

# Kalani High School

Registration Guide & Course Catalog

SY 2025-2026



4680 Kalanianaʻole Hwy | Honolulu, HI 96821

[kalanihighschool.org](http://kalanihighschool.org)



Fully accredited by the Western Association of Schools and Colleges

## Notice of Language Assistance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Thai / ไทย) หากคุณมีปัญหาในการเข้าใจภาษาอังกฤษ คุณมีสิทธิได้รับความช่วยเหลือด้านภาษาโดยไม่มีค่าใช้จ่าย โปรดติดต่อ ผู้อำนวยการโรงเรียนของคุณเพื่อขอข้อมูลเพิ่มเติม

# ENROLLMENT DOCUMENTS

All students attending Kalani High must reside within the boundaries established by the Department of Education. Proof of residency & other pertinent documents, when warranted, are required to enroll or remain at Kalani High. Geographic Exceptions are reviewed and decided by the principal.

The following documents are required for enrollment:

1. **COMPLETED REGISTRATION PACKET**
2. **PROOF OF RESIDENCY\***
  - a. If homeowners, please provide: (3 docs total)
    - any mortgage document OR Real Property Assessment document **AND**
    - current utility bill (water, gas, or electric only) **AND**
    - current bill with parent/ legal guardian name & address listed
  - b. If renters, please provide: (3-4 docs total)
    - current rental agreement (contract dates must be current) **AND**
    - current utility bill (water, gas, or electric only) **AND**
    - current bank statement with parent/legal guardian name and address in Kalani HS district
  - c. If living with another family, please provide: (5 docs total)
    - notarized letter from named homeowner/renter **AND**
    - homeowner's ID (no copies will be accepted, original ID must be presented) **AND**
    - homeowner's mortgage documents or rental agreement **AND**
    - homeowner's current utility bill (water, gas, or electric only) **AND**
    - current bank statement with parent/legal guardian name and address in Kalani HS district

\*A home visit could occur should questions arise regarding residency
3. **MEDICAL RECORDS** (must include)
  - a. TB clearance\*\* (**mandatory** before attending school)
    - Negative TB reading or clearance issued within last 12 months, prior to first day of school
  - b. Current physical administered by US physician within last year **OR** your appointment card
  - c. Current Immunization/shots record\*\* (DOH website below for more information)
    - <http://www.hawaii.gov/health/family-child-health/immunization/school-health/index.html>

\*\*Current Hawai'i DOE public/charter school students, your school will send us your health records
4. **SCHOOL RECORDS/RELEASE PACKET** (to include)
  - a. Withdrawal/Transfer form
  - b. Entering grade 10, 11, or 12 - UNOFFICIAL transcript **AND** report card
  - c. Entering grade 9 - FINAL report card prior to start of school year (and transcript for non- HIDEO students, if available)
  - d. International transfers - OFFICIAL transcript **AND** an official English translation of transcript
    - Courses will NOT be added if transcript is submitted without an English translation
5. **BIRTH CERTIFICATE OR PASSPORT**
  - a. Documents to prove legal guardianship **MUST** be provided if submitting a passport (Legal guardianship court documents, family registry, etc.)
6. **PHOTO I.D. OF PARENT/GUARDIAN AND STUDENT** (NO copies - original ID must be presented)
7. **CUSTODY/GUARDIANSHIP PAPERS/POA** (if applicable)
8. **CURRENT IEP or 504 plan** (if applicable for special services)

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STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
KALANI HIGH SCHOOL  
4680 KALANIANA'OLE HWY

**Vision:** *Character. Compassion. Community.*

**Mission:** *We at Kalani High School create opportunities to discover our passions, purpose and personal pursuits.*

### Principal's Message

The Kalani High School Course Catalog is a planning document designed to assist students in attaining a high school diploma in a culture that has a college-bound focus. The academic courses provide students with essential components in building a firm foundation for academic success and achievement. Elective courses provide students support with basic academic skills and help to develop and nurture their individual student interests. Students are expected to meet course requirements for graduation and balance their selection of elective courses to challenge and further develop their minds academically, socially, and emotionally.

Students are expected to seek counsel, guidance and advice from teachers, counselors, administration, parents, guardians, and community supporters. Kalani High School will provide students opportunities to select a variety of classes focused on our Small Learning Communities model and enter Career Pathways that will help to build not only academic knowledge and success but also self-confidence, and a lifelong commitment to learning, citizenship and service. These opportunities and characteristics will hopefully lead to successful post-secondary decisions and career choices and ultimately to becoming a positive influence in our global society.

Policies and informational materials in this catalog in regards are developed in accordance with the Department of Education policies, rules, regulations, Federal and State Laws related to non-discrimination and equal access.

Sincerely,

A handwritten signature in black ink that reads "Mitchell Otani".

Mitchell Otani  
Principal

# General Information

## Equal Opportunity to Course Offerings

The Hawaii State Department of Education (HSDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion or disability in its programs and activities and provide equal access to designated youth groups, including the Boy Scouts. Please direct further inquiries regarding HSDOE nondiscrimination policies as follows:

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

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

Inquiries concerning discrimination and/or harassment may also be referred to the Office for Civil Rights, United States Department of Education.

## Accreditation

Kalani High School is a four-year public high school fully accredited by the Western Association of Schools and Colleges (WASC).

## Student Residence

Students must reside within the Kalani High School District, either with his/her parents or legal guardian. Students transferring from other schools (private or public) must bring a school release before registering. To determine your home school, you may call the registrar's office at (808)305-0508.

## Geographic Exception

Requests for Geographic Exception (GE) must be filed by all students not attending their home school. The forms are available at all public schools and should be completed and sent to the receiving school by March 1<sup>st</sup>. Please attach a self-addressed stamped envelope to receive a copy of your filed form. If the number of GE requests is more than the school can accommodate, a lottery will be held to randomly select students on the first Friday of April. All other GE requests will be placed on a waiting list.

## Power of Attorney (POA)

Any student who does not reside with their parent(s) or court ordered guardians must have a valid Power of Attorney Form (POA). The POA must have been initiated within the past 12 months and is to be renewed annually. It is the responsibility of the legal guardian of the child attending Kalani, to renew the POA every 12 months to remain in effect.

## Statutory Health Requirements

The Hawaii School Attendance Law requires all students entering school in the State of Hawaii for the first time to meet certain health requirements before they can be admitted to school. Student must provide the school with:

1. A complete health record indicating that a physical exam, negative tuberculin test clearance form or negative chest x-ray evaluated by a US licensed physician, and all other required immunizations have been completed,

**OR**

2. A signed statement from the doctor to prove that the student is in the process of completing the health requirements. In this case, the law allows 30-90 days to complete all requirements.

## School Year

The school year is divided into two semesters of 19-20 weeks. Each semester is further divided into two quarters of 8-10 weeks each. The school year begins in August and closes before June 11.

## Students' Minimum School Day

Students must register for a full 7 period schedule. When authorized by parents/guardians and mutually agreed upon by parents and school administration, the following exceptions may be granted by the principal: participation in work study program, employment within the school day, participating in internships, long term volunteering commitments, and/or participation in the early college program.

## Attendance

Students are expected to attend classes regularly and punctually. (See student handbook for specifics.)

## School Records and Transcripts

Every student's cumulative academic record is filed in the Registrar's office. To protect the privacy of students, only authorized personnel are allowed access to the records. Persons other than authorized personnel must follow the process outlined in The Family Educational Rights and Privacy Act (FERPA).

Official transcripts of a student's academic record are sent to other educational institutions and to prospective employers upon receipt of a written forwarding authorization. Only unofficial transcripts are sent to private individuals with proof of identification and written forwarding authorization.

## School Transfer/Release

A certificate of release is issued when a student transfers to another school. Parents/guardians are asked to complete a Request for Release form which is available in the Registrar's office. The student will be expected to return textbooks, library books as well as clear other obligations at the time of withdrawal.

## Grade Level Promotion Policy

Hawaii State Promotion Policy - Promotion is determined by earning a minimum number of credits before the start of the new school year.

Grade 10:	Five (5) credits earned
Grade 11:	Eleven (11) credits earned
Grade 12:	Seventeen (17) credits earned

All promotions to the next grade level are done by the end of August. Only students who will be graduating in May are promoted after the August deadline. Students who fail to meet the promotion requirement to the next grade level will be classified as retained to the current grade level. The student will not receive an extra year of high school and are still a part of their original graduating class.

## Course Credits

All courses offered by Kalani High School are awarded Carnegie units (0.5 credit for a semester course and 1.0 credit for a year course) after successful completion (mark of A, B, C, or D) of the courses. No credit is awarded for repeated courses (unless the course is repeatable for credit) where previous credit has been earned. No credit is awarded for School Service courses.

## Report Cards

Report cards are available/ visible on Infinite Campus in the documents section. Report cards are finalized approximately seven school days after teacher submission and parents will be notified when the final quarter/semester/year grades are posted.

The fourth quarter report card is mailed to each student's home address upon receipt of a self-addressed, stamped envelope. Otherwise, students may pick up their report cards at Kalani High after June 20. Students must present their Kalani ID card to claim their report cards.

## Mark Points

Mark points are given on the following scale:

4-point scale	A = 4 points;	B = 3 points;	C = 2 points;	D = 1 point;	F = 0 points
5-point scale*	A = 5 points;	B = 4 points;	C = 3 points;	D = 2 points;	F = 0 points

\*AP courses and SOME Dual Credit courses

When calculating the Grade Point Average (GPA), the semester mark is used for semester courses and the year mark for year courses. For repeated courses, only the highest grade achieved shall be counted in calculating the GPA.

## Grade Point Average

This cumulative Grade Point Average applies to all graduates who meet the requirements for a high school diploma.

- Cum Laude: cumulative 3.0 to 3.5
- Magna Cum Laude: cumulative 3.5+ to 3.8
- Summa Cum Laude: cumulative of 3.8+ and above

## Honor Roll

Honor roll by grade level is posted each quarter. To be eligible for the Honor Roll, a student must have a minimum of 3.5 GPA for that quarter. All courses taken during the regular school day are included in Honor Roll computation. No mark (N) and Incomplete (I) are not given any mark points. All I's are equivalent to F's (failures).

## Graduation Requirements

Credits	High School Diploma
English	<b>4 credits</b> including: English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit), Expository Writing* (0.5 credit); and Common Core aligned language arts electives or proficiency-based equivalents [ELA basic electives (1.5 credits)]
Social Studies	<b>4 credits</b> including: US History and Government (1.0 credit); World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
Mathematics	<b>3 credits</b> including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit)
Science	<b>3 credits</b> including: Biology 1 (1.0 credit); and science basic electives (2.0 credits)
<ul style="list-style-type: none"><li>● World Language (note 1)</li><li>● Fine Arts (note 2)</li><li>● Career &amp; Technical Education (note 3)</li></ul>	<b>2 credits</b> in one of the specified programs of study
Physical Education (P.E.)	<b>1 credit</b> including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)
Health	<b>0.5 credit</b> in Health Today and Tomorrow
Personal Transition Plan	<b>0.5 credit</b>
Electives (Any Subject Area)	<b>6 credits</b>
<b>Total:</b>	<b>24 credits</b>

### Notes:

1. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in 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.
  - a. JROTC: Two consecutive JROTC courses fulfill CTE two credits for diploma requirements.
  - b. JROTC courses are **NOT** eligible for CTE Honors

## 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 honors recognition certificate in one or more of the honors described below.

### Academic Honors

- **4 credits of Math:** The four (4) credits must include one (1) credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level **AND**
- **4 credits of Science:** Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology **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) **AND**
- Earn a "B" or better in each course of the required program of study (coursework) **AND**
- Meet or exceed proficiency on performance-based assessments for corresponding program of study

### **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 Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level **AND**
- **4 credits of Science:** Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology **AND**
- **Successful completion** of a STEM Capstone Project in one of the approved ACCN courses.

### **Kalani High School Honor Graduate**

The identification of a Kalani High School Honor Graduate will be based on a review of courses, credits, and GPAs conducted at the end of the third quarter of the student's final year.

Students who complete the following will be recognized as a **Kalani High School Honor Graduate:**

1. The State of Hawaii basic graduation requirements;
2. Earn a minimum of 3.500 cumulative GPA, rounded to the nearest thousandths (3.500) for all credited courses taken up to and including the third quarter of the final year;
  - a. all semester grades earned for the first semester of the final year, & all grades earned for the third quarter of the final year are used
3. For transfer students:
  - a. grades from the previous school(s) are calculated if the former school(s) uses a comparable grading system;
  - b. credits are transferable only when the previous school(s) system is comparable to that of the Hawaii public schools.

Note: A weighted point system for Advanced Placement (AP) courses will be used in determining the students' GPA. A = 5 points, B = 4 points, C = 3 points, D = 2 points, F = 0 points

### **Seal of Biliteracy**

The Hawaii State Board of Education established a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in both the state's two official languages (English and Hawaiian) OR either of the state's two official languages and at least one additional language, including American Sign Language.

### **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 above
- Earned and met the requirements of one of the Honor Recognition Certificates
- Valedictorians will be named after the third quarter of senior year

### **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:

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

# Counseling and Student Support Department

**Mission:** *The Mission of Kalani School Counselors' counseling department is to inspire and guide all students to reach their maximum potential through academic, career, and social/emotional development and, in doing so, become college and career ready world class citizens. The school counseling department partners with other educators and stakeholders to advocate for equity, access, and success for all.*

**Vision:** *Kalani High School's counseling program envisions a future where all students are responsible and resilient life-long learners and contributing members to our community and global society.*

## **Counseling and Student Support**

The Counseling Department consists of Grade Level, Outreach; College & Career counselors, Dual Credit and Student Services Coordinators. The Grade Level and Outreach counselors monitor student's overall progress and school adjustment. The College & Career counselors assist students with exploring careers and selecting and applying for colleges, scholarships, and financial aid.

The counseling department also includes a Dual Credit Coordinator that assists students who are interested in earning high school and college credit (dual credit) OR getting a head start by taking college classes.

## **College and Career Information**

The College & Career Center offers a wealth of resources for Kalani High students and families. They include:

- Maintaining and sharing information related to careers, college application trends, and scholarships
- Access to online college and career research tools
- Hosting college admission presentations and career workshops
- Informational sessions with military recruiters throughout the year
- Parent and student post high school planning workshops

College entry requirements vary so students must start planning their search early. Colleges will highly consider students who are well-rounded individuals with strong academic records and who continue to challenge themselves in their senior year. Involvement in extracurricular activities (clubs, sports), and community/volunteer service are also important considerations in the college admission process. Remember, final marks earned in grade 9 are just as important as those earned in grades 10 through 12.

Colleges **HIGHLY** recommend:

- Taking 2+ years of the same foreign language
- Enrolling in 1 or more years of a fine arts/performing arts course
- Taking math and science course every year, **including senior year**, regardless of graduation requirements

Visit the Kalani High School's website ([kalanihighschool.org](http://kalanihighschool.org)) and go to the Academics tab to access the College & Career Center's page for even more resources and guidance.

# Dual Credit Program

The Dual Credit Program is a unique partnership between the Hawai'i Department of Education and the University of Hawai'i system. It allows public high school sophomores, juniors, and seniors to take college classes and earn both high school and college credits. To participate the student must be currently enrolled at Kalani High School.

All grades earned in the Dual Credit Program will be posted on the student's transcript.

- Students who take a course directly from a college campus in Running Start courses without notifying and receiving approval from Kalani High School will **NOT** have the high school credit posted on their high school transcript
- If students take a college course directly from a college campus, they must also submit a copy of their college schedule to the Kalani High School Dual Credit Coordinator

## What is **Dual Credit**?

Dual Credit is a program that allows high school students to enroll in college classes, earn credit toward high school graduation and a college degree.

- *Seniors must have a Smarter Balance Assessment score of met or exceeded in Math and ELA to participate in the program.*

## What is **Early College**?

A Dual Credit option where eligible students take college classes with their high school peers on Kalani High School's campus. All Early College courses are taught by a current University of Hawaii system professor/instructor. Kalani High School subsidizes the student's community college tuition for the course.

## What is **Running Start**?

A Dual Credit option where eligible high school students are allowed to take college courses at a University of Hawai'i system campus as part of their high school coursework. The student is solely responsible for paying the institution's full tuition.

## **Kapi'olani Community College Admission Requirements:**

- EdReady placement test score placement into Math 82 or higher and ENG 100
- Test Scores (minimum)
  - ACT: 22 Math and 18 English
  - SAT 530 Math and 480 Evidence-Based Reading and Writing (EBRW)
  - Smarter Balance: Math and ELA/Literacy: 4

## **Deadline for Enrollment:**

Spring: October 1<sup>st</sup>  
 Summer: March 1<sup>st</sup>  
 Fall: March 1<sup>st</sup>

## **Cost of Course:**

Early College	\$0.00/ course (only with continued support from Hawai'i Legislature)		
Running Start	Resident - \$131/credit	Approx. \$393/course	Summer - \$248/credit, \$744/course
	Non-Resident - \$345/cr	Approx. \$1,035/course	Summer - \$375/credit, \$1,071/course
Cost of book(s)	Dependent on which course taken		

## **Drop/Refund Policy:**

- Dual Credit follows the same drop policy set by Kapi'olani Community College
- **No refunds** once the Early College course has started
- Running Start courses follow Kapi'olani Community College's policy

**For more information:** See Mr. Mike Zane, the Dual Credit Coordinator, in the library.

# Advanced Placement Program

## Prerequisites

- Join AP Google Classroom - snfmhyv
- Submit signed contract by student and parent to AP teacher
- Payment for AP exam by end of first quarter
- Take AP exam in May
- Seniors must have a Smarter Balance Assessment (SBA) score of *met* or *exceeded* in Math and ELA

## Kalani High's AP Policies

- Students **must** be enrolled in an AP class at Kalani High School/HOC in order to take the AP exam for that subject
- Failing to **PAY** for or **TAKE** the AP exam means the AP course will be changed to a non-AP course on the final report card and transcript **AND** the 5-point grading scale for the calculation of the weighted cumulative GPA will be changed to a 4-point scale

## Hawai'i Online Courses (HOC)

- Kalani High students who take an AP course via Hawai'i Online Courses (HOC) are required to take the exam in May
- Payment for HOC AP course(s) will be due a week prior to HOC's final class drop date in September
  - If payment is not received, the HOC coordinator will drop all AP courses from the student's HOC registration
- Failing to take the AP exam means the class will be changed to a non-AP course the transcript and/or the 5-point grading scale for the calculation of the weighted cumulative GPA will be changed to a 4-point scale

## Courses Available *(course offering dependent upon enrollment)*

AP Art 2D Design	AP English Lang & Comp	AP Psychology
AP Biology	AP English Lit & Comp	AP Research
AP Calculus	AP Environmental Science	AP Seminar
AP Chemistry	AP Japanese	AP US History
AP Computer Science A	AP Macro Econ	AP World History
AP Computer Science Principles	AP Physics 1	

Students that receive passing AP Test scores may receive college credits. You should check with the admissions office of colleges you are considering, for the schools' policy on what AP credits and scores they award college credit for.

## Other Prerequisites

Students who wish to enroll in AP classes should be aware of the academic rigor of AP courses. AP Teachers may ask or require:

- Teacher recommendations
- Minimum cumulative GPA
- Course and minimum grade prerequisites
- Summer reading and assignments
- Submission of essay from prompt assigned by course teacher (AP US and AP Eng Lang & Comp)
- Counselor approval of students who sign up for 3 or more AP courses

## Reminders

- Core subject AP courses cannot be dropped after the first week of May 2025
- **THERE ARE NO PROGRAM CHANGES FOR ANY AP COURSE ONCE THE SCHOOL YEAR STARTS**
- All program change disputes will be addressed by administration

# Art

Art consists of an organized body of subject matter or related courses involving visual expression. Instruction includes two-dimensional forms such as drawing, painting, printmaking, graphic design, and three-dimensional forms such as ceramics, weaving and sculpture. All instruction consists of some reading, writing, researching, critiquing, analyzing, and reflecting on art works (an integral part of art education) along with developing skills in expression through the creative process of visual art. All Art courses are year classes and students earn 1 credit.

First year classes are open to all grade levels, but it is highly recommended that students enroll in **General Art or Drawing & Painting** as a foundation for other art courses.

## **General Art 1** (FVB1000)

This is the foundation course focusing on the fundamentals of the Elements and Principles of Design. Students will learn aesthetic awareness, problem solving skills and develop observational and technical skills in drawing, painting, printmaking (including relief and stencil processes) and sculpture. Reflective analysis and critiquing of artwork will also be an integral part of all projects.

## **General Art 2\* and 3\*** (FVB2000/FVB3000)

Advanced level courses focus on refining student's skills and techniques in art. Students should be able to work independently, creating their own projects and expanding on their art portfolio. Emphasis is on being a self-directed learner.

Prerequisite: General Art 1 with a letter grade of "C" or better; teacher signature required.

## **Design 1** (FVK1000)

This is an introductory course to study design and the composition of visual elements. This course emphasizes on developing each student's creative potential to a higher degree of proficiency. The fundamental Elements and Principles of Design will be covered in greater depth and provide experiences in the productive domain such as graphic design, poster design, printmaking (fabric design), and fashion design. Students apply principles of design to solve visual problems in a 2-D and 3-D format using traditional materials as well as explore using Procreate and other digital programs to design.

Prerequisite: General Art 1 with a letter grade of "C" or better; Teacher signature required.

## **Drawing & Painting 1** (FVQ1000)

This is an introductory course for students interested in drawing and painting. Students will learn about different art materials, art techniques, and art processes. Creativity and the development of technical skills in drawing are emphasized.

## **Drawing & Painting 2\*** (FVQ2000)

This is a continuation of Drawing & Painting 1 class. Students will continue to explore different art materials, art techniques and art processes, but on an Advanced level.

Prerequisite: Drawing & Painting 1 with a letter grade of "C" or better; teacher signature required.

## **Drawing & Painting 3\*** (FVQ3000)

This is an Advanced, high-level Drawing & Painting course focusing on rendering the world with realism. Students will focus on realism techniques using different art materials, art processes and techniques. Serious minded and/or college bound Art majors need only apply.

Prerequisite: Drawing & Painting 2 with a letter grade of "B" or better; teacher signature required.

**AP 2D Design (FVA3000)**

This is a highly advanced college level course in 2-dimensional Art & Design. Students are expected to analyze, write, and verbally discuss their artwork. Students are also expected to skillfully synthesize ideas visually using art materials, and processes at a higher level. College credit/advanced placement is determined by the college board.

Prerequisite: Drawing & Painting 1, 2, 3. Can be taken concurrently with Drawing & Painting 3. Teacher signature required. Refer to AP Program on page 8.

**Ceramics 1 (FVL1000)**

Students are introduced to the basic skills in hand-building: pinch pots, coils, and slabs. Communication, creativity in design and craftsmanship are stressed. Glazes, glazing techniques, and surface decorations are also explored. Students are required to supply some tools and materials, and to write or record reflections, calculations, and sketches. Emphasis is on individual growth and progress. Students are expected to show initiative, be willing to work independently, turn work in on time, and learn the process of ceramics.

**Ceramics 2\* (FVL2000)**

In level 2, students will work on refining their skills, techniques, and designs in Ceramics to build more dynamic pieces to express their thoughts and feelings. Students are expected to show initiative and be willing to work independently in creating their own work and communicating their own thoughts and feelings with a higher level of work.

Prerequisite: Ceramic 1 with a letter grade of "C" or better; Teacher signature required.

**Ceramics 3\* (FVL3000)**

In level 3, students will work on exploring different skills, techniques, and designs in Ceramics that they are interested in. Students are expected to have advanced knowledge in ceramics, show initiative, willing to work independently, and solve problems in creating their own projects and learning opportunities. Students can build their art portfolio and join art exhibitions.

Prerequisite: Ceramic 2 with a letter grade of "C" or better; Teacher signature required.

**Directed Studies Art\* (FVD1000)**

Successful completion of a level 2 or 3 courses and consent and signature of the instructor you would like to study under is required. This course provides students the opportunity to make a serious commitment for personal growth and expression in the visual arts. Emphasis is on the development of thoughtful, focused, and informed decision-making in the functional use of the Elements and Principles of Design. The student is expected to be prepared for the rigorous self-direction that occurs in this course.

Prerequisite: Teacher signature required.

# Career Technical Education

## Agriculture, Food, and Natural Resources Pathway (AFNR)

### **Foundations of Agriculture, Food, and Natural Resources** (TAO1000)

Year 1

Foundations of Agriculture, Food, and Natural Resources is an introductory course designed to inform students about careers in agriculture and understand the important role that agriculture plays in the twenty-first century. This Level I course serves as the foundation course for the Animal Systems, Food Systems, Natural Resources Business, and Natural Resources Management programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various agriculture-related career fields, ecosystems, plant systems, animal systems, and the reproduction systems of plants and animals.

### **Small Animal Systems** (TAS2000)

Year 2 (Animal)

Small Animal Systems is the second course in the Animal Systems program of study designed for students interested in pursuing a veterinarian, vet tech, vet assistant, or a variety of scientific, health, or animal-related professions. This course covers anatomy and physiological systems of different groups of small animals, specialty animals, as well as concepts of housing and animal care.

Prerequisite: Completion of Foundations of Agriculture, Food, and Natural Resources.

### **Large Animal Systems** (TAS3000)

Year 3 (Animal)

Large Animal Systems is the third course in the Animal Systems program of study designed for students interested in pursuing a veterinarian, vet tech, vet assistant, or a variety of scientific, health, or animal-related professions. This course covers anatomy and physiological systems of different groups of large animals, as well as concepts of housing and animal care.

Prerequisite: Completion of Foundations of Agriculture, Food, and Natural Resources or Small Animal Systems.

### **Principles of Agriculture, Agri-Business, and Food Systems** (TAB2000)

Year 2 (Ag Bus)

Principles of Agriculture, Agri-Business, and Food Systems is the second course in the Agriculture and Food Production Business and Food Systems program of study designed to inform students with the knowledge and skills pertaining to plant and animal structural anatomy, systems physiology, genetics, and biotechnology. In addition, students will study agricultural production-related business practices and concepts. Upon completion of this course, a proficient student will have developed basic skills and knowledge in the economics of production as well as other management approaches associated with plant and animal production. Learning foundational Hawaiian traditions and values of honoring and conserving the land and its resources will be incorporated throughout the course.

Prerequisite: Completion of Foundations of Agriculture, Food, and Natural Resources. Teacher signature/recommendation required

### **Agriculture Production and Agri-Business** (TAB3000)

Year 3B (Ag Bus)

Agriculture Production and Agri-Business is the third course in the Agriculture and Food Production Business and Food Systems program of study designed to inform students with the knowledge and skills pertaining to plant and animal structural anatomy, systems physiology, genetics, and biotechnology.

Prerequisite: Agriculture Production and Agri-Business. Teacher signature/recommendation required

## Culture, Arts, Media, and Entertainment Pathway

### **Foundations of Creative Media (Digital Photography 1) (TCC1000)**

Year 1

This course is designed for students who plan to pursue careers in the Arts and Communication Career Pathway. Students will be introduced to basic concepts in Visual Arts and Communication using photography as the medium for learning. Using an interdisciplinary approach, the following concepts will be covered: 1) Innovation: Students will study the history of photography and scientific advancement 2) Legal and Ethical Issues: Copyrights and Ownership 3) Communication: Understanding visual communication and how photography is used as a powerful means for worldwide communication. 4) Aesthetics: The fundamentals of creating a good image: composition, light, and subject. 5) Problem Solving: Improving upon visual art skills through practice and correction. Students must have his/her own digital camera.

### **Digital Design 1 (Digital Photography 2) (TCD2000)**

Year 2

This course is designed to equip students with the necessary skills to support and enhance their use of digital media technologies. Topics will include the creation of media content, its communicative abilities, the production process, and legal concerns.

Prerequisite: Completion of Arts and Communication Pathway Core.

### **Digital Design 2 (Directed Studies) (TCD3000)**

Year 3

Course Description: This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified Programs of Study. Emphasis is on arts and communication with opportunities to investigate, design, construct, and evaluate solutions to problems in this career pathway.

Prerequisite: Completion of Arts and Communication Career Pathway Core and Digital Media Technology

## Engineering/Architecture Pathway Courses

### **Foundations of Engineering Tech (TAE1000)**

Year 1

This course emphasizes the concepts of teamwork, communication, ethics, and introductory industrial engineering technology. The course is tailored for various learning styles structured in multiple condensed units. Evaluations are conducted through mediums such as video, interactive activities, case studies, project-based learning, and formative/summative assessments. Gain real-world experience solving design challenges with 3D printing, lasers, and CAD modeling software in our rapid prototyping lab.

### **Engineering Tech 1 (TAE2000)**

Year 2

This course provides classroom learning experiences that are found in drafting technology. Learning activities include: design, spatial visualization and techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer aided drafting.

Prerequisite: Completion of Foundations of Engineering Tech

### **Engineering Tech 2 (TAE3000)**

Year 3

This course organizes learning experiences, which emphasizes theory, use of computer aided design, and laboratory work as related to designing, and translating data or specifications. Planning, preparing, and interpreting mechanical, architectural, structural, electronics, topographical, and designs and schematics are included. Instruction is designed to provide experiences with computer aided design and other industry standard tools to create solutions to real-world problems.

Prerequisite: Completion of Foundations of Engineering Tech and Engineering Tech 1.

### **Engineering Technology 3 (TAE4000)**

Year 4

This course is designed to introduce students to various engineering processes, concepts, and techniques using hands-on, real-world projects. Students will explore civil, mechanical, and electrical engineering problems, and use design innovation and manufacturing processes. Technical reading/writing, math and science knowledge and skills will be integrated and applied throughout the course.

Prerequisite: Completion of Foundations of Engineering Tech, Engineering Tech 1 and Engineering Tech 2.

## Entrepreneurship Program of Study

### **Foundations of Business and Marketing (TBB1000)**

Year 1

Foundations of Business & Marketing is an introductory course designed to inform students about careers in various sectors of business, as well as basic business concepts. This first year course serves as the foundation course for the Entrepreneurship program of study.

### **Entrepreneurship 1 (TBE2000)**

Year 2

*Entrepreneurship 1* is the second course in the Entrepreneurship program of study designed to inform students about careers related to starting and running a business. Students prepare for the business world by examining basic principles in management, finance, and marketing as they apply to entrepreneurship.

Prerequisite: Completion of Foundations of Business and Marketing.

## Health Services Pathway

### **Foundations of Health Services (THF1000)**

Year 1

Foundation of Health Services is an introductory course designed to inform students about careers in the Health Services field, as well as basic medical skills and terminology. This level I course serves as the foundation course for the Public Health Services, Diagnostic Services, Emergency Medical Services, Human Performance Therapeutic Services, and Nursing Services programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various medical careers, foundational healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

### **Advanced Health Services (THA2000)**

Year 2

Advanced Health Services is the second course of the Principles of Therapeutic Services in the Human Performance Therapeutics Services program of study. It is designed to develop student understanding of the structures and functions of the human body. Upon completion of the course, a proficient student will be able to characterize the functions of various organs and body systems and their interplay with one another in the human body. As part of a student's program of study progression, the student will maintain a digital program of study portfolio (Virtual Portfolio) providing evidence of mastery of the course standards and readiness to advance and complete the program of study.

Prerequisite: Completion of Foundations of Health Services

### **Principles of Therapeutic Services (THP3000)**

Year 3

Human Performance Therapeutic Services: Work Based Learning is the capstone course in the Human Performance Therapeutic Services program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to therapeutic services and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in health care, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. A proficient student will also be able to document logged hours in a medical-related setting or pharmacy and demonstrate mastery of skills learned throughout this program of study. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

Prerequisite: Foundations of Health Services and Advanced Health Services

## Hospitality, Tourism, & Recreation (Culinary)

### **Foundations of Culinary 1 (TTU1000)**

Year 1

Foundations of Culinary Arts is an introductory course designed to inform students about careers in the food prep and service industries or related fields, basic nutritional and cooking concepts, and the history and influence of culture on food. This Level 1 course serves as the foundation course for the Culinary Arts program of study. Upon completion of the course, a proficient student will demonstrate proper safety protocols in a commercial kitchen and proper use of small and large equipment and supplies. The student will also correctly convert measures and have foundational knowledge of nutrition and cooking techniques and the role of culture in food creation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Must wear shoes when required.

### **Culinary Arts Food Preparation (TTP2000)**

Year 2

Culinary Arts: Food Preparation is the second course in the Culinary Arts program of study designed to inform and expose students to various basic food preparation methods and considerations found in commercial kitchens and restaurants. Upon completion of this course, a proficient student will possess a working knowledge of commercial kitchen safety and sanitation, menu planning, influence of culture on cuisine, basic cooking principles, food preparation skills and methods, and basic platter and table preparation. As part of a student's program of study progression, the student will maintain a program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Must wear shoes when required.

Prerequisite: Successful completion of Foundations of Culinary

## Information Technology and Digital Transformation Pathway Courses

\*\*For CTE Honors, students must take AP Computer Science Principles **AND** AP Computer Science A

### **Foundations of Computer Systems and Technology** (TIF1000)

Year 1

This course is designed to provide background in, and develop a working knowledge of, computer programming languages. The student will analyze problems; prepare flow charts; write, run, and debug structured computer programs; and create proper documentation for them. Students will learn how computer science impacts society and promotes change. Through the analysis of global issues, students will explore how computer science can help solve real-world problems using innovation, collaboration, and creativity. This course will also provide students with an opportunity to explore Computer Science as a potential career interest.

Prerequisites: Credit in Algebra 1.

### **AP Computer Science A** (ECS9500) (Offered in alternating years)

Year 2 or 3 (Offered in alternating years)

This course prepares students for the Advanced Placement (AP) Computer Science A Examination and is aimed at helping students develop the ability to design and implement computer-based solutions to problems in many different application areas. Students will learn to design and select appropriate algorithms and data structures, code fluently in Java, and identify the major components of a computer system, their relationship to one another, and the roles of these components within the system.

Prerequisites: Credit in Computer A/B or Foundations of Computer Systems and Technology with B or better and teacher recommendation. Students are advised of the schoolwide AP enrollment policy on page 9.

### **AP Computer Science Principles** (ECS9800) (Offered in alternating years)

Year 2 or 3 (Offered in alternating years)

AP Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society.

Prerequisites: Credit in Computer A/B or Foundations of Computer Systems and Technology with B or better and teacher recommendation. Students are advised of the schoolwide AP enrollment policy on page 9.

## Junior Reserve Officers' Training Corps (JROTC) Courses

\*\*JROTC courses do **NOT** count towards CTE Honors

### **Coast Guard JROTC Maritime Science 1** (TJC1000)

Year 1

This course introduces the Coast Guard Junior Reserve Officer Training Corps (JROTC) program and develops knowledge of the rights, responsibilities, privileges, and freedoms that underlie good citizenship. Cadets receive basic instruction in oral and written communications, study skills, leadership, health and well-being, physical fitness, drill and ceremonies, government and citizenship, Coast Guard missions, assets, and organization of the service. Cadets will perform a variety of school and community service activities to include a service-learning project. Extracurricular opportunities exist in both individual and team competition initiatives – marksmanship, Color Guard, drill, and athletic team. (fitness/military skills). Other activities include field trips, orientations, military unit visits, parades, colors presentations, hikes, et al. Cadets will wear the Coast Guard uniform one entire school day each week and as otherwise directed. Cadets will perform drill once a week and participate in other physical fitness activities twice a week. Cadets incur no military obligation.

### **Coast Guard JROTC Maritime Science 2** *(TJC2000)*

Year 2

Cadets demonstrate knowledge of the ethical values and principles of good citizenship and display basic leadership skills. Cadets will demonstrate an understanding of the evolution of maritime sea power and the history of the American military and Coast Guard from the American Revolution to present day. Cadets will be introduced to oceanography, and atmospheric influences and how they impact Earth's weather. Selected cadets serve in "first line" leadership positions in the CGJROTC unit and assist in some instruction presented to Maritime Science I cadets. Cadets will continue to participate in all physical and community service activities outlined in Maritime Science I.

Prerequisites: Successful completion of Maritime Science I and a Positive SMSI/MSI Recommendation

### **Coast Guard JROTC Maritime Science 3** *(TJC3000)*

Year 3

Cadets practice problem solving/decision making techniques while serving in "middle management" leadership positions in the CGJROTC unit. Additional instructional emphasis at this level addresses: oral presentation (staff briefing), Coast Guard operations and functions, leadership, Coast Guard mission skills and Search and Rescue. These cadets assist in some instruction presented to Maritime Science I and II cadets and provide primary leadership to unit team initiatives such as marksmanship, Color Guard, drill and athletic teams. Cadets will continue to participate in all physical and community service activities outlined in Maritime Science I, as well as have all extra-curricular activities available to them. Successful completion of the CGJROTC Maritime Science I-III curriculum may entitle cadets to placement credit in college ROTC or enlistment at a higher rank in the Armed Forces.

Prerequisites: Successful completion of previous JROTC levels and a positive SMSI/MSI recommendation

### **Coast Guard JROTC Maritime Science 4** *(TJC4000)*

Year 4

Cadets continue to practice problem-solving/decision making techniques while serving in top leadership and staff positions in the CGJROTC unit. Under Instructor guidance, the cadets run the day-to-day JROTC operations, plan activities and maintain administrative and logistics files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills.

Prerequisites: Successful completion of previous JROTC level regardless of service and a positive SMSI/MSI recommendation.

# Health/Physical Education

For all Physical Education classes, the student is expected to:

1. Wear appropriate attire.
2. Participate daily
3. Follow safety rules
4. Be proficient in all benchmarks.

\*All Health and PE courses are semester courses and students will receive 0.5 credit each semester.

## **Health: Today and Tomorrow** (*HLE1000*)

This course emphasizes the health needs and interests of students. It is a standard-based course designed to cover the following topics: Promoting Safety, Preventing Violence and Unintentional Injury, Mental and Emotional Health, Personal Health and Wellness, Healthy Eating and Physical Activity, Tobacco-Free Lifestyle, Alcohol and Other Drug-Free Lifestyle, and Sexual Health and Responsibility.

## **Physical Education Life Fitness** (*PEP1005*)

Activities will include: Aquatics (Water Strokes), Aerobics, Spinning / Cycling, Running / Walking, Circuit Training, Core Functional Training, Weight Training. Students are assessed through written exams, peer assessments, skill tests, projects, and on their level of fitness (cardio test / heart rate monitors).

## **Physical Education- Lifetime Activities** (*PEP1010*)

This course is designed to emphasize life-long and recreational activities. Activities include: Ultimate Frisbee, Speedball, Indoor Soccer, Water Explorations, Horseshoes, Team Handball. Students are assessed through written exams, peer assessments, skills test, portfolios, and on their fitness (Biathlon- 2 mile run and 600-yard swim).

## **Team Sports 1/2** (*PTP1640 / PTP1650*)

This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team sports. Team Sports 1 should reintroduce a variety of lead-up activities and modified games that require students to apply locomotor and non-locomotor movement skills (jumping, turning, twisting, leaping, etc.), movement concepts (chasing, fleeing, dodging, etc.), and manipulative skills (dribbling, kicking, punting, throwing, catching, volleying, and striking) in complex changing situations. Team sports could include, but are not limited to: adventure games, basketball, volleyball, soccer, softball, team handball, water polo and flag football. Students will learn positions represented in the different sports and basic rules and etiquette and strategies needed to participate competently in each sport. Students should follow certain precautions that need to be taken when participating in team sports to ensure the safety of themselves and others. Instruction should reinforce fundamental movement skills and the importance of working as a team to accomplish collective goals and desired outcomes. Key features of this course: introduce a variety of team sports, reinforce fundamental skills and sportspersonship and develop an appreciation of team sports.

## **Weight Training 1A/1B, 2A/2B** (*PWP1210 / PWP1220, PWP1230 / PWP1240*) Year 1 and 2

These classes are designed to enhance physical growth and overall body conditioning. The various program levels systematically introduce a student to weight training, its techniques and philosophies and with each phase increase workload. Safety factors related to this activity will be stressed along with physical fitness, which includes running for the cardiac muscle.

## **Body Conditioning 1A/1B** (*PBP1110 / PBP1120*) Year 3 of Weight Training

This course is designed to provide physical activity experiences that strengthen personal fitness levels. A variety of training and conditioning experiences can be presented, including isometric, isotonic, isokinetic, ballistic, aerobic, anaerobic, resistance, plyometric, and hyper speed activities. Additional components can include physical fitness (cardio-respiratory, muscular strength and endurance, flexibility), and the impact of diet, food, vitamins, supplements, and nutrition on physical activity and body composition. Emphasis is on skill required to perform some movement forms at a basic level, and most at the mastery level.

# Language Arts

## SEQUENCE OF LANGUAGE ARTS COURSES

Grade 9	English LA 1
Grade 10	English LA 2
Grade 11	English LA 3 or AP English 3
Grade 12	English LA 4 or AP English 4

- English LA 1, 2, 4, and AP English 3 & 4 courses are year courses and students earn 1 credit.
- English LA 1, 2, 3, and 4 are heterogeneous
- Each class stresses all aspects of language arts; reading and literature, writing, and oral communication

### **English LA 1** (*LCY1010*)

English LA 1 is a year course, and a required part of Kalani High School's curriculum that provides students a balanced program of reading, writing, oral communication, literature and language study. All of the high school content standards and benchmarks are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes with the focus first on meaning and thought and secondly on the semantic, syntactic, and grammatical conventions of language. The study of literature gives students an opportunity to read traditional and contemporary, canonical and non-canonical text in many genres and interpret, and respond to literature personally and critically. The study of language involves both the description of language and its role in communication and shaping thought. The study of language focuses on how it is used in relevant social contexts, and how it is used by individuals to structure their personal perceptions and experience. This course will offer a multitude of different learning opportunities and assessment choices, and be geared toward the individual progress of each student.

### **English LA 2** (*LCY2010*)

English LA 2 is a year course, and a required part of Kalani High School's curriculum that provides students a balanced program of reading, writing, oral communication, literature and language study. All of the Hawaii State Content and Performance standards/benchmarks are addressed in this course. The study of literature includes traditional and contemporary literature from around the world. This course will offer a multitude of different learning opportunities and assessment choices, and be geared toward the individual progress of each student.

### **English LA 3** (*LCY3010*)

English LA 3 is a year course, and a required part of Kalani High School's curriculum that 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.

### **English LA 4** (*LCY4010*)

English LA 4 is a year course, and a required part of Kalani High School's curriculum that provides a balanced program of reading, writing, oral communication, literature and language study. In this course, students will develop greater precision and refinement of their use of written and spoken language, along with honing their skills of argumentation and debate. The study of literature includes traditional and contemporary British, European, African, and local works. This course will offer a multitude of different learning opportunities and assessment choices, and be geared toward the individual progress of each student.

**AP English 3** (*LAY6010*)

Advanced Placement English Language and Composition is a year course where students will engage in the art of language. Students will look at, interpret, and construct writing, speaking, and art using a variety of techniques and strategies. Students will understand that communication involves an artistry of written, spoken, and visual canvases. Students will also become skilled readers or prose written in a variety of period, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. At the culmination of the course students are required to take the AP English Language and Composition Exam. The student and a parent/ guardian will be required to attend a session which explains the rigors of the course. Once the student starts in the class, she/he will be required to remain in it for the year (Refer to AP Program on page 8).

**AP English 4** (*LAY6100*)

Advanced Placement English Literature and Composition is a year course that is designed to be a college level English course offered on a high school campus. This Senior-level course will address beginning college-level writing through the fundamentals of rhetorical theory. We will follow the curricular requirements described in the AP English Course Description. We will study literature from a wide-ranging canon in order to deepen our appreciation of literature and to understand how literature helps us to experience empathy for the human condition. As our eleventh grade AP focuses on American Literature, our primary focus will be world literature with an emphasis on British Literature. At the culmination of the course students are required to take the AP English Literature and Composition Exam. Enrollment is open to any willing and able student. The student and a parent/ guardian will be required to attend a session which explains the rigors of the course. Once the student starts in the class, she/he will be required to remain in it for the year (Refer to AP Program on page 8).

**AP Seminar\*** (*XAP1000*)

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Once the student starts in the class, she/he will be required to remain in it for the year (Refer to AP Program on page 8).

\*AP Seminar is categorized as a General Elective course at Kalani High School.

**AP Research** (*XAP1100*)

AP Research course allows students to design, plan, and conduct a year-long research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. The course culminates with three performance tasks. Once the student starts in the class, she/he will be required to remain in it for the year (Refer to AP Program on page 8).

# Mathematics

Three units of mathematics are required for graduation. Three units of mathematics with grades of “C” or better—including Algebra 1, Algebra 2, and Geometry—are required for admission to the University of Hawaii at Manoa and most other comparable four-year colleges and universities. All incoming freshmen to the program in mathematics at Kalani High School have the opportunity to meet these requirements by the time they graduate. **Advancement through summer school is strongly discouraged.**

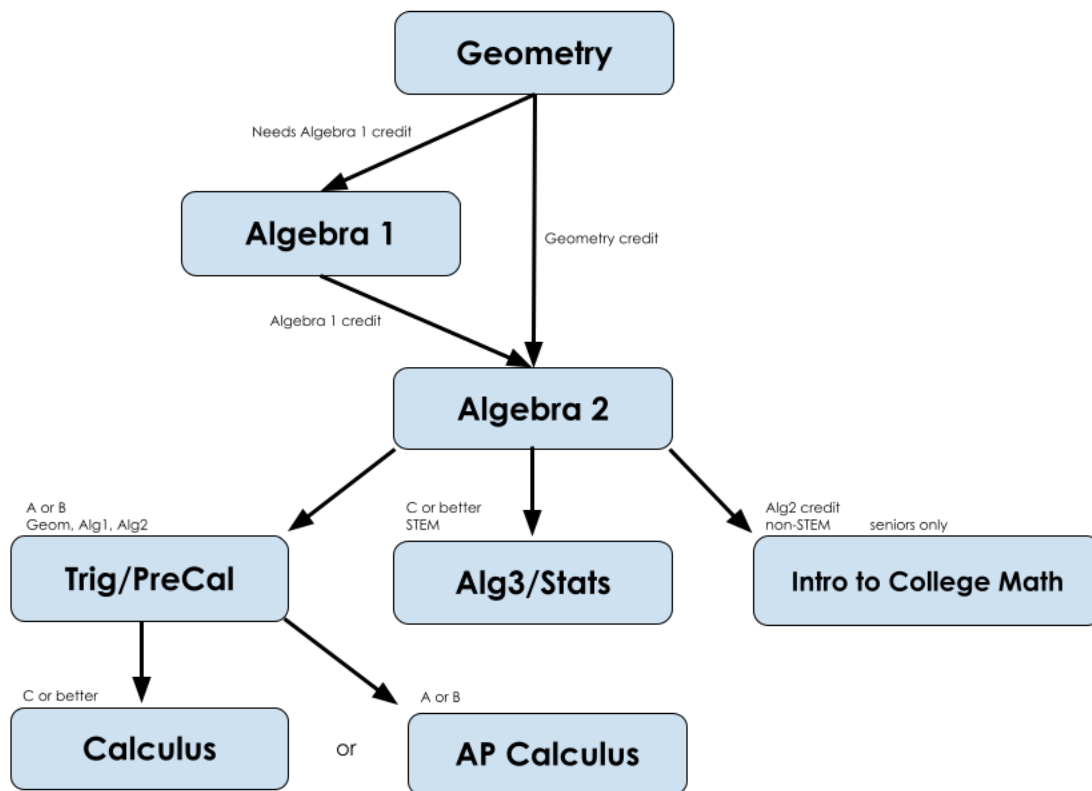
Students will typically progress through the department course offerings through one of the pathways depicted below. (\*Waiver must be submitted for students choosing to enter math class not in pathway sequence.)

\*Repeat courses: The intent of the repeat offerings is to give students another chance to meet the minimum requirements for enrollment in the next course. If the student must take the same course more than twice to receive a grade of "C" or better, then it is recommended that he/she consider other options. **NO CREDIT IS GIVEN FOR REPEAT COURSES.**

## KALANI HIGH SCHOOL STUDENTS ONLY

Recommendation of present math teacher or department chairperson required for all math courses.

# MATH COURSES



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**Geometry (MGX1150)**

1 credit, year course

**Recommendation:**

1. All incoming freshmen will be enrolled in Geometry beginning in SY 2022-23
2. Upperclassmen who have Algebra 1 credit but have not yet taken Geometry

This course is a study of plane and solid Euclidean geometry. A compass and straightedge are required.

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**Algebra 1 (MAX1155)**

1 credit, year course

**Recommendation:**

1. Needs credit in Algebra 1

This course introduces the basic structure of algebra and mathematical problem solving which are fundamental to success in all subsequent department course offerings.

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**Algebra 1 Workshop (MSW10091/MSW10092)**

1 credit (credit by semester)

Mandatory for students who received Cs & below in Geometry or by teacher recommendation.

All students enrolled in Algebra 1 will be concurrently enrolled in an Algebra Workshop class to meet on alternating days, and to provide support, remediation, reinforcement, and enrichment to ensure a solid computational and conceptual foundation for future success in mathematics.

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**Algebra 2 (MAX1200)**

1 credit, year course

**Recommendation:**

1. Credit in Algebra 1 and Geometry

This course builds upon and extends the concepts and skills studied in Algebra 1.

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**Introduction to College Mathematics (MIC1200)**

1 credit, year course

**Recommendation:**

1. Senior with credit in Geometry and Algebra 2
2. Recommendation of current math teacher

This course prepares students for any non-STEM college level math. 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 & quantitative reasoning. Students will extend their understanding of high school mathematics concepts & apply that understanding in real-world problem-solving situations & in purely mathematical contexts. Students have the option of earning placement into credit-bearing courses in the University of Hawaii system based on their grades in this class in combination with their Smarter Balanced Assessment scores.

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**Algebra 3/Statistics (MAX1310 / MXX1300)**

A two-semester course - 0.5 cr. per sem

**Recommendation:**

1. "C" or better in both Algebra 2 and Geometry and recommendation of current math teacher
2. Placement test

Algebra 3, a first semester course, is an advanced study of the algebra of real and complex numbers. Statistics will cover the fundamentals of descriptive and inferential statistics.

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**Trigonometry/Pre-Calculus (MCX10101C/MCX1020)**

A two-semester course - 0.5 cr. per sem

**Recommendation:**

1. "B" or better in both Algebra 2 and Geometry and recommendation of current math teacher
2. Placement test

This course is recommended for juniors and seniors who are highly proficient in algebra and geometry. Trigonometry is studied in the first semester and Pre-Calculus is studied in the second semester.

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**Calculus (MCX1040)**  
1 credit, year course

**Recommendations:**

1. "B" or better in Trigonometry/Pre-Calculus and all previous math courses and recommendation of current math teacher
2. Placement test
3. Signed AP contract

Students will study limits as the foundation of calculus as well as differentiation and integration.

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**Calculus–Advanced Placement (MCA1040)**  
1 credit, year course

**Recommendations:**

1. "B" or better in Trigonometry/Pre-Calculus and all previous math courses and recommendation of current math teacher
2. Placement test
3. Signed AP contract

This is a college-level year course. Students MUST take the Advanced Placement Mathematics Examination. The cost is approximately \$96.00. Students are advised of the schoolwide AP enrollment policy. (Refer to the AP Program on page 8)

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# Music

All Music courses are year courses and students earn 1 credit. Teacher approval is required, and students must successfully complete the previous Band, Orchestra or Chorus course to move to the next level.

## **Band 1, 2, 3, 4** (*FMB2000, FMB3000, FMB4000, FMB5000*)

The band program at Kalani is open to students who have successfully completed two consecutive years of band in the 7th and 8th grade, or 18 consecutive months of private instruction on the same instrument. **THIS IS NOT AN INTRODUCTORY COURSE.** Band 1 is a progression from middle school band and students must be able to demonstrate proficiency on their instrument as well as be able to read and understand music notation and symbols. Students must provide their own mouthpieces, reeds and basic percussion sticks and mallets. Musical objective tests are given each quarter; in addition, students must also attend before and /or after school rehearsals and performances outside of the regular school day. This is a performance-based class; classes are structured for preparing for concert performances. There will be three major performances plus one individual/small group performance. Students are placed in the appropriate ensemble upon audition for the band director. Signature from the current band director is required to enroll in this class.

Students are enrolled in the band class listed below as recommended by the band director.

Band 1- Concert Band (Freshman)

Band 2C, 3C, and 4C Symphonic Band

Band 2E, 3E, and 4E Wind Ensemble by audition only

## **Orchestra 1, 2, 3, and 4** (*FMV2000, FMV3000, FMV4000, FMV5000*)

The orchestra program at Kalani is open to students who have successfully completed two years of orchestra or 18 consecutive months of private instruction on the same instrument. **THIS IS NOT AN INTRODUCTORY COURSE.** This course focuses on the development of basic and advanced performing techniques, music theory, and exposure to orchestral literature. Members from this group are selected to perform with the Concert Orchestra. Students will be given proficiency assessments and are expected to attend after school rehearsals, tutorials, and participate in performances and community events.

## **Chorus 1** (*FMC1000*)

The choral program is open to all students. This course focuses on the development of basic vocal techniques and skills including tone quality, breath support, posture, diction, song performance, music reading skills, theory, history, and aural training. We will cover a variety of musical styles including, but not limited to Sacred/Classical, Folk/Traditional, Hawaiian/Local/Reggae, World music, Musical Theater, Disney, Country/Jazz/Oldies/Rock, Hip-Hop/R&B, Opera, Pop/Contemporary, and Seasonal music. This is considered a beginning level class and there are no prerequisites. Students must perform in formal concerts, community service concerts, and other school/community productions.

## **Chorus 2, 3, 4** (*FMC2000, FMC3000, FMC4000*)

This course is open to students who have successfully completed one year of formal music class. This course focuses on the development of basic vocal techniques and skills including tone quality, breath support, posture, diction, song performance, music reading skills, theory, history, and aural training. We will cover a variety of musical styles including, but not limited to Sacred/Classical, Folk/Traditional, Hawaiian/Local/Reggae, World Music, Musical Theater, Disney, Country/Jazz/Oldies/Rock, Hip-Hop/R&B, Opera, Pop/Contemporary, and Seasonal music. Students must perform in formal concerts, community service concerts, and other school/community productions.

## **Creative Dance 1, 2, 3, Directive Studies-4<sup>th</sup> Year** (*FDC1000, FDC2000, FDC3000, 4<sup>th</sup> year- FDD1100*)

This program is open to all students. The goal of the course is to have students choreograph their own dance routines. Students will have the opportunity to learn basic dance/movements pertaining to specific genres/styles to use for their choreography. During the first semester, the main concentration will be on individual dances, from basic ballet stances and spins to street dances; the second semester concentration will be expanding on these genres, and possible focus on group/partner dancing. The course will be designed to develop individual body awareness, strength, flexibility, and an appreciation for the art of dance. Students **MUST PARTICIPATE** in learning of all styles and **MUST PERFORM** at two recitals. Students will also expand upon their creativity, skills, and performance opportunities by participation in the Dance Team. Participation in any competitions or performances outside the recital is optional.

**Piano 1** *(FMK1000)*

This is an introductory course designed to provide students with the opportunity to learn the basic knowledge and skills of music and piano. Students will be involved with reading, performing, and evaluating piano music. Students WILL BE REQUIRED to perform in a public performance at the end of the year. Class size is limited, and teacher approval required.

**Piano 2, 3, 4** *(FMK2000, FMK3000, FMK4000)*

This course is open to students who have completed at least 1 year of piano study or have studied piano privately prior. Students will continue to develop their musical knowledge and skills learned from Piano 1 and learn new aspects of music theory and performance. The class will also focus on learning and developing advanced piano technique/performance skills. Students WILL BE REQUIRED to perform a public performance at the end of the year and possibly a concert at the end of the first semester. Class size limited and teacher approval required.

**Polynesian Music 1, 2, 3, 4** *(FMP1000, FMP2000, FMP3000, FMP4000)*

The Polynesian music program is open to all students. Students will have the opportunity of learning the music and dances of the Polynesian archipelago. The course will also cover the cultural, social, historical, and expressive significance of these dances. Emphasis will be on foot and body movement as well as authenticity and costume.

**Ukulele 1** *(FML1000)*

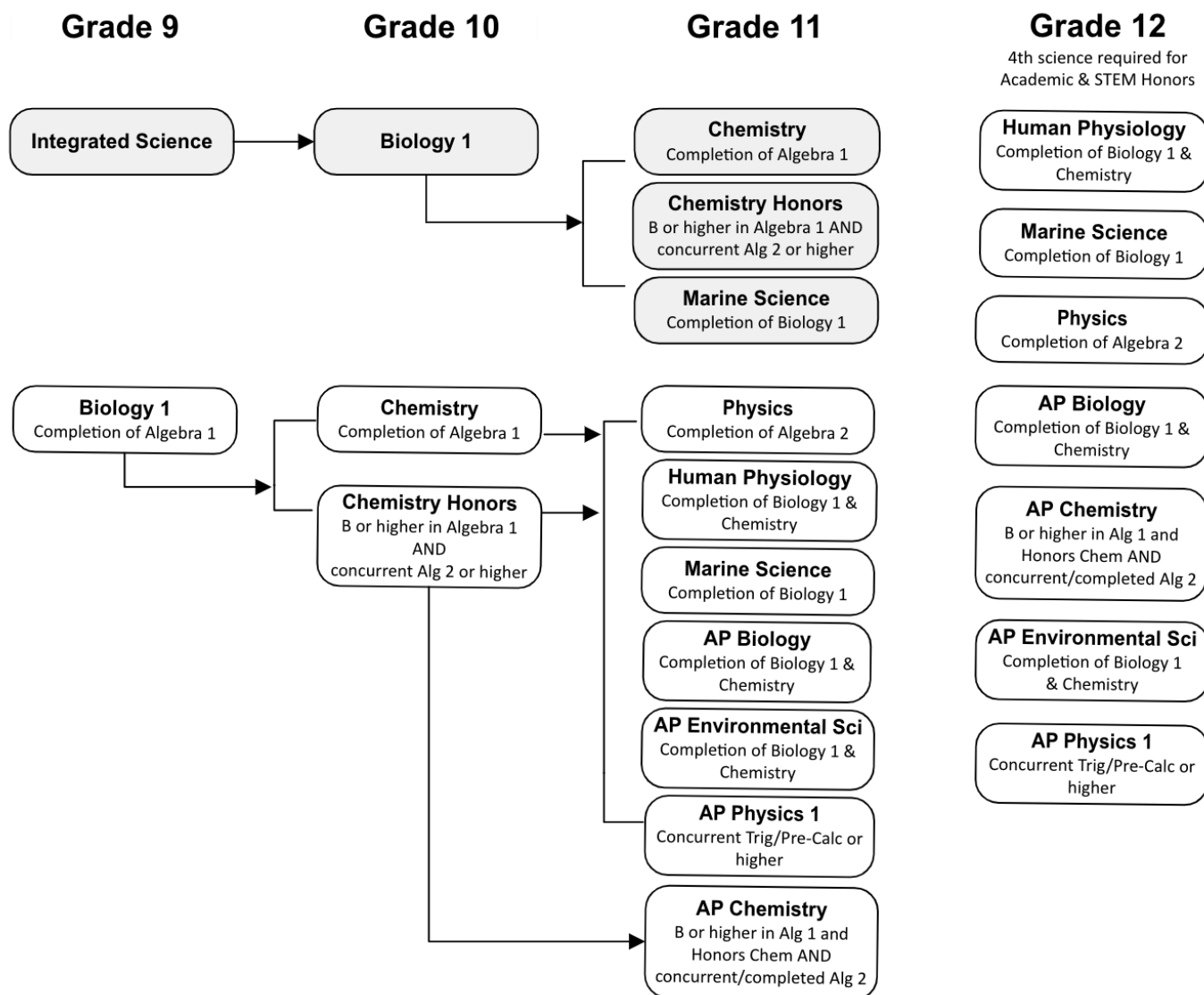
Ukulele 1 is an introductory course designed to provide students with the opportunity to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

**Ukulele 2** *(FML2000)*

This course is open to students who have completed Ukulele 1. Students continue to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards. Class size limited and teacher approval required.

# Science

**Suggested Sequence** (this is only a recommendation and students may take any science course as long as course prerequisites are met)



All courses require the signature of the current science teacher

**Integrated Science** (Grade 9) (SAH2003)

Integrated Science is a laboratory course that integrates major concepts of the Scientific Method, Biology and Chemistry. Students will perform scientific investigations and study the relationships among science, technology, and society to understand the major concepts. Physical science concepts focus on relationships between different forms of energy and energy transformations, electromagnetic and light waves, elements of the periodic table, physical and chemical properties of matter, and the conservation of matter and energy. Biology concepts focus on the chemistry of life, cellular structure and function, photosynthesis, and cellular respiration.

**Biology 1** (Grade 9) (SLH22039)

Biology is a laboratory course whose purpose is 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 clarification of the basic concepts associated with the study of living things and the impact of humans and technology on the quality of life. Students will meet all Biological Science benchmarks in Standards 1, 2, 3, 4, and 5. Open to students who have completed **Algebra 1**.

**Biology 1** (Grade 10) (SLH2203)

Biology is a laboratory course whose purpose is 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 clarification of the basic concepts associated with the study of living things and the impact of humans and technology on the quality of life. Students will meet all Biological Science benchmarks in Standards 1, 2, 3, 4, and 5.

**Biology, Advanced Placement** (SLH8003)

AP Biology 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 Advanced Placement Examination, which is three hours in length and is administered in May. The laboratory work done by AP students is equivalent to work completed 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. Examples of topics include: molecules and cells, heredity and evolution, and organisms and populations. Students are to meet all relevant benchmarks in Biological Science. Open to students who have completed Biology 1 and Chemistry. (Refer to the AP Program on page 8)

**Chemistry** (SPH3503)

Chemistry is a college preparatory course for students planning to continue their education in fields other than science. The concepts studied will be approached as an **introduction** to chemistry. Open to students who have completed Algebra 1.

**Honors Chemistry** (SPH3503H)

Honor Chemistry is a college preparatory course for students planning science-related careers. Topics investigated: measurement, the mole concept, periodic table, gas laws, quantitative analysis, conservation of mass and energy, equilibrium and rates of change, acids and bases, and oxidation-reduction. Emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and independent study. Open to students who have completed Algebra 1 with a grade of "B" or higher and are currently enrolled in Algebra 2 or have completed Algebra 2.

**Chemistry, Advanced Placement** (SPH5003)

Advanced Placement Chemistry is the equivalent of first year college chemistry. Emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and independent study. Concepts and principles studied in depth include atomic theory and structure, chemical bonding, nuclear chemistry, gasses, liquids and solids, solutions, stoichiometry, reaction types, equilibrium, kinetics, thermodynamic relations, and chemical calculations. Upon completion, students are required to take the Advanced Placement Chemistry Examination to receive college credit. Open to students who have taken Algebra 2 or higher and have passed Honors Chemistry with a grade of "B" or better. (Refer to the AP Program on page 8)

**Environmental Science, Advanced Placement (SIH3903)**

Advanced Placement Environmental Science is a college-leveled course that allows students to understand the earth's systems and how human interactions affect the environment. Students will be able to research, analyze, and critique different environmental policies and understand how human actions are reflected in the changing world. Students will explore the following topics: ecosystems, populations, earth's resources, land and water use, atmospheric pollution, aquatic and terrestrial pollution, and global changes. Upon completion, students are required to take the Advanced Placement Environmental Science Exam to receive college credit. Open to students who have completed Biology 1 and Chemistry. (Refer to the AP Program on page 8)

**Human Physiology 1 (SLH7503)**

This college preparatory course is considered a second-year biology laboratory course with an in-depth study of the anatomy and functions of the human organism and its parts. Blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, skeletal system, nervous system, and reproduction are studied in terms of inter-relatedness of the functions and their contribution to the maintenance of a proper condition of the body's internal environment. Students are provided with extended opportunities to study issues, topics, and themes in greater depth. Open to students who have completed Biology 1.

**Marine Science (SEH2503)**

Marine Science is a laboratory course that covers the physical and biological aspects of the marine environment. Topics of study are: physical characteristics of ocean waves, sea water, seafloor topography, tides, shorelines; the anatomy and physiology of marine animals and plants, their interactions with each other and their physical environment, and man's interactions with the ocean. Open to students in grades 10-12 who have credit in Biology 1. Marine Science is a college preparatory class.

**Physics (SPH5603)**

Physics is a college preparatory 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. Topics studied include the relationship among force, mass, and motion of objects; conservation of energy; sound; light; electricity; magnetism. Open to students who have completed Geometry, Algebra 1, and Algebra 2.

**Physics Part 1, Advanced Placement (SPH7505)**

Advanced Placement Physics **Part 1** is the equivalent of the first semester of algebra-based college physics. Second semester material such as waves, electromagnetism and the like will not be covered. Emphasis is on modeling, mathematical formulation of principles, and laboratory activities. Units studied include the following: kinematics; dynamics; circular motion and gravity; energy; momentum; simple harmonic motion; torque and rotational motion. Upon completion, students are required to take the Advanced Placement Physics Part 1 Examination. Be aware that receiving a "5" on the Exam will not necessarily translate to college credit at many universities. Strong math and reasoning skills as well as maturity and self-discipline are highly desirable for success in this rigorous course. This course is for those interested in medicine or engineering. Open to students who are currently enrolled in or have completed Trigonometry/Pre-Calculus. (Refer to the AP Program on page 8)

**STEM Capstone (XAT1000)**

This elective course is self-directed, and project based. Students are expected to demonstrate skilled or masterful levels for all STEM Competencies as they address the following major outcomes for the course:

- Research: Conduct research to reflect upon and determine a project to address a specific community need.
- Design: Design, build, test, refine, and deliver a solution to address the need.
- Reflection: Engage in ongoing reflection throughout all levels of the project design and its impacts on the local and global community.
- Technology: Learn to use technologies with the aid of online self-guided tutorials, student mentoring, and/or professional assistance arranged by the course facilitator
- Career Skills: Acquire career-building skills. Skills include reflection on and integration of personal values with career interests.
- Required for STEM Honors (Honors Recognition Certificate requirement for class of 2016 and beyond)

# Social Studies

Students are required to take one (1) social studies credit per year (exception for seniors who need to meet graduation requirements), and satisfactorily complete four (4) credits to graduate.

Grade 9	Participation in Democracy (semester 1) / Modern History of Hawaii (semester 2)
Grade 10	U.S. History/Gov't Advanced Placement U.S. History
Grade 11	World History & Culture Advanced Placement World History
Grade 12	Choose one of the following (required): Advanced Placement Macroeconomics/Economics Advanced Placement Psychology Economics/Psychology

## **9<sup>th</sup> Grade Social Studies—Participation in Democracy** (*CGU1100*)

Participation in Democracy is a required course for graduation. The course will focus on the concept and purposes of a democratic government; its federal, state, and local structures and operations; and the rights, responsibilities, and role of its citizens. Students will have the opportunity to understand the historical development of the principles and ideals of American constitutional government; apply acquired knowledge of constitutional government to understand federal, state and local structures and functions of government; analyze how governments acquire, use and justify power; apply tools and methods drawn from political science to demonstrate understanding of political issues; and practice participating in political life (i.e.-contacting public officials, letters to editor, etc.). Semester course - 0.5 credit.

## **9<sup>th</sup> Grade Social Studies—Modern History of Hawaii** (*CHR1100*)

Modern History of Hawaii is a required course for graduation. The course is an introduction to Hawaii's history since 1898. This course will cover the social, political, and economic history of Hawaii focusing on the key events, people and ideas that shaped our history. Course topics will include the overthrow of Hawaii's monarchy, annexation; the development of sugar, immigration; the Big 5; Martial Law, the Massie case, Statehood, the tourism industry; labor unions; sovereignty; and current events. Students will have the opportunity to analyze cause and effect relationships as related to change and/or continuity; apply acquired knowledge of historical events to assess present-day issues; and use appropriate social science tools to gather evidence from historical research to produce written, oral, visual, or dramatic presentations. Semester course - 0.5 credit.

## **10<sup>th</sup> Grade United States History/Govt** (*CHU1100*)

The purpose of this year-long course is to increase students' knowledge of the development of the United States as a democratic nation. The course is organized as a chronological survey of the American past from 1877, through WWII, and into the present day. Emphasis will be placed on major events, geography, individuals, ideas, and concepts which comprise our American Heritage. Year course 1 credit.

## **10<sup>th</sup> Grade Advanced Placement U.S. History** (*CHA6100*)

Advanced Placement United States History and Government is a rigorous two-semester survey of American history from the Age of Discovery to the present administration. Students will be given the opportunity to develop and demonstrate an understanding of the essential themes of American history as determined by the College Board. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examine the ways in which each helps to shape American history. The themes include American identity and diversity, demographic and cultural changes, economic trends and transformations, environmental issues, politics and citizenship, social reform movements, the role of religion, the history of slavery and its legacies, war and diplomacy, and America's role in a globalized world. The challenging course is designed to facilitate the development of factual knowledge and analytic skills to deal critically with the problems and materials in U.S. History. The course prepares students for intermediate and advanced college courses and the student demands are equivalent to those made in a full year introductory college course. The course emphasizes the development and use of critical thinking skills, essay writing, document interpretation and analysis, and historiography. Significant reading and writing skills are necessary along with a willingness to devote a considerable amount of time to homework and study. Students must sign the Kalani High School AP contact and take the AP U.S. History College Board Exam in May. Year course – 1 credit. Refer to the AP Program on page 8.

**11<sup>th</sup> Grade World History and Culture (CHW1100)**

World History and Culture gives students the opportunity to acquire a working knowledge of the political, economic, geographic, and social events that have shaped our world. Areas of study include geographical skills and themes, early and classical civilizations, ages of reason, exploration, revolution, industry, world conflicts, and case studies on current world events. Through the skills of critical reading, writing and historical inquiry students will develop an understanding of historical world events and how they connect to their lives today by analyzing primary and secondary sources. Year course - 1 credit.

**11<sup>th</sup> Grade Advanced Placement World History (CHA6300)**

The AP World History course focuses on developing students' understanding of world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (Analyzing primary and secondary, making historical comparisons chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interactions of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and place encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students must sign the Kalani High School AP contact & take the AP World History College Board Exam in May. Year course – 1 credit. Refer to the AP Program on page 8.

**12<sup>th</sup> Grade Economics (CSD2500)**

Economics develops the concepts and analytical tools necessary to understand the major economic problems confronting the nation and the world today. Students also learn how to use economic skills to prepare them for post high school life. Elective semester course paired with Psychology. Grade 12 elective semester course 0.5 credit.

**12<sup>th</sup> Grade Psychology (CSD2200)**

This course helps students to better understand why humans behave the way they do. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders. Elective semester course paired with a semester of Economics. Grade 12 elective semester course 0.5 credit.

**12<sup>th</sup> Grade Advanced Placement Macro-Economics\* (CSA6200)**

Must be paired with semester of 12<sup>th</sup> Grade Economics (CSD2500A)

AP Macro-Economics is a college level course that gives students a thorough understanding of the principles of economics which apply to an economic system. Students are prepared for the AP examination, which upon satisfactory completion and acceptance, qualify for college credit. The cost of the AP test is approximately \$96.00. Purchase of textbook and study guide is optional but highly recommended. Students must sign the Kalani High School AP contact and take the AP Macroeconomics College Board Exam in May. Grade 12 elective 2 semester course - 0.5 credit/0.5 credit. Refer to the AP Program on page 8.

**12<sup>th</sup> Grade Advanced Placement Psychology (CSA2500)**

The aim of this course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. Students learn some of the explorations and discoveries made by psychologists over the centuries. They also assess the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives. Specific topics may include methodology, behaviorism, neuroscience, sensation and perception, developmental psychology, and intelligence and psychological testing. Students must sign the Kalani High School AP contact and take the AP Psychology College Board Exam in May. Grade 12 elective year course - 1.0 credit. Refer to the AP Program on page 8.

# World Languages

The World Languages program at Kalani High School is designed for the student who wishes to study the language and culture of a group of people with whom s/he has little knowledge of and little or no daily contact. Instructional experiences will provide students with the opportunity to meet the overall goals and standards of the State World Languages Program.

Teacher signature required for all courses, except Level 1 courses. Subsequent changes in placement of students in appropriate language levels are initiated and approved by the language instructor. Students with home background knowledge and exposure to a language may be directed to learning another language other than the one s/he is familiar with.

## Level 1

**Chinese 1** (*WAC1000*)

**Japanese 1** (*WAJ1000*)

**Spanish 1** (*WES1000*)

**German 1** (*WEG1000*)

**Korean 1** (*WAK1000*)

This course serves as the introductory portion of the language course. It is designed for the beginning language learner or those who have had very limited exposure to the language in elementary and intermediate/middle schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond in simple social situations of daily and recurring nature. The beginning Stage I Standards are addressed and include all K-3 benchmarks.

## Level 2

**Chinese 2** (*WAC2000*)

**Japanese 2** (*WAJ2000*)

**Spanish 2** (*WES2000*)

**German 2** (*WEG2000*)

**Korean 2** (*WAK2000*)

Students enrolled in this level have either successfully completed the Level 1 courses at the high school or middle school or have placed out of Level 1 due to previous language study and language learning experiences. Students reinforce and draw upon earlier study and continue the development of their proficiencies so that they engage in simple conversations and handle routine situations. Carefully selected language materials and cultural topics help students recognize aspects of daily life in other cultures and develop insight into differing cultural perspectives. Further demonstration of Stage I Standards and grade 4-5 benchmarks are addressed.

## Level 2 Honors

**Japanese 2** (*WAJ2000H*)

Students enrolled in this course should have successfully completed Japanese Level 1 and (or) have teacher/counselor approval to enter this course. This is a second-year language course taught at an accelerated pace. Students who complete this course should be able to move on to Japanese 3 Honors the subsequent year, with A.P. as a final goal. Students reinforce and draw upon earlier study and continue the development of their proficiencies so that they can engage in daily conversations and state opinions. This level provides students with additional opportunities to expand their listening, speaking, reading and writing proficiencies so that they can create with language. Carefully selected language materials and cultural topics help students recognize aspects of daily life in other cultures and develop insight into differing cultural perspectives. This course provides the transition to Stage II Standards and therefore focuses on completion of the grade 4-5 benchmarks as well as some of the grade 6-8 benchmarks.

## Level 3

**German 3** (*WEG3000*)

**Japanese 3** (*WAJ3000*)

**Spanish 3** (*WES3000*)

Students enrolled in this level have either successfully completed the Level 2 courses at the high school or middle school or have placed out of Level 2 due to previous language study or other language learning experiences. This level provides students with additional opportunities to expand their listening, speaking, reading, and writing proficiencies so that they can create with language. Students continue to refine their knowledge and understanding of the culture studied as well as their own, by demonstrating behaviors appropriate to the culture. This course provides the transition to Stage II Standards and therefore focuses on completion of the grade 4-5 benchmarks as well as some of the grade 6-8 benchmarks.

**Level 3 Honors**

**Japanese 3 (WAJ3000H)**

Students enrolled in this level have either (1) successfully completed the Level 2 honors course or (2) been recommended by their Level 2 teacher. Students who complete this level should be able to move on to AP Japanese the subsequent year. This is an accelerated course designed to enable students to create with language, communicate orally, in writing, and in extended conversation on a variety of topics. This class will help students develop skills to narrate, discuss, and describe using sentences or groups of related sentences. Topics and projects encourage connecting language study to other disciplines and the use of the language inside and outside of the classroom setting. Stage II proficiencies are developed, and focus is on the grade 6-8 benchmarks.

**Level 4**

**German 4 (WEG4000)**

**Japanese 4 (WAJ4000)**

**Spanish 4 (WES4000)**

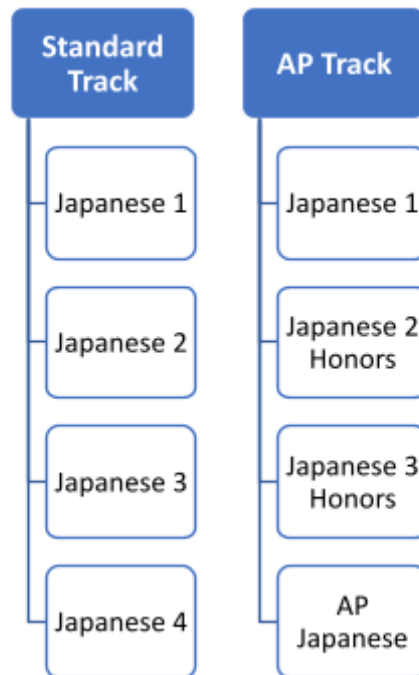
Students enrolled in this level have either successfully (1) completed the Level 3 courses at the high school or middle school, (2) have placed out of Level 3 due to previous language study or other language learning experiences. A major focus of this level is to enable students to create with language, communicate orally, in writing, and in extended conversation on a variety of topics. They develop skills to narrate, discuss, and describe using sentences or groups of related sentences. Topics and projects encourage connecting language study to other disciplines and the use of the language inside and outside of the classroom setting. Stage II proficiencies are developed, and focus is on the grade 6-8 benchmarks.

**Advanced Placement**

**Japanese (WAJ6000)**

Students who enroll in Advanced Placement (AP) World Language courses should already have a good command of the grammar and vocabulary and have competence in listening, reading, speaking, and writing in the target language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course emphasizes the use of language for active communication. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any specific body of subject matter. Extensive training in the organization and writing of compositions is emphasized to develop proficiency in writing well-developed and well-organized expository, persuasive, or narrative pieces. Refer to the AP Program on page 8.

**Recommended Japanese Language Track Flow Chart**



# Miscellaneous

## Community Service (XLH2001)

Community Service gives elective credit to students for volunteer work they perform on their own time. It provides opportunities for students to develop responsibility, encourages humanitarian attitudes by doing things for others without compensation, and encourages cooperative working relationships with peers and adults in the community. Under the supervision of a school faculty member, students participate with service organizations beyond their school day. Upon completion of a minimum of 60 hours, one-half credit will be awarded. No letter grades will be given. This course may be repeated two times for credit, but only one credit total, may be counted towards the graduation requirements. Students who are interested in performing community service will need to see their respective counselor.

## English as a Second or Other Language\*

\*These are courses that may be required for second language learners who have been identified through screening.

### Sequence of Courses \*\*

<b>Newcomer Program</b> <i>NEP 1.0+ ICY designation or EL Teacher rec.</i>	<b>Foundations 1</b> <i>NEP 1.0+ or EL Teacher recommend</i>	<b>Foundations 2</b> <i>NEP/LEP 2.0+ or EL Teacher recommend</i>	<b>Foundations 3</b> <i>LEP 3.0+ / EL Teacher recommend</i>	<b>Foundations 4</b> <i>LEP 4.0+ / EL Teacher recommend</i>
<i>NEI1000/NEI1010</i> <b>Communication &amp; Literacy Skills for Newcomers (1A/1B)</b>	NEI1020 /NEI1025 <b>English for Speakers of Other Languages (1A/1B)</b>	NEI1030/NEI1035 <b>English for Speakers of Other Languages (2A/2B)</b>	NEI1030/NEI1035 <b>English for Speakers of Other Languages (2A/2B)</b>	NEI1030/NEI1035 <b>English for Speakers of Other Languages (2A/2B)</b>
<i>NEI1020/NEI1025</i> <b>English for Speakers of Other Languages (1A/1B)</b>				
<b>Content Based ESL/ELD J-Section Courses</b>	<b>Math</b> Geometry (MGX0800J)  Algebra 1 (MAX1155J) +Math Workshop if needed	<b>Social Studies</b> Participation in Democracy (CGU1100J)  Modern History of Hawaii (CHR1100J)  US History (CHU1100J)	<b>Science</b> Integrated Science (SAH2003J)  Biology (SLH2003J)	<b>English Language Arts</b> English 9 (LCY1010J)  English 10 (LCY2010J)  English 11 (LCY3010J)

\*\* This is a suggested sequence only. Students may take courses outside of this sequence based on assessed needs and prior competencies.

## Communication and Literacy Skills for Newcomers (NEI1100/NEI1010) 2-semester course - 0.5/0.5 credits

This course introduces the English language to the non-native English speaker and is designed to help students develop basic English language skills in reading, writing, speaking & listening, as well as orientation to a new school, community, and cultures.

## English for Speakers of Other Languages 1A/1B (NEI1020/NEI1025) 2-semester course - 0.5/0.5 credits

This beginning sequence of courses focus on social instructional English language skills, especially speaking and listening skills necessary for routine function in the US school community and introduces fundamental concepts in the processes of reading and writing. Basic English grammar will be instructed.

**English for Speakers of Other Languages 2A/2B (NEI1030/ NEI1035)** 2-semester course - 0.5/0.5 credits

The second sequence of courses will build upon the previous level and present more challenging content, concepts, and processes to give additional support in integrated reading, writing, listening, and speaking to the *Limited English Proficient (LEP) student taking content courses*.

**Content Based ESL/ELD J-Section Courses**

These courses are for the *Limited English Proficient (LEP)* student who needs further help in developing academic language skills. EL assistance will be provided in required content area classes, English Language Arts, Math, Social Studies, and Science, which meet graduation requirements.

**EL Opt-Out Information<sup>^</sup>**

When a parent considers refusing EL Program services, a meeting must be held with a school administrator to provide a comprehensive and thorough overview of the EL program. This documented conference may occur either via telephone or in person. Please contact the school at (808) 305-0500 if you have questions or concerns about the EL program.

<sup>^</sup>*School/districts are federally obligated under the civil rights laws to meet the English-language and other academic needs of their opt-out EL students. Schools must periodically monitor the progress of students who have opted out of EL programs or certain EL services. If a student does not demonstrate appropriate growth in English proficiency or struggles in one or more subjects due to language barriers, the school district's affirmative steps include informing the parents of the lack of progress and offering other opportunities to the student in the EL program or at least certain EL services at any time.*

**Leadership Training:** Year Course – 1 credit

Grade 10	XLP2000
Grade 11	XLP3000
Grade 12	XLP4000
KAS	XLP5000
Graduation	XLP4000C
Band	XLP1015BND1/XLP1015BND2
CTL	XLP1015CTL1/XLP1015CTL2

This course introduces the student to the concepts of group processes and emphasizes student participation and involvement with real school and student concerns. Students will learn leadership skills and can apply the knowledge gained in the course to plan and coordinate various class and committee projects.

Note: All Senior class officers, KAS officers, and KAS chairpersons are required to take Leadership Training. All other officers and committee members are strongly recommended to enroll.

**Newswriting 1 / 2 / 3 / 4 (LJY8210 / LJY8300/LJY8400/LJY8500)** Year Course – 1 credit

This course is for students who are interested in participating as a member of the school newspaper staff. It covers study of the various parts of the newspaper, its major functions, and the responsibilities involved in newspaper production.

**Personal Transition Plan (TGG1105)** Semester Course – 0.5 credit

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.

**Pathway Exploration 1 & 2 (TGG1101 / TGG1102)** Year Course – 1 credit

This course is designed to introduce the student to the methodology of finding one's purpose in life as well as in postsecondary education. The course itself is based around Project Wayfinder, a curriculum designed to help identify one's personal meaning and purpose. The focus of this course is introspective with the eventual goal of determining and utilizing core values to find ways to serve the community you reside in as well as the larger society. During the second semester of this project-based learning class, students will go out into the community and find ways that they can assist or implement a passion project with respect to their identified purpose in semester one.

Recommended for juniors and seniors. Students must take both TGG1101 and TGG1102.

### **Special Education**

Kalani High School offers special education classes to support students who are eligible for special education services. The program is designed to meet each student's individual needs, as required by federal law, with a focus on academic, social-emotional, and vocational goals. We actively participate in the Vocational Education Program (formerly known as Occupational Skills) and Special Education Vocational Rehabilitation programs, which help our students make informed career choices. *Special Education students at Kalani High School have access to the general education curriculum.*

### **Teacher Assistant for Technology Integration (TIK5930)** Year course – 1 credit

This course is designed for the student to assist the teacher with technology in the classroom. Teacher signature required.

### **Transitions to High School (TGG1103)** Semester course – 0.5 credit

This course is designed to assist 9<sup>th</sup> grade students' transition into the high school setting. It develops study habits, employability of skills, self-image, and the basic skills of reading, writing, computer literacy and the general learner outcomes. **\*\*GENERAL COURSE, DOES NOT COUNT TOWARDS THE 2 CTE CREDIT REQUIREMENT BUT COUNTS AS AN ELECTIVE CREDIT EFFECTIVE SY 2012-2013\*\***

### **Video Prod Television 1 (XMT10201A/XMT10201B)** Year Course – 1 credit

Year 1

This course is designed to acquaint students with the tools, techniques, and terminology of television/video production, both in the field and in the studio. Students will have hands-on experience with various filming, recording, and editing techniques and processes. Students will participate in the planning and production of short programs featuring topics of interest to them. Students will use and compare nonlinear and other imaging editing software. Students must take both XMT10201A and XMT10201B.

### **Video Prod Television 2 (XMT10252A/XMT10252B)** Year Course – 1 credit

Year 2

This course emphasizes the production of longer, more complex programs in a variety of formats. Students are given the opportunity to take initiative in visualizing and planning the program, script writing, and storyboard production, and taping and editing. Critical viewing and analysis are also covered. Students must take both XMT10252A and XMT10252B.

### **Yearbook 1, 2, and 3 (XY8610 / XY8630 / XY8650)** Year Course – 1 credit

Yearbook is a class where students must think independently, get along well with others, and assume responsibility. Students learn about meeting deadlines and asking intelligent thought-provoking questions. Students also learn about layout design, interviewing techniques, how to write captions and taking good pictures. Students may be required to work after school to meet deadlines. Teacher signature required.

# Registration Information & Program Change Policy

The courses selected during the registration period will be the students' final selections for the 2025-2026 school year. Careful consideration should be given to your course choices. The classes offered for the school year are determined by student course requests from the Google Registration Form. When selecting courses on the registration form, students must be ok to have ANY of the requested courses added to their final schedule.

## Registering for Courses

1. Fill out the Google Course Registration Form
  - o Opens on December 2 at 6 AM & closes on December 6 at 3 PM
2. Get your teacher's signatures on the Registration Signature Sheet to approve your course requests
3. Submit the signed Registration Signature Sheet to your counselor before 3 PM on December 6, 2024

**\*\*If you don't complete ALL 3 steps, you might not get the courses you want and you won't be able to change them later**

## Verifying Course Requests

- A verification letter of requested courses will be distributed in January with the Quarter 2 report card
- If there are any **errors**, make the corrections & have your parent/guardian sign the letter
  - o Turn the signed letter to the registrar's office (Library) by 3 PM on January 31, 2025
  - o There will be NO elective changes made after this deadline

## Incomplete/Missing Registrations

- If the Google Registration Form is not submitted, courses will be selected by the student's counselor or the registrar
- If the Registration Signature Sheet is not turned in, courses that close quickly, like ceramics, will NOT be added to the student's schedule request in Infinite Campus
- If the Registration Signature Sheet is turned in with missing signatures, students may not get the course(s) they requested

## Program Change Policy

1. Core subject AP courses cannot be dropped after the first week of May 2025
2. No program changes are done for electives. The verification letter will be used to verify courses selected
3. If a student drops a course after the first two weeks of school, a "W" (withdraw) mark will be posted to the report card and transcript. Once a grade is given, it remains on the student's transcript
4. Student Initiated program changes will ONLY be considered for the following:
  - Duplicate courses on the schedule
  - Missing graduation requirements
  - Incomplete schedule
  - Summer school completion
  - Incorrect placement
  - Dual Credit or Off Campus (proof of course registration or employment verification necessary)

**\*\*Course changes are not guaranteed and are subject to availability\*\***

## Student Initiated Program Change Requests (once student picks up their schedule in July)

1. Students must contact/schedule an appointment with their counselor
2. Counselor will meet with students to discuss their program change requests, if applicable
3. Counselor will NOT process requests for students who walk in without a call slip
4. All program changes require a parent/guardian signature
5. Program change forms must be returned to the student's counselor during the first two weeks of school
  - Changes will NOT be made if the program change form is incomplete or returned AFTER the first 2 weeks of school

## Teacher Initiated Program Change Requests

If a program change is necessary and is initiated during the last three weeks of a quarter, the change will not be processed until the beginning of the next quarter. Students will receive a grade from the teacher they were with prior to the program change.

All program change disputes will be addressed by Administration.