/1B is recommended. Signature of SPN 1 Teacher.

DESCRIPTION: Intensive training continues in speaking, reading, and writing with emphasis on vocabulary and grammatical structures. Reading and discussion of narrative materials are introduced in addition to making some formal grammatical analysis. Major activities include some cultural activities.

WES3010	SPANISH 3A (1 ST SEMESTER)	GRADES 11 - 12
WES3020	SPANISH 3B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

PREREQUISITE: Grade C or better in Spanish 2A/2B is recommended. Signature of SPN 2 Teacher.

DESCRIPTION: Remaining Spanish spoken grammatical structures are taught at this level. Oral communication is refined through controlled and free discussion and through occasional pattern drills. Reading and active vocabulary are increased greatly, with most reading drawn from modern work of literature, as well as from current periodicals. Additional emphasis is placed on writing and grammatical analysis, particularly in the correction of written exercises. Classroom discussion and reading and writing assignments are oriented to the gathering of cultural information and to the study of Hispanic attitudes and values.

WES4010	SPANISH 4A (1 ST SEMESTER)	GRADE 12
WES4020	SPANISH 4B (2 ND SEMESTER)	SEM/SEM, ELECTIVE

PREREQUISITE: Grade of C or better in Spanish 3A/3B is recommended. Signature of SPN 3 Teacher.

DESCRIPTION: Grammatical emphasis at this level is concentrated on possible speech errors and of usage problems in writing. Major focus is on vocabulary growth through readings of a cultural and literary nature covering numerous areas of interest and time. Writing assignments concern style as well as correctness, and generally represent reports of reading and/or research of a cultural nature.

CAREER AND TECHNICAL EDUCATION

ARTS AND COMMUNICATION PATHWAY

TAC2010 ARTS AND COMMUNICATION CAREER PATHWAY CORE (ACCP CORE) GRADES 10 - 12
YEAR, ELECTIVE

DESCRIPTION: Students will be introduced to the basics of graphic design and digital imagery. Activities will include introductions to photography, illustration, printmaking, computer graphics, Photoshop and slideshow production. Reading and writing will take place on a regular basis. This course is the pathway pre-requisite for students who plan to take Digital Media Technology or Graphic Communications. A materials fee of \$20.00 will be charged for this course. **This course is required for students in the HOPES Publications & Graphic Design Strand, the IDEAS Digital Media Strand and the IDEAS Arts Strand.**

TAU2210 DIGITAL MEDIA TECHNOLOGY GRADES 10 – 12
YEAR, ELECTIVE

PREREQUISITES: Arts and Communication Career Pathway Core

DESCRIPTION: Students will develop technical and creative skills in the areas of digital graphic design and video production. In graphic design, students will use digital cameras and computer technology to design and create still works of art. Individual student projects will include digital illustrations, text, posters, logos, greeting cards, and fine arts imagery. Using current technology video production will include hands-on lessons in video camera techniques, studio and location shooting, audio productions, and editing. A materials fee of \$20.00 will be charged for this course. **This course is required for students in the IDEAS Digital Media Strand.**

TAK2930 DIRECTED STUDY IN ARTS AND COMMUNICATION GRADES 11 – 12
YEAR, ELECTIVE

PREREQUISITES: Digital Media Technology

DESCRIPTION: This course is for students who want to further their experience in Digital Media Technology. Students will work independently to complete various research projects, activities, and responsibilities involving digital photography, computer imagery, video, and TV productions. A student enrolling in this course must have successfully complete all of the Digital Media Technology course requirements, and have met all of the Content Standards previously covered. **This course is required for students in the IDEAS Digital Media Strand.**

TAN2115 BROADCAST MEDIA GRADES 11 – 12
YEAR, ELECTIVE

Broadcast Media is a course designed to give students hands-on opportunities in television news production. Through a variety of production experiences students will learn the power of the medium, examine issues of fairness and objectivity, make critical thinking decisions on a regular basis, exercise creativity, and gain an overall understanding of news-gathering and reporting techniques. Recommended Prerequisite: Recommended Prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core and TAU2210 Digital Med Tech.. **This course is recommended for students in the IDEAS Digital Media Strand.**

TAU2124 GRAPHIC DESIGN TECHNOLOGY 1 GRADES 11 – 12
YEAR, ELECTIVE

PREREQUISITES: ACCP Core

DESCRIPTION: This course provides classroom and laboratory experiences in the major areas of the graphics industry. The course includes study of the fundamentals of typography, layout and copy preparation, general and process photography, printing by letterpress, offset lithography, screen process, gravure, bindery, computer-aided designing and printing, and desktop publishing. **This course is required for students in the HOPES Graphic Design Strand.**

TAN2400 GRAPHIC DESIGN TECHNOLOGY 2

GRADE 12
YEAR, ELECTIVE

PREREQUISITES: Graphic Design 1

DESCRIPTION: This course features advanced work through organized learning experiences with emphasis on computer-aided layouts and design, hand and machine typesetting, camera and plate work, composition, typesetting, offset press make up and operation, paper cutting, ink and color preparation, binding, and silk screen process. **Graphic Design Strand.**

BUSINESS, MANAGEMENT AND TECHNOLOGY PATHWAY

TBC3010 BUSINESS CAREER PATHWAY CORE

GRADES 10 - 12
YEAR, ELECTIVE

DESCRIPTION: This course is designed for students who plan to pursue careers in business, management, and technology and/or related occupations. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Problem-based, real-world applications of business concepts will be emphasized. Students will utilize technology for a variety of business applications and business communication, demonstrate effective customer service, and use accounting concepts to formulate, analyze, and evaluate financial decisions in business. This course is a prerequisite for students pursuing programs of study in the business pathway. **This course is required for students in the IDEAS Entrepreneurship/Virtual Enterprise Strand.**

MONEY MANAGEMENT

GRADES 10 – 12
YEAR, ELECTIVE

PREREQUISITES: Bus Core

DESCRIPTION: Money Management provides students with an understanding of the American business system, its organization, and its management. Money Management incorporates accounting principles as they relate to the basic understanding and skill required to keep manual and computerized financial records for individuals and or a business. Emphasis is on providing students with entry-level skills for the accounting profession and/or preparation for further study in accounting or business. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core. IDEAS Entrepreneurship/Virtual Enterprise Strand Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core.

ENTREPRENEURSHIP

GRADES 10 – 12
YEAR, ELECTIVE

Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. Students will be able to explore the unique relationships between business and the culture and values found in Hawaii today. Students will design, develop, and implement a business plan. Assessments and evaluations will be done in partnership with business and industry. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and a Business Pathway Cluster-Level Course.

This course or Business Principles & Management is required for students in the IDEAS Entrepreneurship/Virtual Enterprise Strand Recommended

Prerequisite: Completion of TBC3010 Business Career Pathway Core.

HEALTH SERVICES CAREER PATHWAY

THC4010 HEALTH SERVICES CAREER PATHWAY CORE GRADES 10 - 12
YEAR, ELECTIVE

DESCRIPTION: This course is designed for students who plan to pursue careers in the healthcare industry. using a multidisciplinary approach, students will gain essential knowledge; and skills about healthcare systems, ethics, safety practices, legal systems, preventive care, employment expectations, and cultural awareness and sensitivity in dealing with patients and healthcare personnel. Students will learn to apply effective communication skills and technologies in the delivery of healthcare. This course is a prerequisite for students pursuing a health services or the medical biotechnology program of study. **This course is required for students in the HOPES Health Services Strand.**

THU4027 CLINICAL HEALTH GRADES 10 - 12
YEAR, ELECTIVE

DESCRIPTION: Health Occupations is designed for students interested in healthcare and health careers. Using the anatomical systems as the framework, students will learn about common health problems for each system, as well as the various healthcare providers responsible for diagnosis and treatment of each system-related disease, illness, or injury. This course will combine skills and information common to all health careers with work-based learning experiences that will result in a special career selection consistent with the student's aptitudes, interests, abilities, and academic achievement. . **This course is required for students in the HOPES Health Services Strand.**

THN4100 NURSE'S AIDE TRAINING GRADES 11 - 12
YEAR, ELECTIVE

This course is designed to prepare students for certification as nurse's aides in a long-term care facility. Students will receive both classroom instruction and practical experience in a health care facility. Topics covered in the class include introduction to healthcare facilities, role of the nursing assistant, communication in the facility, patient rights, aging, mental health and social well -being, medical asepsis, body mechanics, basic care, nutrition and elimination, common health problems, special procedures and skills, and home healthcare. Recommended Prerequisite: THC4010 Health Services Career Pathway Core and THU4027 Clinical Health. . **This course is required for students in the HOPES Health Services Strand.**

INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREER PATHWAY

TIC5010 INDUSTRIAL AND ENGINEERING TECH CAREER PATHWAY CORE (IET CORE) GRADES 10-12
YEAR, ELECTIVE

DESCRIPTION: This 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 develop problem solving and decision making skills that relate to: technology, material science, physical science, design process, and developing a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. This course is a prerequisite for students pursuing programs of study in the IET Career Pathway. **This course is required for students in the IDEAS Industrial Engineering Technology Strand.**

TIU5310 DESIGN TECHNOLOGY 1 (2ND YEAR) GRADES 11 - 12
YEAR, ELECTIVE

PREREQUISITE: Successful completion of IET Core

DESCRIPTION: This course builds upon drafting technology curriculum previously covered in mechanical drawing. Learning activities include design, spatial visualization techniques, and CAD. Students build scale models that incorporate foundations, roofing, and wall framing. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Design Tech.**

TIN5320 DESIGN TECHNOLOGY 2 (3RD YEAR) GRADES 11 - 12

YEAR, ELECTIVE

PREREQUISITE: Successful completion of Drafting Technology 1

DESCRIPTION: In this course students are provided with organized learning experiences that emphasize the application of understanding and skill previously developed in prior courses to real life situations. Students learn to design and translate data of specifications for a specific purpose. This course is repeatable and a maximum of 2 credits can be earned. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Design Tech.**

TIU5800 BUILDING AND CONSTRUCTION TECHNOLOGY 1

GRADES 10 - 12
YEAR, ELECTIVE

REQUIRED PREREQUISITE: IET Core

DESCRIPTION: 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. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Building/Construction.**

TIN5814 BUILDING AND CONSTRUCTION TECHNOLOGY 2

GRADES 11 -12
YEAR, ELECTIVE

PREREQUISITE: Building and Construction Technology 1

DESCRIPTION: 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. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Building/Construction.**

TIN5410 AUTOMOTIVE TECHNOLOGY 1 (1ST YEAR)

GRADES 10 - 12
YEAR, ELECTIVE

PREREQUISITES: IET Core

DESCRIPTION: Students are provided with organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission and control of power. Emphasis is placed on basic entry-level job skills in automotive repair and service. Scientific principles and concepts as applied to automotive technology are included as part of the course. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Automotive.**

TIN5413 AUTOMOTIVE TECHNOLOGY 2 (2ND YEAR)

GRADES 11 - 12
YEAR, ELECTIVE

PREREQUISITE: Successful completion of Automotive Technology 1

DESCRIPTION: This course features classroom and shop experiences that include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the use of technical manuals and a variety of hand and power tools. Instruction and practice are provided in the diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacements of parts involving the engine, ignition and computer command control systems, fuel systems, brakes, transmissions, and suspension systems. Simulated class experiences and on-the-job experiences are emphasized. **This course is required for students in the IDEAS Industrial Engineering Technology Strand emphasizing Automotive**

PUBLIC AND HUMAN SERVICES CAREER PATHWAY

TPC7010 PUBLIC AND HUMAN SERVICES CAREER PATHWAY CORE (PHS CORE) GRADES 10 - 12
YEAR, ELECTIVE

DESCRIPTION: This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway, especially in the Hospitality or Culinary Arts programs of study. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Using an interdisciplinary approach, the following concepts will be covered: 1)Creation and management of organizational systems to promote quality service,, 2)Communication skills, 3)Safety and healthy workplace behaviors, and 4) Legal and ethical principles. **This course is required for students in the HOPES Culinary Strands.**

TPU7216 CULINARY ARTS 1 GRADES 10 - 12
YEAR, ELECTIVE

RECOMMENDED PREREQUISITE: PHS (Public and Human Services Career Pathway) Core
DESCRIPTION: This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. Students will occasionally be required to supply their own ingredients for lab. **This course is required for students in the HOPES Services: Culinary Strand.**

TPN7223 CULINARY ARTS 2 GRADE 11-12
YEAR, ELECTIVE

RECOMMENDED PREREQUISITE: Culinary Arts 1

DESCRIPTION: This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences place an emphasis on quantity food preparation and service, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment. Students will occasionally be required to supply their own ingredients for lab. **This course is required for students in the HOPES Services: Culinary Strand.**

TPU7210 EXPLORATIONS IN EDUCATION GRADE 11-12
YEAR, ELECTIVE

This course is designed to have students explore the numerous career opportunities in education. Academically challenging, Explorations in Education will offer students an overview of education career opportunities, ranging from pre-kindergarten to post-secondary teaching, as well as administration careers. Students will be introduced to the evolution of education and philosophies, learning styles, teaching strategies, school organization and management, salaries and benefits, and educational issues. Recommended prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core.

TPN7422 SECONDARY EDUCATION GRADE 11-12
YEAR, ELECTIVE

This course is designed to provide a focused preparation for students interested in pursuing a career in secondary (seventh to twelfth grade) teaching. Basic knowledge, skills and attitudes that will help students understand the principles of adolescent growth, development, learning styles and teaching strategies will be addressed. The course will include school structure, organization and management related to secondary students as well as the details of salaries, benefits and relevant issues for the secondary teacher. Field experiences in classroom observations and practical participation are course requirements. Recommended prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core, and TPU7210 Explorations in Education.

TPK7930 DIRECTED STUDY IN PUBLIC AND HUMAN SERVICES

GRADE 11-12
YEAR, ELECTIVE

This course is designed for the student who wants to pursue knowledge/skills beyond the level of identified Programs of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Public and Human Services Pathway Program of Study, with opportunities to investigate, design, construct, and evaluate solutions to Public and Human Services problems. Recommended Prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core, and Public and Human Services Career Pathway cluster course.

NATURAL RESOURCE PRODUCTION PATHWAY

TNC6010 NATURAL RESOURCES CAREER PATHWAY CORE

GRADES 10 - 12
YEAR, ELECTIVE

This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in Natural Resources production, earth, environmental, and energy systems. Using an interdisciplinary approach, the following will be covered: 1) Natural Resources systems and processes, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics. This course is a recommended prerequisite for students pursuing Natural Resources programs of study.

TNU6133 NATURAL RESOURCES PRODUCT 1

GRADES 10 - 12
YEAR, ELECTIVE

This course is designed to provide a comprehensive program providing students with basic knowledge and skills necessary to cultivate terrestrial and/or aquatic plants and animals as they relate to Natural Resource careers. It emphasizes understanding of systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of geography, environment, organisms, remediation and management should be covered with an awareness of current production in Natural Resource industries. Recommended Prerequisite: Completion of TNC6010 Natural Resource Core

TNN6210 NATURAL RESOURCES PRODUCT 2

GRADES 10 - 12
YEAR, ELECTIVE

This course is designed to provide an in-depth program focusing on knowledge, terminology, and skills specific to selected diversified Natural Resource production as they relate to Natural Resource careers. It emphasizes specific systems necessary for specific species to survive and thrive and decision-making on production based on markets and consumer preference. Major concepts of basic demand and supply, market forces, and consumer behavior will also be covered with an awareness of current, as well as potential, natural resources goods and industry. Recommended Prerequisite: Completion of TNC6010 Natural Resource Core and TNU6133 Natural Resources Production 1.

JUNIOR RESERVE OFFICERS TRAINING (JROTC)

TJR1000	ARMY JROTC 1	GRADES 9 - 12
TJR2000	ARMY JROTC 2	GRADES 10 - 12
TJR 3000	ARMY JROTC 3	GRADES 11 - 12
TJR4000	ARMY JROTC 4	GRADE 12
TJR5000	ARMY JROTC 5 (LEADERSHIP)	GRADE 12

JROTC 1 can be taken to meet the Physical Education credit requirement. The Junior ROTC Curriculum complies with the Hawaii Career Pathway Framework requirements for Career and Technical Education (CTE) credit.

JROTC 1, 2 & 3 are required for students in the HOPES Leadership Strand.

PROGRAM DESCRIPTION

Junior ROTC is an elective course taught in nearly 3,000 high schools nationwide by retired military personnel. In Hawaii, Junior ROTC is taught in 23 public high schools and is represented by all four military services on four of the major islands. Classroom instruction is combined with co-curricular activities.

There is no active-duty recruiting mission, so there is absolutely no military obligation for Junior ROTC students. In fact, the majority of each graduating class of JROTC cadets does not go into the military.

ADVANTAGES FOR ALL STUDENTS

The Junior ROTC program vision is to produce better citizens. The overall mission is to instill good citizenship, responsibility and leadership in high school students; thus preparing them for successes as participating citizens.

Military structure and discipline provides the foundation for the Junior ROTC curriculum. This structure along with the Junior ROTC curriculum is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline.

Goals include enhancing awareness of rights, responsibilities, and privileges of citizenship; developing each student's sense of personal responsibility, building life skills; and providing positive leadership opportunities. These career and life skills contribute to successful employment whether serving in the military or as a civilian employee.

ADVANTAGES FOR JROTC STUDENTS WHO DECIDE TO PURSUE MILITARY CAREERS

- Completion of the second JROTC credit enables the student to enlist in any branch of the US Armed Forces at one pay grade higher (E2) than the enlistee without JROTC.
- Completion of the third credit enables the student to enter any branch of the US Armed Forces at two pay grades higher (E3).
- JROTC students also have additional opportunities to pursue service academy nominations and various ROTC scholarships not available to other college applicants. One scholarship opportunity for students who complete three credits of JROTC, called the Early Commissioning Program, provides an opportunity for the student to become a commissioned officer in the Army after completion of two years at a Military Junior College.

OTHER COURSES

EARLY COLLEGE

Early college courses are college courses run concurrently on site in partnership with Kauai Community College, students earn college credit as well as high school credit. See counselor for more details.

RUNNING START

Running Start Option for students attending Kauai Community College. Please see your counselor for additional information.

JUMP START

Students attend Kauai Community College and will be a full-time KCC student for the remainder of their 12th Grade school year. Please see your counselor for additional information.

WORK RELEASE

For Seniors that are part-time employees. Please see your counselor for additional information. GRADES 12

WARRIORS TUTORING DOLPHINS

For Seniors interested in tutoring Kapaa Elementary students. High School credit will be earned. Please see your counselor for additional information. GRADES 12

LIBRARY STUDIES

PREREQUISITE: Approval of librarian GRADES 12

DESCRIPTION: XAL2010—This is an introductory course in the study of library media centers. Students will study the history of libraries as well as the organizational and electronic systems used today. Learning experiences will include research and literacy projects, managing sections of the library, assisting patrons, and hands on experiences with various resources and technologies. Daily work ethic, assignments, projects, and attendance are important factors in this course.

XAL2020- This is a continuation of XAL2010 with an emphasis on information, research, and technology skills.

XLP1015 LEADERSHIP TRAINING GRADES 9 - 12
SEM/SEM, ELECTIVE, CREDIT

PREREQUISITE: Must be a school or class officer or have been a past officer or Leadership Training student.
Signature of Student Activities Coordinator required.

DESCRIPTION: A course designed to study the concepts of group processes - cooperative planning, shared responsibilities, positive action and mutual understanding. Emphasis is on student participation and involvement with real school and student concerns as a means to understanding levels of organization, levels of authority, 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 additional credits.

ENGLISH FOR SECOND LANGUAGE LEARNERS (ESLL)

NEI1020 ESOL 1A (SEM 1/SEM 2) (1ST YEAR) GRADES 9 - 12
NEI1025 ESOL 1B (SEM 1/SEM 2) (2ND YEAR) SEM/SEM, ELECTIVE
NEI1030 ESOL 2A (SEM 1/SEM 2) (3RD YEAR)
NEI1035 ESOL 2B (SEM 1/SEM 2) (4TH YEAR)

PREREQUISITE: Approval of instructor

DESCRIPTION: Intensive language instruction using second-language approach is provided for students of limited English proficiency who come from homes where a language other than English is spoken. ESLL classes, which assist these students to function more effectively in the mainstream where English is the medium of instruction, are provided.

These courses are one-semester electives that may be required for secondary students who have been identified through the identification, Assessment and Programming System for Students of Limited English Proficiency. The courses supplement the regular English language arts courses. .

SPECIAL EDUCATION PROGRAM

Students in Special Education may enroll in: 1) regular courses taught by the regular teacher, 2) regular courses taught by a special education teacher, 3) modified courses (non-credit) taught by a special education teacher. All determinations regarding types of courses and course assignments (regular/special education) are made at an Individualized Education Program (IEP) conference. Special Education teachers counsel and help students register for appropriate courses for the coming school year.

STUDENTS WORKING TOWARD AN INDIVIDUALIZED PRESCRIBED PROGRAM (IPP) CERTIFICATE:

Students who elect to work toward the Individualized Prescribed Program (IPP) Certificate will receive no credit for most courses taken. Each student will have developed, with parental/teacher/student involvement, a program of studies with year-to-year planning. At the end of the program of studies students will receive a Certificate of Completion **which is not equivalent to a high school diploma.**

STUDENTS WORKING TOWARD A HIGH SCHOOL DIPLOMA:

All special education students who elect to go the diploma route must meet the twenty-four credit requirement and the course requirements. When these requirements are met, a high school diploma is awarded.

SPECIAL EDUCATION RESTRICTED COURSES (NO CREDIT) COMMUNITY-BASED INSTRUCTION

NSC1010	COMMUNITY-BASED INSTRUCTION 1 (1 ST YEAR)
NSC1020	COMMUNITY-BASED INSTRUCTION 2 (2 ND YEAR)
NSC1030	COMMUNITY-BASED INSTRUCTION 3 (3 RD YEAR)
NSC1040	COMMUNITY-BASED INSTRUCTION 4 (4 TH YEAR)
NSC1050	COMMUNITY-BASED INSTRUCTION 5 (5 TH YEAR)
NSC1060	COMMUNITY-BASED INSTRUCTION 6 (6 TH YEAR)

DESCRIPTION: This is a series of courses designed for high school students with disabilities who require direct, intensive instruction and real life experiences for skill development and generalization. The courses emphasize the acquisition of functional life skills across multiple settings including school, home, work and community environments. Within each course, instruction is individualized based on the student's Individualized Education Program (IEP). The course may be repeated with the number of teaching blocks and content.

TCS1600S	WORKPLACE READINESS 1 S S1/S2 (1 ST YEAR)	GRADES 11 - 12
TCS1601S	WORKPLACE READINESS 2 S S1/S2 (2 ND YEAR)	SEM/SEM, ELECTIVE

DESCRIPTION: These courses prepare students for the world of work. Students are actively involved in developing a career plan with relevant course selection, career exploration and preparation that will result in improved achievement and performance. Classroom instruction will include, but not be limited to, activities that connect the classroom to the workplace. Work-based learning experiences should support career interests and the student's Transition Plan and Individualized Education Program (IEP). Work-based learning experiences can be provided through career shadowing, mentoring, and/or community service programs as coordinated by the special education staff.

SPECIAL EDUCATION RESTRICTED CAREER AND TECHNICAL EDUCATION COURSE.

HSE1100 GENERAL HEALTH S	YEAR
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DESCRIPTION: This is a modified, standards-based course in basic health. Instruction will be in accordance with the student's Individualized Education Program (IEP). Emphasis will be placed on the continuation of the development of awareness and skills in health necessary for everyday living in the home, school, and community.

THE KAUA'I PERFORMING ARTS CENTER

The Kaua'i Performing Arts Center is a Department of Education learning center for public school students who are interested and talented in the performing arts. Credit courses are offered in Dance, Acting, Singing as well as the technical arts: Set Design, Stagecraft, Costuming, and Makeup. Class exercises in skills are combined with performance experiences. The KPAC staff is composed of professionals who are trained and experienced in the areas of dance, acting, singing, contemporary and classical theatre, music theatre, costuming, set design and construction, creative dramatics, and playwriting.

Performances usually take place at the Convention Hall and have included, in the past, such legendary shows as **The Music Man, West Side Story, Little Shop of Horrors, The Wiz, Grease, Bye Bye Birdie, and Fiddler on the Roof**. Interested individuals may obtain more information concerning the Center from Center Director Dennis McGraw at 651-2417.

ELECTRONIC SCHOOL (ESCHOOL)

Credit Courses Taught Through Electronic Media

The three aspects of the successful E-School student are tools, skills, and motivation. E-School courses are "real" courses that most probably take even more effort and time than traditional coursework. To be successful, the student must have a working email address; computer knowledge such as word processing, email, World Wide Web; access to a computer with World Wide Web communication capabilities through direct connect or modem at school or home; the ability to keep up studies in a self-paced study course; successful completion of course assignments and requirements; and compliance with the Acceptable Use Policy for DOE Internet Services.

For more information about E-School requirements and courses visit <http://www.eschool.k12.hi.us>

See your counselor if interested in E-School

KAPAA HIGH SCHOOL
4695 MAILIHUNA RD.
KAPAA, HI, 96746
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For more information about KAPAA HIGH SCHOOL visit our school website:

<http://kapaahighschool.net/>