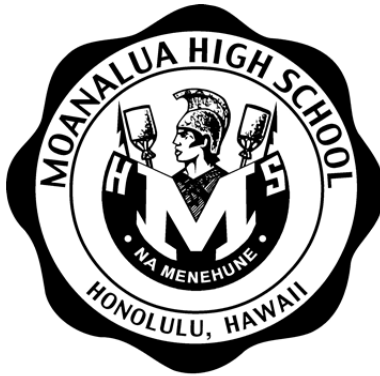


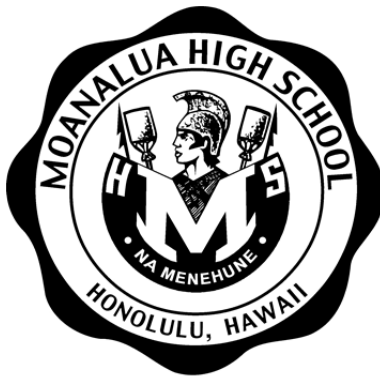
MOANALUA
HIGH SCHOOL
GENERAL INFORMATION
CATALOG
2014-2015



2825 Ala Ilima Street
Honolulu, HI 96818
808-305-1000

Accredited by Western Association of Schools and Colleges

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HIGH SCHOOL
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2825 Ala Ilima Street
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STATE OF HAWAII
DEPARTMENT OF EDUCATION
MOANALUA HIGH SCHOOL
2825 ALA ILIMA STREET
HONOLULU, HAWAII 96818

Dear Students of Moanalua High School,

As a high school student you have important choices to make as you select the courses that will satisfy the requirements necessary for your graduation. Students, for the 2014 -2015 school year, you will need to register for a 7th period. This is necessary because we believe our school will be required to implement a new bell schedule. We will keep you informed regarding selection and implementation of our new bell schedule. Also, please remember that you must keep in mind the specific graduation requirements for your graduating class. Important information is available through your counselors and teachers and also at the following website, <http://www.hawaiipublicschools.org/>

You should carefully consider the courses you select for the coming year. Your choices should support your future college and career plans. Consider your passions, interests, and talents as well as the requirements for high school graduation and college admissions when making your course selections.

As a student of Moanalua High School you are required to develop and complete a Personal Transition Plan (PTP) or four year CAP Portfolio. Your CAP activities and your resulting Personal Transition Plan are the most important planning documents to guide you in making your course selections here as well as in making your college and career plans for the future. You will need to focus on making the connections between your CAP lessons and your PTP, and recognize their value toward assisting you as you work toward achieving your goals.

Take the time to work closely with your parents, guardians, counselors, and teachers when planning your registration for next year. Our College and Career Counselors as well as our Guidance Counselors can provide you with valuable assistance and insights relating to college entrance requirements, as well as counsel you regarding career plans. Your CAP Teacher is another key advisor and supporter who can assist you as you plan for your future.

Please take your high school education seriously. With careful planning and thoughtful decision-making, you will have an enjoyable, meaningful, and successful high school experience which will allow you to achieve all of the future goals you have set for yourself. Choose wisely!

Sincerely,

A handwritten signature in cursive script that reads "Robin Martin".

Robin Martin
Principal



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MOANALUA HIGH SCHOOL PHILOSOPHY

Based on concern for human beings and their achievements, and an acknowledgment of individual interest, we at Moanalua High School attempt to create worthwhile educational experiences for all members of our community.

We (students, parents, teachers, administrators, community members, classified staff, resource personnel...) are encouraged to work together, to serve each other and, ultimately, to enrich ourselves.

To encourage and achieve this, we stress respect for each other within a challenging and self-fulfilling learning-teaching environment. Our methods include creating a flexible curriculum, re-evaluating this curriculum continually, setting performance goals, utilizing effective teaching strategies, and encouraging satisfaction in knowledge as the reward for learning.

These methods, enhanced by open communication, group decision-making, flexible schedules, excellent facilities, and community involvement, help us develop a mutual concern for all who meet, work, learn, play, and study at Moanalua High School.

Revised 05/89

SCHOOL MOTTO

"Kulia i' ka nu'u"
(Strive for Excellence)

VISION

Moanalua High School is a learning community where, in the spirit of the Menehune, everyone works in partnership to strive for excellence.

MISSION

A graduate of Moanalua High School will be able to:

- Demonstrate proficiency in academics
- Think critically and creatively in problem-solving situations
- Use positive intrapersonal and interpersonal skills
- Exhibit a commitment to our global society

GENERAL LEARNER OUTCOMES OF THE HAWAII DEPARTMENT OF EDUCATION

Moanalua High School General Learner Outcomes
All students will be ... <ul style="list-style-type: none">• Independent and Responsible Learners• Skilled Collaborators and Team Players• Complex Thinkers and Problem Solvers• Producers of Quality Products and Performances• Effective Communicators• Effective and Ethical Users of Technology

SCHOOL ACADEMIC PLAN AND SCHOOL GOALS

In accordance with ACT 51 passed by the Hawaii State Legislature, all Hawaii public schools are required to implement annual "academic plans" that are aligned with the Department of Education's Strategic Plan. As a result, all schools have the same three major goals relating to standards-based education, student support, and continuous improvement. In accordance with state law, the Moanalua High School Academic Plan is developed by the school principal, reviewed by the MoHS School Community Council and approved by the Hawaii Superintendent of Education. The full plan is available for review on the school website or through the Hawaii DOE website, <http://doe.k12.hi.us>

Moanalua High School Academic Plan Goal #1: Student Success

All DOE students demonstrate they are on a path toward success in college, career and citizenship.

Moanalua High School Academic Plan Goal #2: Staff Success

The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Moanalua High School Academic Plan Goal #3: Successful Systems of Support

The system and culture of the DOE work to effectively organize financial, human, and community resources in support of student success.

Revised 09/2010

AN OVERVIEW OF MOANALUA HIGH SCHOOL

ACCREDITATION

Moanalua High School is fully accredited by the Western Association of Schools and Colleges.

ACREAGE

30.4

SCHOOL COMMUNITY

The Moanalua High School boundary encompasses the following subdivisions and/or housing areas: Red Hill, Moanalua Valley, Tripler, Aliamanu Crater, Moanalua Gardens, Fort Shafter, Radford Terrace, and Salt Lake (up to Wanaka Street but not Salt Lake Blvd).

CURRICULUM OFFERINGS

College Preparatory
Practical Arts
Career & Technical Education (formerly vocational)
Advanced Placement
Remedial
ESLL (English as Second Language Learners)
Gifted and Talented
Special Education
Special Motivation
Learning Center

FEEDER SCHOOLS

Moanalua Middle School
Aliamanu Middle School

EXISTING FACILITIES

Math/Science Building (M)	(1972)
Portable Classrooms	(1972)
Multi-purpose Dining Room	(1973)
P. E. Building (P)	(1973)
Fine Arts Building (F)	(1975)
Industrial Arts Building (Q)	(1975)
Football Stadium/Track	(1975)
Business Building (G)	(1976)
Library (C)	(1977)
Baseball Field	(1977)
Language Arts Building (H)	(1980)
Science Building (L)	(1980)
Gymnasium	(1981)
Portables (3)	(1982)
Portables (2)	(1983)
Portables (2)	(1985)
Portables (1)	(1986)
Administration Building	(1989)
Portables (2)	(1990)
Special Education & Social Studies Building (I)	(1993)
Student Center (1)	(2000)
Portables (2)	(2008)
Music Building (U)	(2013)

PROFESSIONAL STAFF

Principal	(1)
Vice Principals	(3)
Counselors	(4)
Career/College Counselor	(1)
Outreach Counselor	(1)
Registrar	(1)
Librarians	(2)
Athletic Director	(1)
Student Services Coordinator	(2)
Student Activities Coordinator	(1)
SBBH	(2)
Teachers	(115)

CLASSIFIED STAFF

School Administrative Services Assistant	(1)
Account Clerk	(1)
Office Assistant	(6)
Health Aide	(1)
Custodian - full-time	(8)
Custodian - half-time	(2)
Cafeteria Manager	(1)
Cafeteria Helpers - full time	(1)
Cafeteria Helpers - half time	(7)
Cook	(2)
Baker	(1)
Manager	(1)
Library Assistant	(1)
Educational Assistant	(19)
Security	(4)

STUDENT POPULATION

The area from which Moanalua High School draws its population are basically middle-income bedroom type communities. The population includes: a substantial number of Asians (Japanese, Chinese, Koreans, and Vietnamese and Thai students) who make up 32% of the population, Hawaiians and Samoans (12%), Filipinos (27%), Hispanics (3%), Black Americans (5%), and Caucasians (13%). While many of the Asian and Filipino students come from immigrant backgrounds, the majority of or students come from homes where both parents are professionals. In addition, Army, Air Force, Coast Guard, Marine Corps and Navy personnel dependents comprise the rest of the student body. The present enrollment is 2,000+ students in grades 9 to 12.

SUPPORT SERVICES

Outreach Counselors

The work of an outreach counselor is part of a state program designed to assist disadvantaged and alienated students. Students may apply for work-study positions in this program.

Tutorial Periods

On Tuesdays, and Fridays, each student has the opportunity to obtain individual help from all staff members during tutorial periods. Appointments can be made by students, parents or teachers.

Campus Safety and Supervision

The Vice Principals and the security aides provide supervision of the entire campus, including parking lots, from 7:00 a.m. to 3:30 p.m. Other staff members are assigned campus supervision as necessary.

College and Career Center

The College and Career Center has been established to help students in grades 9 - 12 plan for their future college and career goals. The services offered through the career center are:

- A. providing information on college scholarships and financial aid.
- B. providing information on testing (college, armed services, Advanced Placement).
- C. arranging for speakers from all branches of the military service and from local and mainland colleges and universities.
- D. processing college applications and recommendations.
- E. career shadowing, career planning, college planning.

ATHLETICS

Member of the O.I.A. Eastern Division

Sports competed in

- Football Jr. Varsity & Varsity
- Basketball, Boys & Girls Jr. Varsity & Varsity
- Baseball..... Jr. Varsity & Varsity
- Judo, Boys & Girls Varsity
- Soccer, Boys & Girls..... Varsity, Girls Jr. Varsity
- Softball, Girls Jr. Varsity & Varsity
- Track, Boys & Girls Jr. Varsity & Varsity
- Cross-Country, Boys & Girls..... Jr. Varsity & Varsity
- Tennis, Boys & Girls Varsity, Girls Jr. Varsity
- Volleyball, Boys Varsity
- Volleyball, Girls..... Jr. Varsity, Varsity Blue & Varsity
- Bowling, Boys & Girls Varsity
- Wrestling, Boys & Girls..... Jr. Varsity & Varsity
- Golf, Boys & Girls Varsity
- Sideline/Competitive Cheerleading Jr. Varsity & Varsity
- Swimming, Boys & Girls Jr. Varsity & Varsity
- Air Riflery, Boys & Girls Varsity
- Water Polo Varsity Girls
- Paddling, Boys & Girls..... Jr. Varsity & Varsity
- Soft Tennis, Boys & Girls..... Varsity

GENERAL INFORMATION

DIRECTORY

Some of the most frequent problems students encounter in school has been listed under the places where help is available:

Office: 305-1000
Geographic Exception
Lost and Found
Locker Assignment
Fee Payments
School Bus Passes
School Lunch Subsidy
Attendance: 305-1000, extension 3051006
Attendance Check
Off-Campus Pass
Reporting of Absences
Absenteeism
Tardies
Counselors: 837-8455
Student Surname:
(A through Fa) – extension 3051018
(Fb through K) – extension 3051019
(L through Ra) – extension 3051020
(Rb through Z) – extension 3051021
Early Release
Personal Problems
Schedule Changes
Scholarships
Study Problems
College/Career Counselor 305-1000, extension 3051028
Registrar: 305-1000, extension 3051024
Change of Address
Transcripts
Transfer to another school
Health Room: 305-1000, extension 3051005
Illness
Student Activities: 305-1000, extension 3051026
Athletic Director: 305-1000, extension 3051013
Band Room: 305-1000, extension 3051046

SCHOOL BUS SERVICE

State school bus service is available to students living outside the one-mile radius of the school. School buses do not service Halsey and Radford Terrace and Salt Lake areas.

GEOGRAPHIC EXCEPTIONS AND RESIDENTIAL CHANGES

All geographic exceptions to Moanalua High School are based on Chapter 13 of the Department of Education Regulations. Information can be obtained from the administration office. Any of the following is considered an "illegal enrollment."

- A. Any student without an approved Geographic Exception whose parent or legal guardian is living outside the Moanalua High School district.
- B. Any student without an approved Geographic Exception living with relatives, friends or independently in the Moanalua High School district and whose parent or legal guardian lives outside the Moanalua High School district.
- C. Any student who gives an incorrect address for his legal residence.

Students who are discovered to be attending Moanalua High School illegally will be released to their "home" school immediately. When the student's parents or legal guardian lives on the neighbor island or out-of-state, a power of attorney must be on file at Moanalua High School and they must also be granted a GE. Students whose legal residence is changed to another school district must immediately request a GE to remain at Moanalua High School.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or
- Doubled up with friends or relatives because you cannot find or afford housing

Then you have certain rights under the McKinney-Vento Homeless Education Assistance Act. Please see a vice-principal in the administration office, if any of the situations above applies to your family.

SCHOOL FEES (POLICY 3240)

Fees for non-instructional activities may be collected for the purpose provided by law, but not in excess of the authorized maximum for each subject as set forth in the Department's regulation. School fees are due and payable at the time of registration.

Class Dues

This is used to cover class elections, special class projects, informal social activities, yearbooks pages, and other class connected activities.

Student Association Dues

Dues are used to cover the cost of the student handbook, elections, state and national dues and representation, social and educational activities, yearbook pages, special projects and other student body connected activities.

Student Activity Pass

This covers the basic or reduced admission charges to regular season football, basketball, and volleyball games. All season home and away games are free to the holder of the student activity pass. (This does not include play-off games.)

Mandatory General Fees** - All grade levels

Class Dues	\$ 8.00
Student Association Dues	<u>\$10.00</u>
Totals	\$18.00

Optional Items**

Publication Fee (Yearbook/Newspaper)	\$60.00
Student Activity Pass (Sports Activity)	\$25.00
MOHS PTSA (one per family)	\$20.00

Donations welcomed

***All fees subject to change without notice.*

FOOD SERVICE

Students enjoy a very modern and beautiful multi-purpose dining room. First regular school breakfast or midmorning snack is \$1.10 while first regular school lunch is \$2.50. Second and subsequent breakfast is \$2.20 while second and subsequent lunch is \$5.00. Students may choose any of the following selections: Hot main entree in the main cafeteria, which comes with food from the food bar and milk. There is also food sold in the snack bars, some of which is sold for \$1.85, and doesn't include the food bar and milk. Bottled water is also available for sale during meal time. Breakfast is also offered daily before school and during the mid-morning break.

Free/Reduced Meals

Students from families whose income falls within specific brackets may qualify for free or reduced meals. Copies of income eligibility guidelines and application forms are available at the Administration Office.

****Prices are subject to change and are determined by the Department of Education.*

GRADING SYSTEM

Report Cards

Reports of academic progress are made four (4) times a year at the end of every quarter to keep parents informed. Either letter grades or Satisfactory/Unsatisfactory marks are given for academic progress. Moanalua High School uses Jupiter Grades, an online web based grading system, to allow students and parents to review student learning progress. Students and parents can use their specific logins and passwords to access Jupiter Grades to see how students are progressing at any point of the quarter, semester, or year. Report cards are printed and distributed to students in homeroom at the end of the 1st, 2nd, and 3rd quarters and students are to take report cards home to parents. Students can provide a self-addressed stamped envelope to have report cards mailed home at the end of the year or can pick up report cards after all year end grades have been completed.

School-wide Standards based Grading Policy

In 2008, Moanalua High School adopted a school-wide standards based grading policy. Should you be interested in seeing this policy, please contact one of our administrators.

Cumulative Grade Point Average (GPA)

Semester marks for semester courses and year marks for year courses will be used to determine cumulative GPA. The computer is programmed to use the final mark for the given course to determine cumulative GPA.

For summer school courses, the semester mark for semester courses and year mark for year courses will be used to calculate cumulative GPA. In the event that a course is repeated, the higher grade will be used to calculate the cumulative GPA. Credit will be counted once only.

Honor Roll

A. The purpose of the Honor Roll is to recognize those students who have worked up to their potential.

B. The Honor Roll is determined by current grade point average (GPA):

- 1st Q = 1st quarter marks
 - 2nd Q = 1st semester marks
 - 3rd Q = 3rd quarter marks
 - 4th Q = 2nd semester marks for semester courses; Year marks for year courses
- The Honor Roll shall include all students with GPA's of 3.4 and above.*

C. The following point system will be used to determine grade point average (GPA):

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

D. Marks for Advanced Placement courses (AP) will be weighted as follows to determine grade point average (GPA):

- A = 5 points
- B = 4 points
- C = 3 points
- D = 2 points
- F = 0 points

ACADEMIC REQUIREMENTS FOR PARTICIPATION IN CO-CURRICULAR ACTIVITIES

The state-wide academic requirements for student participation in co-curricular activities are applicable to:

- A. Any co-curricular activity that takes a student out of school or classes.
- B. All inter-scholastic competitive activities. These are high school inter-scholastic athletic, speech and forensic contests and math league activities.
- C. Co-curricular performance groups. These are the marching bands, concert band, cheer and song leading squads and drama groups.
- D. Student council and class council officers (those positions composing the executive body only).

General Statements

- A. The state-wide academic requirements apply to all public secondary schools (grade 9-12).
- B. The term "co-curricular" is used and is expected to be interpreted synonymously with extra-curricular and/or student activities.
- C. The grade point average shall be computed on the grading scale as follows:

Regular Courses	Advanced Placement Courses
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0
- D. The academic requirement for special education students shall be that they are performing satisfactorily in the individualized education program (IEP). However, special education students electing the diploma route shall be subject to the academic requirement for participation in co-curricular activities.
- E. Every school shall establish an internal system for academic checks such that student grade point averages can be ascertained at least on a quarterly basis.

Determination of Eligibility

- A. To determine Grade Point Average (GPA) for participation in co-curricular activities, use the following guidelines:
 - First Quarter - Use grades (year or semester depending on whether courses are year or semester courses) from courses taken the previous year and/or summer.
 - Second Quarter - Use first quarter grades.
 - Third Quarter - Use first semester grades.
 - Fourth Quarter - Use third quarter grades.
- B. "Courses required for graduation" shall be interpreted as those courses or subjects specified as required for graduation in the Authorized Courses and Code Numbers (ACCN).
- C. Students must have passed all courses or subjects required for graduation in the quarter immediately preceding the activity.
- D. Students must have a 2.0 grade point average (GPA) for courses taken in the quarter immediately preceding the activity.

Probation for Co-Curricular Activities

- A. Probation will be granted to students who do not meet the 2.0 GPA or have an F in a core course: English, mathematics, science, and social studies.
 - On probation student:
 1. May participate in practice.
 2. Will be grade checked every two weeks.
 3. May participate in game/event if grade check has a 2.0 GPA and no F.

Management of Ineligible Players

Students declared ineligible shall be:

- A. counseled by appropriate personnel as are all other students who are failing or not progressing satisfactorily.
- B. offered remedial instruction, tutorial help and/or special services as needed.

HEALTH REQUIREMENTS

The Hawaii School Attendance Law requires all students to meet examination and immunization requirements before they may attend any public or private school in the state.

TB Clearance

1. Must be completed within one year before first entrance into school in Hawaii
2. The tuberculin test (Mantoux) must be performed by a U. S. licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Practice Registered Nurse (APRN), Physician's Assistant (PA), or the Hawaii Department of Health. **(Reading must be in millimeters).**
3. With readings of 10x10mm a CHEST X-RAY IS NEED.
Free x-ray or TB Mantoux testing is given daily
Lanakila Health Center
1700 Lanakila Avenue
Honolulu, HI 96817
Telephone 831-5731

Physical Examination

1. Must be completed within one year before first entrance into school in Hawaii (preschool to K to 12).
2. Must be performed by a U. S. licensed MD, DO, APRN, PA.

Immunizations

1. Immunizations required for school attendance:
 - a. DtaP / DPT / Td (diphtheria/tetanus/pertussis)

- b. Polio / OPV / IPV
- c. Hepatitis B / HEP B
- d. MMR (measles, mumps, rubella)
- e. Varicella (chickenpox) or a documented history of varicella (chicken pox), signed by a U. S. licensed MD, Do, APRM, PA, may be substituted for the varicella vaccine requirement.

Requirement by the first day of school - New Enrollees to MoHS

1. Results of TB examination, completed within one year before school entrance.
2. A completed health record form to prove that a physical examination was performed within one year before school entrance, and that all immunization requirements have been met.
OR
3. A signed statement or appointment slip from your doctor to prove that your child has a physical examination scheduled and/or has begun the vaccination series and is waiting for the next dose in the series.

Health Requirements for Athletes

All students participating in intramural and/or inter-school athletic (O.I.A.) programs are required to have physical examinations annually and athletic participation clearance. Athletic Forms may be obtained from the College and Career Center or the Athletic Director.

I.D. CARDS

Students are required to wear I.D. cards on campus. I.D. cards will be issued with student's name, and picture. Lost I.D cards may be replaced by paying a \$5.00 replacement cost. I.D. cards are also used for the computerized meal payment program.

SCHOOL HOURS

Students are required to be on campus at 8:25 a.m. each day. *(Subject to change due to Act 167.)*

Day	Periods-Rotational	Time
Monday	1, 2, 3, 4	8:30 am - 1:47 pm
Tuesday	1, 2, 5, 6	8:30 am – 1:55 pm
Wednesday	3, 4, 5, 6	8:30 am - 1:47 pm
Thursday	1, CAP, 2, 3	8:30 am - 2:30 pm
Friday	4, HRM, 5, 6	8:30 am - 2:40 pm

STUDENT LOCKERS

Lockers are available for student use. The Vice-Principal assigns lockers during the first three weeks of school (except for new students). Student must bring their own combination locks and give combination to the Vice-Principal.

NEWSLETTER

The Word, Moanalua High School's newsletter, is mailed at the beginning of each month to each family. School events and other school-related activities are described. Copies are also available at the main office and our school's website: <http://moanaluahigh.blogspot.com/>

NONDISCRIMINATION RIGHTS OF STUDENTS AND CIVIL RIGHTS COMPLAINT PROCEDURE

Public school students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination because of the student's race, color, national origin, sex, religion, or handicap condition in any program or activity of the Department of Education.

If a student feels s/he has been discriminated against in one of the department's educational programs or activities, s/he is encouraged to bring the matter to the attention of the school principal for discussion and resolution. If the matter cannot be resolved at this level s/he is encouraged to make full use of the Department of Education's Civil Rights Complaint Procedure for Students and file a written complaint with the district superintendent. The complaint form is available at the district superintendent's office. Upon receiving the discrimination complaint, a District Complaint Board will hear and decide on the merits of the complaint in a prompt and fair manner. To obtain a copy of the Civil Rights Complaint Procedure for Students, a copy may be requested from the principal.

RELEASE TO ANOTHER SCHOOL

Any student withdrawing from Moanalua High School MUST inform the registrar at least three (3) days prior to the date of departure so that a release form can be processed in time. The Permission to Release Student form must be completed, signed by the parent/guardian and returned to the Registrar before a clearance form is issued to the student. This Clearance Form must be signed by each of the student's teachers as s/he attends each class; the Librarian, the Counselor, the Account Clerk, Meal Tracker Personnel, the Class Advisor, and Health Aide must also sign the form. All books must be returned and financial obligations must be met BEFORE the Release Card is given. Teachers must write in the withdrawal and/or appropriate quarter marks, title, copy number and cost of outstanding books (and also attach a Financial Obligation Form) and sign the Clearance Form. Semester and year-end grades are given if applicable. Each student released from Moanalua High will receive an unofficial transcript and records of the current school year. An official transcript and all other records will be sent to the receiving school upon request.

VISITORS

All visitors are to report directly to the office. If a visitor has legitimate business with a student, the student will be permitted to see the visitor. All other visitors shall be handled as trespassers. Infants and children below school-age are not permitted in school.

DRESS CODE

Appropriate dress for a formal learning environment is expected. Administration may contact parents if attire is determined to be inappropriate for school.

EARLY RELEASE

Early release by application will be granted only to those students who have jobs or who attend institutions of higher learning. The application must be notarized for acceptance. Parents may also sign the release document in the presence of one of the

counselors. If the conditions of the early release change, the parent must notify the counselor of that change and return the student to school full-time.

NO LOITERING AREAS

Students are prohibited from lingering in the following areas at all times:

- A. All areas marked with blue "No Loitering" signs
- B. Stairwells and stairways
- C. Areas outside rest rooms
- D. Rest rooms
- E. Footpaths leading to the student parking lot
- F. Portable rest rooms and stairs

OFF-LIMITS AREAS

To ensure the safety and well-being of all students, the following areas have been established as off-limits:

- A. All parking lots except when arriving or departing (Whether coming or going, exit the parking lot promptly; students may not loiter in parking lots at any time.) Students may not go to the parking lot at anytime during the school day.
- B. Footpath and grassy area leading to the fire station.
- C. Area behind the cafeteria and area fronting the cafeteria parking lot.
- D. All undeveloped areas on the school grounds.
- E. All stairwells.
- F. Mauka (mountain) side of Q-Building.
- G. All blue marked no loitering areas (especially outside rest rooms).
- H. Entire baseball stadium area (baseball field, bleachers and dugouts).
- I. Entire P.E. complex including football stadium bleachers, gymnasium, play courts.
- J. Behind and south of F-Building.
- K. All roadways and driveways.
- L. All second and third floors during morning recess and lunch recess.
- M. First floors of R & Q Buildings during morning recess and lunch recess.
- N. All construction areas (anywhere construction is taking place).

PASSES

If a student leaves the classroom for any reason, s/he must have a pass issued by his/her teacher. Otherwise, s/he will be considered loitering on campus and will be subject to disciplinary action. Students are not permitted to loiter when classes are in session.

On-Campus Pass

- A. Rest room pass: Students must request a rest room pass from his/her teacher to use the rest room during class time.
- B. Library pass: Students must have a library pass to do research during class hours. It must be signed by the releasing teacher indicating the time s/he left the classroom. This pass with the time-left stamped by the automatic timer must be returned to the issuing teacher.
- C. Permit to Leave the Classroom Pass: During class hours, students leaving the classroom for any reason on official business must have this pass signed by his/her teaching indicating destination and the time the student left the classroom. This pass must be returned to the issuing teacher bearing the signature of the receiving teacher and the time the student left the area.

Off-Campus Pass

Students are not permitted to leave the school grounds during the school day without an official State Student Pass. This pass is issued upon written request or telephone call from the student's parent(s) or guardian or upon approval of office personnel. Passes may be secured from:

- A. Health Aide for illness or accidents
- B. Attendance Director for doctor and other scheduled appointments (passes should be secured one day before appointments) or emergencies. Upon returning to school, students report to the Attendance Office for an absence slip.

Students are not permitted to leave campus for lunch.

Permanent Pass

This pass is strictly issued by the Counselor's Office through prior arrangements. Adherence to the off-campus pass requirements will prevent problems with the Honolulu Police Department and their enforcement of the truancy law.

PERSONAL BELONGINGS

Personal belongings must be with the person at all times. In the event of loss of these items, the school cannot be held responsible.

PROGRAM CHANGES - SEE PAGES **36

PROHIBITED BEHAVIOR AND ITEMS

Students are expected to obey all Hawaii State Laws and DOE Rules. Therefore, the following are prohibited: smoking, gambling, possession and/or use of marijuana, alcohol, or any other illegal substance, assault, disorderly conduct, etc. CHAPTER 19 DOE policies and procedures are followed in disciplining students.

The following are not to be brought to school and will be confiscated:

- A. Any form of tobacco, drugs and alcohol.
- B. Any medication not in the original pharmaceutically dispensed and properly labeled container.
- C. Any form of material and/or items that may be use in a dangerous manner (i.e., weapons, lighters, matches, fireworks, etc.)
- D. Any materials used for gambling (e.g., dice, playing cards, etc.)
- E. Any radio, tape recorder, or communication device. (Cellular phones and pagers are not to be used from the beginning of the instructional day until the end of the last instructional period, including recesses and lunch periods)

- F. Skates or skateboards.
- G. Over-sized markers

In addition, the following are not be brought to school:

- A. Animals
- B. Young children

STUDENTS DRIVING TO SCHOOL

Students shall abide by the school's rules when driving their cars to school. Students who do not exercise caution and endanger the safety and welfare of others will be excluded from parking their cars on the school campus without exception. Parking on the school campus is a privilege. Police shall be called to assist with persistent problems.

- A. Students' cars must be identified with an official parking permit sticker. Cars shall park in the student parking lot at their own risk. (Ala Ilima Street entrance). See Parking Policies for further information.
- B. All faculty and staff, official school visitors, and handicapped students(only) will be allowed to park in the faculty lot, provided cars are identified with an official parking permit sticker or pass.
- C. Cars must be parked within marked parking stalls. Parking is not permitted along any curb and in the bus loading area. Student cars parked in "unauthorized" areas will be towed away at the owner's expense.
- D. The ONE WAY traffic pattern must be followed.
- E. Maximum speed on campus is 10 mph. Fast starts and speeding are prohibited.
- F. Cars are not permitted on campus grounds. (Area fronting the patio of "M" Building and/or any other grassy area on campus.)
- G. Official pick-up area during school hours is the driveway fronting the main office.
- H. Any student who parks on campus and leaves during school hours must have the official off-campus pass from the school office.
- I. Safe driving habits must be practiced at all times.
- J. Student parking is on a first-come basis, with parking permit.
- K. Right turn only after school from Ala Ilima St. on to Ala Napuanani St.

Trespassing During Non-School Hours

Students and all other persons are not permitted on campus during non-school hours unless they are attending a sanctioned school activity. Persons are allowed on campus if the event held in school facilities has been approved by the school administration. All others will be considered trespassing.

Moanalua High School - Computerized Meal Program

1. STUDENT ID CARDS.

- **ALL** students are required to wear their student ID when on campus.
- Your student ID is your **MEAL CARD**. It is to be used to purchase breakfast, lunch and all other food items sold in the cafeteria and snack bars.
- **YOU** are the only person who can use your card. Your card **CANNOT** be used by anyone else to purchase items sold in the cafeteria and snack bars.
- **Do not deface your card** or put anything on your card. Purchases cannot be made with a defaced card. Defacing a card will result in school-administered consequences.
- **Protect your card.** Keep it safely with you at all times.
- **\$5.00** is the replacement fee if your card is lost or stolen.

2. HOW TO DEPOSIT MONEY INTO YOUR ACCOUNT

- **DROP BOX in the ADMINISTRATION OFFICE** and **MAIL IN:** Submit deposit form with checks or money orders only. Student's first and last name and MoHS ID# must be on the check.

→ **Do NOT place cash deposits in the Drop Box or send through the mail.**

- **AT THE LIBRARY:** Before school: 7:45 am – 8:25 am cash or check deposits will be accepted.. Only the exact amounts are accepted and receipted for cash deposits; change will not be given.
- You will be informed by a cafeteria scanner when your account balance is **\$10.00** or less.
- Your account balance cannot **exceed \$75.00.**
- Money must be deposited **ONE day IN ADVANCE** by 10:30 am in order for it to be credited to your account. Example: To buy items on Monday, money must be deposited on Friday.

RETURNED CHECKS: A \$25.00 SERVICE CHARGE WILL BE ASSESSED IF YOUR CHECK IS RETURNED. THEREAFTER, ONLY CASH DEPOSITS WILL BE ACCEPTED. YOUR SERVICE WILL STOP **IMMEDIATELY** WHEN A CHECK IS RETURNED. YOUR ACCOUNT WILL BE RESTORED WHEN ALL CHARGES ARE CLEARED. UNPAID OUTSTANDING CHARGES WILL BE LISTED ON A STUDENT'S OBLIGATION.

3. STUDENTS ELIGIBLE FOR FREE AND REDUCED MEALS

- Students eligible for Free or Reduced-Price Meals will use their student ID card to obtain meals.
- Students eligible for Reduced-Price Meals will need to deposit money into their accounts to cover the 30¢ Breakfast and 40¢ Lunch fees.
- Students eligible for Free and Reduced Meals are entitled to **1** breakfast and **1** lunch per day. The full student price will be charged for additional breakfasts, additional lunches and all other food items from the cafeteria or snack bars.

○ See section 2: How to Deposit Money into My Account

4. END OF THE YEAR

ALL students are responsible for clearing their account balances (to zero balance) at the end of the school year. Clearing accounts may begin in the month of April. Refunds will be **NOT** be given.

5. LOST, MISPLACED OR STOLEN IDS

In order to protect your Meal Tracker Account funds, please contact the Meal Tracker Office located in the Library, **IMMEDIATELY** if your ID is lost, misplaced, stolen, etc.

07/02/2012

Policies are subject to change upon evaluation by Moanalua High School. Notification of changes will be sent via the Moanalua High School newsletter.

ATHLETIC DEPARTMENT

The following sports are offered:

Fall Sports (Aug.-Nov.)

Bowling
Competitive Cheerleading
Cross Country
Football
Riflery-Air
Sideline Cheerleading
Girl's Volleyball
JV Softball
Soft Tennis

Winter Sports (Nov.-Feb.)

Boy's Basketball
Paddling
Soccer
JV Baseball
Swimming
Tennis - JV Girls
Girl's Basketball
Wrestling

Spring Sports (Feb.-May)

Baseball
Boy's Volleyball
Golf
Judo
Tennis
Track Field
Softball
Water Polo - Girls

ATHLETIC CLEARANCE INSTRUCTIONS

All student-athletes must have athletic clearance prior to participation. Athletic Packets are available in the main office during summer months (June& July) and in the College & Career Center during the school year (August-May). Contents of the packets include:

- State Parent Athlete Handbook
- Athletic Participation Procedures
- Parent Consent Liability Form for Participation
- Department of Education Physical Examination Form
- Athletic Department Booster Club Membership Form
- Processing Fee (\$10.00) envelope

Completed forms (Parent Consent and Liability Form, Processing fee of \$10.00, and DOE Physical Form) must be turned in to the Athletic Department tray in the Main Office during the summer and the College and Career Center or Athletic Training Room during the school year. A pink clearance slip will be available for pick up in the athletic training room when the forms have been processed. This pink slip is the athletic clearance to participate. Pink slips must be given to the head coaches prior to participation.

MULTIPLE SPORTS PARTICIPATION

Student-athletes who already have athletic clearance and wish to participate in other sport(s) during the school year must obtain another copy of their pink slip Additional Pink Slips can be picked up at the Athletic Training Room after school.

For more information regarding the athletic department please call Mr. Joel Kawachi at 305-1000, extension 3051013 or 837-8066. Athletic department website: <http://www.moanaluaathletics.com>.

STUDENT ACTIVITY PASSES

Students at Moanalua High School can purchase an athletic pass. This pass allows entry to all regular season football, boys and girls basketball games, boys and girls volleyball games, wrestling and judo matches throughout the year. The cost of the activity book is \$25.00 and the savings are incredible! You save over \$230.00 off sport admission fees when you purchase an activity book. Activity passes may be purchased from the account clerk in the registrar's office.

STUDENT ACTIVITIES

Student activities, as a planned program apart from the required and elective subjects, seek to provide curriculum enrichment and opportunity for individual development. Through student activities, the school provides the student with another channel, beyond the classroom, through which the student may satisfy his/her individual needs, and interests and move toward self-realization.

Students may participate in the Student Association, grade level classes and/or various clubs. Activities that are planned by the Student Association are varied to meet the interests of as many members of the student body as possible. Therefore, these activities range from Homecoming to intramurals, welcoming new students, competitions, elections, spirit and rally, inventions contests, noon-hour activities, assemblies and pep rallies, ethnic days, civic service and campus beautification projects, etc. Activities planned by the classes are generally directed towards members of their class.

Students have recourse for any concerns through the student groups of:

- A. the Executive Council comprised of the student government (S.A.) officers and class presidents.
- B. the student Senate comprised of grade-level Senators, S. A. officers and chairpersons, and class presidents.
- C. their Class Council comprised of homeroom representatives, class officers, and committee chairpersons.
- D. the Central District Student Council (CDSC) and the Hawaii State Student Council (HSSC).

Students also have the State STUDENT BILL OF RIGHTS AND RESPONSIBILITIES.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The primary function of schools is to nurture the educative process of students and to equip them constructively to meet the challenges of the future.

If we, the students of the State of Hawaii, are to become citizens trained in the democratic process, we should be provided full opportunity to inquire, to question, and to exchange ideas. Our rights and responsibilities, then, are analogous to those of an adult citizen.

CONSTITUTIONAL RIGHTS

All students shall enjoy the rights guaranteed by the Constitution of the United States. Students shall be governed by all laws and ordinances of the State of Hawaii and the County of residence.

Moreover, the students shall respect all rules, policies, and regulations of the Department of Education and of their respective schools.

ACADEMIC RESPONSIBILITIES

Students shall have the responsibility to learn, and to respect the rights of others to learn.

Students shall also respect the rights of others to teach.

FREEDOM OF EXPRESSION AND COMMUNICATION

Students shall have the right to express publicly, and to hear various points of view on subjects without fear of reprisal or penalty. However, students recognized the rights of others and the limitations imposed by the laws of libel, slander, obscenity and incitement to riot.

INVOLVEMENT OF STUDENTS IN THE DECISION-MAKING PROCESS

Students shall have the right to be involved in the decision-making process that affects the educational system.

FREEDOM OF ASSEMBLY AND RIGHT TO PETITION

Students shall have the right to assemble peaceably. Students shall have the right to "petition the government" for redress of grievances.

FREEDOM OF ASSOCIATION

Students shall have the right to organize clubs or associations within the school as provided in the SCHOOL CODE.

STUDENT DISCIPLINE

Students have the right to due process.

RIGHT TO PRIVACY

Students have the right to privacy as provided in the Hawaii State Constitution, Article I, Section 5.

INSTRUCTION AND ADMINISTRATION

Students have the right to be concerned about teachers selected to instruct them and administrators who supervise the school and educational system they attend.

To this end, we should be given an opportunity to express our opinions concerning the instruction we receive from teachers and the administration of Hawaii's public school recognizing that the evaluation of teachers and administrators rests with the appropriate supervisor established by collective bargaining contracts, the policies and regulation of the Department of Education, and the laws of the State of Hawaii.

MISCELLANEOUS

Students shall have access to all statutes, rules, policies and regulations to which they are subjected. Copies of these and the Student Bill of Rights and Responsibilities shall be available for inspection either in the school office or in some designated location convenient to all.

The Constitution of the Moanalua High School Student Association is as follows:

CONSTITUTION OF THE MOANALUA HIGH SCHOOL STUDENT ASSOCIATION

PREAMBLE

We, the members of Moanalua High School, do hereby establish this constitution for the promotion of the welfare of our school.

ARTICLE I - NAME

The name of this organization shall be the Moanalua High School Student Association.

ARTICLE II - PURPOSE

The purpose of this organization shall be:

1. To concern itself with all problems of the student association in its relationship to the school and community.
2. To serve as a vehicle for student involvement and participation in school affairs and policy-making.
3. To encourage and strive for total school spirit and loyalty.
4. To better relationships among students, faculty, and administration.
5. To prepare students to be members of an adult and democratic society.

ARTICLE III - MEMBERSHIP

All students regularly attending Moanalua High School who have paid their Student Association dues are members of this student association.

ARTICLE IV - DIVISION OF POWERS

The Student Association shall be divided into two branches: an Executive Council and a Senate.

SECTION I - EXECUTIVE COUNCIL

- A. The Executive Council shall consist of:
 1. Moanalua High School Student Association officers.
 2. Student Association Advisor, and
 3. The president of each class, or a representative selected by the respective president in case of absence.
- B. The duties of Executive Council shall be:
 1. To consider matters referred to the general Student Association,
 2. To create an agenda for Senate meetings,
 3. To act directly on matters that requires emergency action,
 4. To act as a communication link between students and administration,
and
 5. To attend Leadership Camp/Conference.

SECTION 2 - SENATE

- A. The Senate shall consist of:
 1. The members of the Executive Council,
 2. One elected Senator for each homeroom from the respective classes (Seniors, Juniors, Sophomores, and Freshmen).
Each senator shall be elected by his/her homeroom by show of hands or secret ballot, and
 3. Student Association committee chairperson as needed.
- B. The duties of the members of the Senate shall be:
 1. To attend and participate actively in all Student Association and Senatorial meetings,
 2. To represent and inform their respective groups on a regular basis.
 3. To enact student legislation, and
 4. To fulfill their responsibilities as Senators, as defined by the Senate.

ARTICLE V - STUDENT ASSOCIATION COMMITTEES

SECTION I - STANDING COMMITTEES

- A. Assembly
- B. Awards
- C. Awards Night
- D. Career Day
- E. Charity Drives
- F. Ethnic Week
- G. Historical
- H. Homecoming
- I. Intramural
- J. Leadership Conference
- K. Mene Words
- K. PTSA
- L. Social
- M. Spirit Week
- N. Talent Show
- O. Winter Fantasy

SECTION 2 - ADDITIONAL COMMITTEES

Additional standing and special committees may be established by the majority consent of the Senate present at a regular meeting.

SECTION 3 - COMMITTEE CHAIRPERSON

Committee chairperson shall be appointed by the President with the advice and consent of the Executive Council. Chairmen may be removed by the President with the majority consent of the Executive Council.

ARTICLE VI - ULTIMATE AUTHORITY

The principal will retain the right for final approval or veto in all matters pertaining to the plans and work of the Moanalua High School Student Association, because the principal is held primarily responsible by the Department of Education and the community for the conduct of the school.

ARTICLE VII - AMENDMENTS AND RATIFICATION

SECTION I - AMENDMENTS

- A. Initiation - proposed amendments of this Constitution shall be made in writing and filed with the Executive Council.
- B. An amendment shall become part of this Constitution when:
 - 1. It passes by two-thirds vote of the Senate present, and
 - 2. It passes by two-thirds of the votes cast by the student body.

SECTION 2 - RATIFICATION OF THE CONSTITUTION

This Constitution shall be ratified upon the approval of two-thirds of the votes cast by the members of the student body of Moanalua High School.

BY LAWS

ARTICLE I - OFFICERS

SECTION 1 - TITLE

The officers of the Moanalua High School Student Association shall be President, Vice President, Corresponding Secretary, Recording Secretary, Treasurer, and Clerk.

SECTION 2 - POWERS AND DUTIES

- A. The President shall:
 - 1. Preside over all Executive and Senate meetings
 - 2. Be an ex-officio member of all Student Association committees with the assistance of his/her officers,
 - 3. Appoint with the advice and consent of the Executive Council all standing committee chairpersons, and such other committee chairperson and officers, whom she/he may, from time to time, find necessary and advisable to appoint,
 - 4. Establish special committees as needed,
 - 5. Call special meetings when necessary, and
 - 6. See that the constitution and the by-laws of the association are faithfully executed, and s/he shall serve in the best interest of members of the Student Association.
- B. The Vice President shall:
 - 1. Assume the powers and duties of the President in the event of the President's absence, resignation, or disability,
 - 2. Serve as Parliamentarian of the Student Association, and
 - 3. Be responsible for the performance of all the standing committees of the Student Association.
- C. The Corresponding Secretary shall:
 - 1. Be responsible for all correspondence between the Student Association and all outside business or schools, and
 - 2. Maintain the Student Association files.
- D. The Recording Secretary shall:
 - 1. Keep a complete and accurate set of records of the Association including:
 - a. Constitution and by-laws amended, and
 - b. The minutes of the Executive Council and Senate meetings.
- E. The Treasurer shall:
 - 1. Keep a complete and accurate account of all the financial proceedings of this Association, and
 - 2. Prepare, with the recommendations of the Executive Council, a budget for the coming school year at the end of his/her term.
- F. The Clerk shall:
 - 1. Notify all members of the Executive Council and Senate meetings.
 - 2. Distribute the Senate agenda and minutes to all members of the Senate, faculty, and administration.
 - 3. Keep a complete and accurate set of records of attendance at Executive Council and Senate meetings, and
 - 4. Distribute and collect any surveys concerning the Student Association.

SECTION 3 - TERM

The term of office shall be for one school year with a maximum of two years for any one position.

SECTION 4 - QUALIFICATIONS

- A. The President, Vice President, Corresponding Secretary, Recording Secretary, Treasurer, and Clerk shall be members of the Student Association of Moanalua High School and must be able and willing to carry out the duties of their respective offices.
- B. They must also maintain a yearly grade point average of 2.5, and receive no more than three character ratings between 4 and 8 on their report card per semester. A probationary period of one quarter will be given if the preceding qualifications are not met.
- C. After becoming an officer, there will be a grace period of one quarter. The Advisor will then check grades, character ratings, and performance of the officers. If the preceding standards are not maintained, the following procedure will be followed:
 - 1. There will be a probationary period of four weeks, after which a grade check and performance evaluation will be made on the officer on probation.
 - 2. If the grades have not improved, or if the officer has not assumed his/her responsibility satisfactorily, further action will be left to the discretion of the Senate, advisor/s and administration.
 - 3. For other matters that reflect unfavorably upon the officer or his/her school, the officer shall be counseled and appropriate action shall be taken.
 - 4. If an officer is removed for any reason, the advisor may hold a special election to replace that officer or appoint a new one.

ARTICLE II - SENATE

SECTION 1 - POWERS AND DUTIES

The Senate shall be the general recommending body of the Moanalua High School Student Association.

SECTION 2 - VOTING

- A. Each Senator shall be entitled to one vote.
- B. All Executive Council members, excluding the President and advisor, shall be entitled to one vote. The President shall vote in case of a tie.
- C. All active committee chairpersons shall be entitled to one vote.

SECTION 3 - MEETINGS

The Senate shall meet regularly at the time and place appointed by the President.

SECTION 4 - QUORUM

Quorum for the transaction of business in the Senate shall consist of a simple majority of the members.

SECTION 5 - RULES

Parliamentary procedure in all meetings shall be based on ROBERT'S RULES OF ORDER, REVISED.

ARTICLE III - ELECTIONS

SECTION 1

All Student Association elections shall be conducted by the Student Association Elections Committee.

SECTION 2 - ELIGIBILITY

- A. Any member of the Student Association shall be eligible to run for office, subject to the preceding qualifications.
- B. Nominations for Student Association officers can be made by students through their homerooms.

SECTION 3 - ELECTIONS

- A. Election of the Moanalua Student Association officers shall be by vote of the Student Association on a date designated by the Elections Committee.

Voting shall be by secret ballot, in procedures as specified by the Elections Committee. All voters shall be Freshmen, Sophomores, or Juniors who are members of the Student Association. The two candidates receiving the highest number of votes for each office in the primary election shall run in the general election. In the general election, candidates receiving the majority of votes shall be considered elected. No candidate can run for two different positions in the Student Association elections. Any candidate in either primary or the general election may be given a recount upon request if the margin between the candidate and the opponent is 25 votes or less. Upon investigation, a candidate shall be informed of errors of discrepancy in election procedures. Request for either recount or re-vote shall not be made more than two school days following the election.

- B. Senators

- 1. Senators shall be nominated and elected at-large within their particular grade levels.
- 2. Senate elections shall be held in August of the new school year.
- 3. There shall be only one election for Senators. The nominees with the most votes will be elected. The number of Senators elected will be in accordance with the number of homerooms in each grade level.
- 4. The elected Senator shall be able to appoint his/her own alternate from the homeroom s/he will be representing, if s/he is unable to attend the meeting.
- 5. In case of impeachment or resignation of a Senator, the Senator's homeroom shall appoint a new Senator, taking into consideration the alternate mentioned in Section B-4.

ARTICLE IV - VACANCIES

SECTION 1 - REMOVAL FROM OFFICE

- A. Any officer or Senator shall be subjected to removal from his/her office if shown to be incompetent or negligent in the performance of his/her responsibilities and duties.
- B. Any elected member of the Senate shall have the power to impeach an officer. If an impeachment is made against any officer, a vote of confidence shall be taken by the members of the Senate. If a vote of confidence is not obtained (majority), a faculty administrative impeachment committee shall review the case. Its decision shall be final.
- C. Any Senator (or his/her alternate) who is absent from three Senate meetings without any legitimate excuse shall be asked to resign.

SECTION 2 - REPLACEMENT

In the event of a resignation or inability of an officer to discharge the responsibilities and duties of his/her office, the president notwithstanding, a special election shall be held to fill the ensued vacancy, within two weeks, or the advisor may appoint a new officer with recommendations from the Executive Council.

ARTICLE V - STUDENT POSITIONS

In order to promote the welfare of the Student Association, student leadership positions should be distributed among as many students as possible. To fulfill this ideal, no student shall concurrently hold the following student positions:

- Student Association Officer
- Class Officer
- Student Association Standing Committee Chairperson
- Editor-in-Chief of the Yearbook or the Newspaper
- Head of the Pep Squad

In addition, no student shall be a member of more than ONE elected court in his/her time at Moanalua high School. An elected court is any court in which members are selected by secret ballot by the student body or individual grade levels.

ARTICLE VI - FINANCE

SECTION 1 - REVENUE

The revenues of the Student Association will be through the dues paid for by the student members. Other forms of the revenue can be implemented and used in accordance with the Department of Education policies governing funds.

SECTION 2 - DISBURSEMENTS

The disbursements for this Student Association shall be made by the Senate. In the event of an emergency when the Senate is unable to meet, disbursements shall be made by the Executive Council, or advisor. Anyone, aside of the Executive Council, who makes an unauthorized non-legitimate emergency expenditure or contract, shall be held responsible for such expenditure or contract. The Executive Council shall inform the Senate of all disbursements made. The Senate may question any disbursements made by the Executive Council.

SECTION 3 - BUDGET

A budget for the Moanalua High School Student Association shall be prepared by the treasurer in the spring and shall be submitted to the Executive Council and the Senate for approval by the majority vote. Changes in the budget at a later date may be made by a majority vote of the Senate.

SECTION 4 - AUDITING

The Executive Council shall see that the books of the treasurer are properly audited before the close of the school year.

ARTICLE VII - CLASS COUNCIL

SECTION 1 - CLASS OFFICERS

- A. Class officers shall consist of one President, and not more than two Vice Presidents, Secretaries, and Treasurers, who together with their advisor(s) shall comprise the Class Executive Council.
- B. Term - The term of office shall be for one school year with the maximum of two years for one position.
- C. Power and Duties
 - 1. The President shall:
 - a. Preside over all Class Executive Council and Class Council meetings,
 - b. Be an ex-officio member of all Class Council committees with the assistance of his/her officers,
 - c. Appoint with the advice and consent of the Class Council, all committee chairpersons,
 - d. Establish special committees or offices as needed,
 - e. Call special meetings when necessary, and
 - f. See that the constitution and its by-laws of the Association are faithfully executed, and serve in the best interest of his/her class and school.
 - 2. The Vice President shall:
 - a. Assume the powers and duties of the President in the event of the President's absence, resignation, or disability,
 - b. Serve as Parliamentarian of the Class Council, and
 - c. be responsible for the performance of all the class committees.
 - 3. The Secretary shall:
 - a. Keep a complete and accurate set of records of the Class Council including:
 - 1) The minutes of the Class Executive Council and Class Council meetings, and
 - 2) Attendance at Class Executive Council and Class Council meetings.
 - b. Be responsible for all correspondence between the Class Council and all outside agencies and businesses.
 - c. Notify all members of Class Executive Council and Class Council meetings.
 - d. Distribute the Class Council agenda and minutes to all members of the Class Council, respective grade-homeroom teachers, and administration.
 - e. Maintain the Class Council files.
 - 4. The Treasurer shall:
 - a. Keep a complete and accurate account of all the financial proceedings of the Class Council, and
 - b. Prepare, with the recommendations of the Class Executive Council, a budget for the school year at the beginning of his/her term.
- D. Qualifications
 - 1. The officers shall be members of their class at Moanalua High School and during their term of office, must be able and willing to carry out the duties of their respective offices.
 - 2. In order to run for office and to continue as an officer, if elected, the officer shall:
 - a. Maintain a grade point average of 2.0
 - b. Have no more than three character trait marks between 4 and 8 per semester.
 - c. Be a credit to his/her class and school.
 - 3. After becoming an officer, there will be a grace period of one quarter. Advisors will then check grades, character ratings, and performance of the officers. If the preceding standards are not maintained, the following procedure will be followed:
 - a. There will be a probationary period of four weeks, after which a grade check and performance evaluation will be made on the officer on probation.
 - b. If the grades have not improved, or if the officer has not assumed his/her responsibility satisfactorily, further action will be left to the discretion of the class council, advisor, and administration.
 - c. For other matters that reflect unfavorably upon the officer, his/her class, or school, the officer shall be counseled and appropriate action shall be taken.
 - 4. Students who are class officers cannot hold concurrently the following student positions:
 - a. Student Association Officer
 - b. Student Association Standing Committee Chairperson.

SECTION 2 - ELECTIONS

- A. Class elections will be conducted after the Student Association elections.
- B. Nominations for Class officer and council representatives can be made by students through their homerooms, or students may nominate themselves.
- C. Elections of officers and council representatives should follow the Student Association election guidelines established in Article III, Section 3 of the By-laws.

SECTION 3 - ATTENDANCE AT CLASS COUNCIL MEETINGS

Each individual council shall take attendance at Class Council meetings and follow the attendance criteria established by its council.

SECTION 4 - VOTING

- A. Voting at Class Council meetings shall be conducted according to the guidelines established by each class council.
- B. All Class Executive Council members, excluding the President and advisor, shall be entitled to vote. The President shall vote in case of a tie.

SECTION 5 - QUORUM

Quorum for the transaction of business in the Class Council shall consist of a simple majority of the members.

SECTION 6 - RULES

Parliamentary procedure in all meetings shall be based on ROBERT'S RULES OF ORDER, REVISED.

ARTICLE VIII - RATIFICATION AND AMENDMENTS

SECTION 1 - RATIFICATION

These laws shall be ratified upon the approval of two-thirds of the votes casts by the members of the Moanalua High School Student Association.

SECTION 2 - AMENDMENTS

These By-Laws may be amended at any time by a two-thirds vote in the Senate.

MOANALUA HIGH SCHOOL CLUB DESCRIPTIONS

AFRICAN AMERICAN HERITAGE CLUB: The purpose of this organization is to learn African American culture and build leadership skills while servicing the school and community.

ART CLUB: The purpose of this organization is to learn more about various forms of art and build leadership skills while servicing the school and community.

CHESS CLUB: The Chess Club is for students who already love the games as well as for beginners. Players are ranked according to skill level and tournaments are held to better the individual's skill and ranking. Off-campus tournaments are also held periodically.

CHINESE CULTURAL CLUB: If you would like to have fun and also participate in service projects, the Chinese Cultural Club is the club to join! We promote Chinese culture through our projects, but you do not have to be Chinese to participate!

DANCE MOANALUA: Want to improve your physical, mental, and emotional well-being? Need to manage your stress and boost your confidence? Looking for a way to make new friends? Join the Ballroom Dance Club and see how the international language of dance can bring people of all cultures together.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (D.E.C.A.) BUSINESS CLUB: This club is co-curricular for students enrolling in Marketing and Entrepreneur classes and is open to all students currently in a Business Pathway class. The purpose of the club is to further the welfare of the club by enhancing critical thinking, technological, presentation, and workplace skills.

ENGLISH AS A SECOND LANGUAGE (ESL) CLUB: The MOHS ESL Club is open to everyone who wants to become leaders and learn about cultures from other countries. Our club aims to creating an environment that will help and support the students of MOHS while helping the community. We have a lot of fun activities in store so come on and join the ESL Club today!

FAMILY CAREER COMMUNITY LEADERS OF AMERICA (FCCLA): Every year, approximately 40,000 across the country join FCCLA, an organization that strives to make youth more aware of their community and provides opportunities for involvement and leadership positions. FCCLA is not just for girls--it's for everyone!

FIL-AM CLUB: The main purpose of the Fil-Am Club is to promote the culture, art, dance, music and language of the Filipino culture. In addition, club members will be required to put on performances and demonstrations throughout the school year to share the culture with others.

GAY-STRAIGHT ALLIANCE (GSA): The GSA is open to all students, regardless of sexual orientation. Our purpose is to establish awareness and understanding of the issues facing gay students, promote understanding and tolerance, and provide a safe environment for individuals to express themselves.

HEALTH OCCUPATIONS STUDENTS OF AMERICA (H.O.S.A.): The primary purpose of HOSA is to serve the needs of its members and strengthen the HSTE-HOSA Partnership.

INTERACT CLUB: Interact—International Action—is the high school version of the Rotary Club. Our main purpose is to serve others while having loads of fun with old and new friends. Come join the club and find out how enjoyable work can be!

INTER-NATIONAL EXPLORERS CLUB: The purpose of this organization shall be to serve as a vehicle for student involvement and participation in world travel, to encourage and strive for global awareness and understanding, to better relationships from different cultures and to prepare students for working with people of other cultures.

JAPANESE CLUB: One of the most popular clubs on campus, the Japanese Club strives to introduce students to the Japanese culture through music, art, dance, and food. The club also makes other students aware of the Japanese culture through various performances and demonstrations throughout the year. You do not have to be Japanese to join!

KOREAN CULTURAL CLUB: The Korean Cultural Club is a club, which seeks to provide opportunities for students who are interested in learning about the Korean culture. We seek to do this by serving the community and reaching beyond the borders of the school. Our goal is to build leaders for the future.

LEO CLUB: L.E.O. Leadership-Experience-Opportunity. These three goals are the basis for the LEO Club, which is sponsored locally and nationally by the Lions Club. Because we are a service club, we strive to serve our community and school, and at the same time, have fun and make new friends.

MATH CLUB: Have you discovered the power and beauty of mathematics? If not, then why not join the Moanalua High School Mathematics Club. It will give you an opportunity to explore mathematics through field trips and other exciting activities. Gain an appreciation for mathematics that cannot be learned from a book.

MOCK TRIAL TEAM: All rise! The Moanalua High School Mock Trial Team is now in session! Members are sentenced to a year of fun and laughter while learning about the American legal system. Members will compete in the State Mock Trial competition. The verdict for the year--fun, fun, fun!

NATIONAL FORENSIC LEAGUE (NFL): The National Forensic League is a nationally recognized honor society that promotes communication skills through Debate (Policy, Lincoln-Douglas and SPAR), Speech (humorous and dramatic literature interpretation) and Model U.N. Come and check it out!

NATIONAL HONOR SOCIETY (NHS): The National Honor Society is a chartered organization that recognizes outstanding high school students. The society strives to give meaning to the highly regarded qualities of scholarship, service, leadership, and character through service projects and other creative activities that benefit our school and community.

NATIONAL ART HONOR SOCIETY (NAHS): Through service, ability, and academic achievement the National Art Honor Society fosters excellence and dedicated spirit to the pursuit of art in the school and community.

OPERA CLUB: If you like the opera, then this is the club for you! Members attend various opera performances throughout the year.

PACIFIC AND ASIAN AFFAIRS COUNCIL (PAAC): PAAC offers many opportunities for high school students to enrich their knowledge and perspectives on critical global issues. Students learn about international topics such as terrorism, globalization and world trade. PAAC strives to support the social studies standards through conferences, summits, scholarships and international travel opportunities.

POLYNESIAN DANCE CLUB: If you love the Hawaiian culture, its art, dance, music, language . . .then this is the right club for you. All aspects of the Hawaiian culture are studied and are culminated through various performances for the school and community including a May Day program held every two years for the entire student body.

QUILL & SCROLL SOCIETY: This organization is for upper-classmen with a 3.0 grade point average or better and has demonstrated excellence in some aspect of journalism. Membership in Quill & Scroll is by invitation only.

ROBOTICS CLUB: The Robotics Club provides students interested in computers, science, and engineering an opportunity to explore robotics. The club will compete in the annual botball competitions.

SCIENCE CLUB: The Science Club is for all enthusiastic students genuinely interested in science related activities. The club strives to make learning fun by attending hikes, boat cruises, neighbor island trips, and other science excursions.

SPANISH CLUB: The primary purpose of the Spanish Club is to encourage every student to broaden his or her knowledge of the Hispanic culture and to let the students cooperate effectively for community services. Members and interested students need not be Spanish speakers.

P.E.P. (Peer Education Program) CLUB: The Peer Education Program Club is an organization for students to promote positive life decisions including staying away from drinking, drugs, and other activities that could jeopardize their future. Activities include camps, workshops and community and school service projects.

VEGETARIAN CLUB: The Vegetarian Club is open not only to vegetarians but to anyone who is interested in eating a meatless diet. Members also hold activities to make other students aware of the benefits of vegetarianism.

So you want to join a club? Be on the lookout for membership drives during the entire month of August. If you miss the drive or enrolled after August, see the advisor personally during non-class hours!

Revised: 08/28/2013

SCHOOL RULES AND REGULATIONS

ATTENDANCE

1. Parents are to notify the Attendance Director in cases of legitimate absences by a phone call during the absence or by a written note within two days upon the student's return to school. The Attendance Office opens at 7:30 A.M. daily. The telephone number is 305-1000, extension 3051006.
2. An absence without a written note or telephone call within TWO (2) SCHOOL DAYS will be regarded as an unexcused absence.
3. Excused or unexcused absences will be determined by the school according to rule 4160.1 Please see the revised Students' School Day Regulations below.
4. Absences for more than three (3) days require a note from a doctor/dentist/court.
5. Upon returning to school, the student must obtain a Moanalua High School Absence Notice from the Attendance Office.
6. Parents or guardians may call the Attendance Director for an attendance check. Absent means that the student is not physically present in school or in a scheduled class for at least half of the school day/class
7. Students who are found truant will be given a school sanction.

STUDENTS' SCHOOL DAY REGULATIONS-Rule 160.1 (Revised 10/00-Effective 12/01/00)

Absences and tardies due to the following reasons are *Excused*:

1. Medical appointments
2. Family emergencies due to illness or death
3. Religious observations
4. Illness
5. Court appearances/Police citations
6. Road test/Driver's permit
7. Absences approved by the Administration

Absences and tardies due to the following reasons are *Unexcused*:

1. Personal Reasons
2. Employment (other than permanent early release)
3. Baby-sitting
4. Entertaining out-of-town guests
5. Seeing friends/relatives off at airport
6. Shopping
7. Truancy
8. Caring for elderly
9. Family vacations
10. Oversleeping
11. Automobile breakdowns or transportation problems
12. Other reasons as determined by the Administration

DAMAGE TO SCHOOL PROPERTY

Any pupil found to be responsible for an act of vandalism against any public school building, facility, or grounds must make restitution in any manner including monetary restitution by the pupil or pupil's parents. "Vandalism" shall include but not be limited to, mischievous or malicious destruction of property, such as graffiti, and damage to books, supplies, equipment, windows, lockers, doors, or furnishings.

DISCIPLINE

Moanalua High School administers discipline in line with range of consequences for unacceptable student behavior as described in Chapter 19; Section 8-19-6 Prohibited Student Conduct; Penalties).

All Department of Education and School Rules are in effect from the time the student arrives on campus until the time s(he) leaves the school grounds. The rules are also in effect at all school-related activities, on and off campus during the day and/or evenings.

For each alleged violation due process is administered. A reasonable effort is made to inform parents of infractions and consequences, following investigation by the administrator. Parental cooperation in encouraging students to redirect their behaviors to more positive and constructive purposes comprises an important part in the school's efforts to maintain an orderly campus. Student discipline is a SHARED RESPONSIBILITY.

NOTES:

1. Class A and Class B offenses may result in ineligibility of the violator to participate in co-curricular activities. The violator is suspended from participation upon allegation until investigation is completed. These offenses are identified in the plan.
2. Serious Discipline includes dismissal, disciplinary transfer to another school, placement in an alternative school setting, or crisis suspension exceeding ten (10) school days.

This Discipline Plan serves as a GUIDE for disciplinary consequences resulting from rule violations. Final disposition for disciplinary consequences is made on a case by case basis by the administration upon investigation and determination of frequency and/or other extenuating circumstances.

Chapter 19 – Subchapter 2 Student Misconduct and Discipline

§8-19-5 Disciplinary actions; authority. (a) Suspensions exceeding ten school days or suspensions that will result in the student being suspended more than a total of ten school days in any single semester, disciplinary transfers, dismissals, and extension of crisis removals shall be approved by complex area superintendent.

(b) Crisis removals and suspensions of ten school days or less may be approved by the principal or designee.

(c) In determining disciplinary actions, the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action §8-19-5

was committed by an individual or a group of individuals such as a gang, the age of the offender, and if the offender was a repeat offender.

§8-19-6 Prohibited student conduct; class offenses. (a) The following prohibited conduct applies to all students in the public school system, on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property.

(1) Class A offenses:

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|---|---|
| (A) Assault; | (I) Homicide |
| (B) Burglary; | (J) Illicit drugs; possession, use, or sale of; |
| (C) Dangerous instrument, or substance; possession or use of; | (K) Intoxicating substances; possession, use, or sale of; |
| (D) Dangerous weapons; possession, or use of; | (L) Property damage or vandalism; |
| (E) Drug paraphernalia; possession, use, or sale of; | (M) Robbery; |
| (F) Extortion; | (N) Sexual offenses; or |
| (G) Fighting; | (O) Terroristic threatening. |
| (H) Firearms; possession or use of; | |

(2) Class B offenses:

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| (A) Bullying; | (G) Harassment; |
| (B) Cyberbullying; | (H) Hazing; |
| (C) Disorderly conduct; | (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both; |
| (D) False alarm; | (J) Theft; |
| (E) Forgery; | (K) Trespassing. |
| (F) Gambling; | |

(3) Class C offenses:

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| (A) Abusive language; | (E) Leaving campus without consent; |
| (B) Class cutting; | (F) Smoking or use of tobacco substances; or |
| (C) Insubordination; | (G) Truancy. |
| (D) Laser pen/laser pointer; possession or use of; | |

(4) Class D offenses:

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|---------------------------------------|---------------------------------|
| (A) Contraband; possession or use of; | (B) Minor problem behaviors; or |
| (C) Other school rules | |

(i) Any other conduct as may be prescribed and prohibited by school rules. Individual school rules shall be published or made available for inspection at the school office and shall inform students, school staff, and parents of the prohibited conduct under class A through D of this section.

(ii) No disciplinary action amounting to serious discipline shall be imposed for violation of any individual school rule as a class D offense.

(b) Any student who possesses a firearm shall be dismissed from school for not less than one calendar year period. The possession or use of a firearm is prohibited on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property except for participation in athletic teams, clubs and/or Junior Reserve Officer Training Corp (JROTC) shooting sports programs and marksmanship training, education, and competitions. The superintendent or designee, on a case-by-case basis, may modify the dismissal of a student found to be in possession of a firearm. If a student is dismissed from school, that student shall be provided alternate educational activities or other appropriate assistance as provided in section 8-19-11.

(c) Any student who possesses, sells, or uses a dangerous weapon, switchblade knife or any improperly used knife, intoxicating substance(s), or illicit drug(s) while attending school may be excluded from attending school for up to ninety-two school days. Any student who reasonably appears to be under the influence of, have consumed or used intoxicating substance(s) or illicit drug(s) prior to attending school or §8-19-6 attending department-supervised activities held on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property may be excluded from attending school for up to ninety-two school days and the school shall administer a substance use screening tool to determine whether there is a need for the student to be referred for a substance abuse assessment pursuant to section 302A-1134.6(f), Hawaii Revised Statutes. The school administrator shall comply with the provisions of this chapter by conducting an investigation of the reported incident and inform the parent of the disciplinary action. In addition, the school administrator shall arrange for the student to be screened by a trained screener. The designated screener will summarize the results with the student, and inform the school administrator of the results. The school administrator shall then inform the family of the screening results, the early return provisions of the law, and provide a contact list of medical insurance agencies that conduct substance abuse assessments. During the screening the student will be asked a series of questions to determine if the student is at low, high or very-high risk for a substance use problem. If the screening interview indicates high or very-high results, the student will be referred for a formal substance abuse assessment. A formal substance abuse assessment serves to provide expert clinical opinion to determine if a substance abuse problem exists, and if so, offer treatment recommendations. If referred for a substance abuse assessment, students with medical health insurance shall be asked to contact their medical health carrier to schedule an appointment. Professionals who can provide substance abuse assessments include certified substance abuse counselors (CSAC), psychiatrists, advanced practice registered nurses (APRN), psychologists, and licensed clinical social workers. The principal or designee can approve suspensions of one to ten school days. The complex area superintendent shall approve suspensions exceeding ten school days. In exercising this discretion and determining disciplinary actions, the principal or designee shall consider, the nature and severity of the offense, the impact of the offense on others, the age of the offender, and if the offender is a repeat offender. If the student is excluded from attending school, the principal or designee shall ensure that alternate educational activities or other appropriate student support assistance shall be provided, and that the student is referred for appropriate intervention or treatment services, or both, as determined by the principal or designee in consultation with the appropriate school staff or in accordance with the Hawaii administrative rules for students with disabilities, if applicable. §8-19-6

(d) Disciplinary action shall be taken for all class offenses in grades kindergarten through twelve in accordance with procedures established under this chapter and within the following options as determined by the authorities designated in section 8-19-5. Interventions to teach students appropriate behaviors must be instituted when disciplinary actions are imposed. Disciplinary action options may include the following:

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| (1) Correction and conference with student; | (9) Time in office; |
| (2) Detention; | (10) Suspension of one to ten school days; |
| (3) Crisis removal; | (11) Suspension of eleven or more school days; |
| (4) Individualized instruction related to student's problem behaviors; | (12) Saturday school; |
| (5) In-school suspension; | (13) Disciplinary transfer; |
| (6) Interim alternate education setting; | (14) Referral to alternative education programs; |
| (7) Loss of privileges; | (15) Dismissal; or |
| (8) Parent conferences; | (16) Restitution. |

- (e) Students shall be counseled in addition to any disciplinary action taken under subsections (c) and (d).
- (f) No action amounting to serious discipline shall be imposed on students for committing class D offenses.
- (g) No suspension or serious discipline shall be imposed on any student because of class cutting or truancy.
- (h) The disciplinary action options of subsections (c) and (d) shall be construed as disciplinary actions within a school year.
- (i) Disciplinary actions may be carried over to the following school year if the offense is committed within twenty school days from the last instructional day for students in that school year.

§8-19-7 Crisis removal. (a) A principal or designee, in an emergency, may crisis remove a student immediately based upon preliminary inquiry and findings that the student's conduct presents a clear immediate threat to the physical safety of self or others or is so extremely disruptive as to make the student's immediate removal necessary to preserve the right of other students to pursue an education free from undue disruption.

(b) Upon imposition of a crisis removal, schools shall make a good faith effort to inform the parent immediately by telephone.
 (c) A follow-up written notice of the crisis removal shall be personally delivered or mailed to the parent. The notice of the crisis removal shall contain the following written statements:

- (1) Allegations of the specific acts committed by the student that form the basis of the crisis removal;
- (2) The allegations of the specific acts that were substantiated;
- (3) A statement of the disciplinary action(s); and
- (4) A statement of a conference date, time, and place offered by the school administration to meet with the parent.

A copy of the crisis removal notice shall be mailed to the complex area superintendent. In addition to the crisis removal notice required by this subsection, the principal or designee shall attempt to confirm the notice by telephoning the parent.

- (d) A student who is the subject of a crisis removal shall be permitted to resume attendance at school as soon as the crisis no longer exists.
- (e) A crisis removal shall not continue for more than ten school days, except when approved by the complex area superintendent during an appeal.

§8-19-7.1 Investigation. (a) Immediately after making a crisis removal or whenever the principal or designee has reason to believe that a student has engaged in an activity warranting the imposition of a suspension, the principal or designee shall initiate a thorough investigation.

(b) When conducting an investigation, the principal or designee shall make a good faith effort at the earliest point possible to inform the parent about the school's investigation. If after making reasonable attempts, the principal or designee is unable to contact the parent, the §8-19-8 school may engage in and complete the investigation. The investigation shall be completed as quickly as possible. If the principal or designee elects to initiate proceedings for the imposition of serious discipline other than crisis removal, the principal or designee upon completion of the investigation, shall make a written report containing a brief summary of the testimony of witnesses interviewed, any other evidence, and the principal or designee's reason(s) for the initiation of disciplinary proceedings.

(c) The principal or designee shall give to the parent notice of the findings against the student. If the student or parent denies the charge(s), the principal or designee shall indicate to the parent and the student the evidence to support the findings of the school official. The student or parent shall be given an opportunity to present the student's version of the incident.

§8-19-8 Suspension. (a) Whenever a principal or designee has reason to believe that a student has engaged in activity warranting the imposition of suspension, the principal or designee shall immediately conduct an investigation of the incident. Upon completion of the investigation and findings, the student may be suspended if the principal or designee finds that the findings are sustained. The principal or designee shall inform the parent in writing of the findings and the disciplinary actions.

(b) If the student or parent denies the charge(s), the principal or designee shall indicate to the student and parent what evidence school authorities have to support the findings of the school official. The student or parent, or both shall be given an opportunity to present the student's version of the incident. However, where the student is unable to understand the seriousness of the charges, the nature of the proceedings, and consequences thereof, or is of such age, intelligence or experience as to make meaningful discussion difficult, the principal or designee shall request that the parent be present to participate in the discussion.

(c) If the total number of days in any single semester for suspensions exceeds ten school days, the due process procedures of this chapter shall apply unless otherwise indicated by law.

(d) The parent shall be given verbal notice of any suspension regardless of its length. Prior notice for suspension shall be by telephone, if feasible, and the written notice personally delivered or mailed to the parent upon completion of the investigation. The suspension notice shall contain the following written statements: §8-19-8

- (1) Allegations of the specific acts committed by the student that form the basis of the suspension;
- (2) The allegations of the specific acts that were substantiated;
- (3) A statement of the disciplinary action(s); and
- (4) A statement of a conference date, time, and place offered by the school administration to meet with the parent.

A copy of the notice shall be mailed to the complex area superintendent. In addition to the notice required by this subsection, the principal shall attempt to confirm the notice by telephoning the parent.

§8-19-9 Due process for suspensions exceeding ten days, disciplinary transfers, and dismissal. (a) If, based upon the investigation, the principal or designee believes that a student engaged in an activity which constitutes a violation of this chapter, and if the principal or designee recommends that serious discipline other than crisis removal be imposed, the principal or designee shall immediately notify the complex area superintendent to initiate disciplinary proceedings by obtaining verbal authorization from the complex area superintendent.

(b) Upon obtaining verbal authorization from the complex area superintendent, the principal or the designee will make a good faith effort to inform the parent of:

- (1) The serious discipline incident,
- (2) The opportunity to appeal, and
- (3) That the disciplinary action will be implemented immediately.

(c) Within three school days of the verbal authorization from the complex area superintendent, the principal or designee shall mail a written notice of the serious discipline incident with the appeal form to the parent. A facsimile signature of or an electronic approval confirmation of the complex area superintendent on the serious discipline incident form is sufficient. The written notice of serious discipline shall contain the following statements:

- (1) Allegations of the specific acts committed by the student that form the basis of the serious discipline;
- (2) The allegations of the specific acts that were substantiated;
- (3) A statement of the disciplinary action(s); and
- (4) A statement that the parent has a right to an appeal to the complex area superintendent at which time the parent may §8-19-9

present evidence, call and cross-examine witnesses, and be represented by legal counsel and to the extent the parent provides a written notice of legal representation at least ten calendar days prior to the appeal.

(5) If the student or parent would like to file an appeal, the appeal must be submitted in writing and received by the complex area superintendent by the close of business of the seventh school day from the date of the issued serious discipline notice. The student shall be permitted to attend the school of the student pending the appeal unless the principal finds the continued presence of the student creates a substantial risk to self or others or to the rights of other students to pursue their education free from disruption. However, the student shall not participate in any extracurricular activities, including but are not limited to athletics, trips, or clubs.

(d) Upon receipt of a written request for an appeal, the complex area superintendent shall, within ten school days, schedule an appeal and shall inform the parent of the date, time, and place. Written notice of the appeal shall be mailed to the parent and principal or designee at least fifteen calendar days before the appeal. The appeal shall be conducted by the complex area superintendent or by an impartial department of education person, or an impartial

designee, who may be an official of the department, designated by the complex area superintendent. The appeal shall be conducted as follows:

- (1) The appeal shall be closed unless the student or parent requests that it be public;
- (2) Parent and principal or principal's designee have the right to present evidence, cross-examine witnesses, and submit rebuttal testimony;
- (3) Parent and principal or principal's designee may be represented by legal counsel;
- (4) The complex area superintendent or the impartial department of education designee need not follow the formal rules of evidence;
- (5) The complex area superintendent or the impartial department of education designee shall impartially weigh the evidence presented;
- (6) A parent, at the parent's own expense, may record or obtain a copy of the department's tape recording, or transcript of the department's tape recording of the proceedings only if §8-19-9

requested for purposes of court review. The complex area superintendent or the impartial department of education designee shall record a transcript or tape recording of the proceedings;

(7) The complex area superintendent shall no later than seven school days from the close of the appeal render a decision in writing stating clearly the action(s) to be taken and the bases for such actions. The written decision shall be mailed or personally delivered to the parent, the student's attorney of record, and a copy to the school. If the disciplinary action is upheld, the complex area superintendent shall indicate the total number of suspension days and within the suspension beginning and ending dates take into consideration the number of suspension days the student may have already served.

(e) The parent may appeal the decision of the complex area superintendent by providing written notice of their appeal and a specific statement whether they are requesting a hearing to the superintendent of education or designee identifying the specific issues and arguments with supporting documents and evidence the individual is appealing. The written appeal shall be delivered to the superintendent of education or designee within seven school days of the date of the complex area superintendent's written decision. If no specific request is made for a hearing, the superintendent of education or designee shall render a decision based upon the entire record of the proceedings of the complex area superintendent and the parent submitted on the appeal. The superintendent of education or designee shall render a final written decision. The student shall be permitted to attend the school of the student pending the appeal unless the complex area superintendent finds that the continued presence of the student creates a substantial risk to self or others or to the rights of other students to pursue their education free from disruption. Where the student is to be excluded from school pending the appeal, the superintendent of education or designee shall render a decision within twenty-one calendar days of the date of the receipt of the appeal.

(f) Upon written receipt of an appeal, from the parent or the parent's legal counsel, the written decision of the complex area superintendent and all documents and recordings from the proceeding provided for in subsection (d) of this section shall be forwarded to the superintendent of education or designee within ten calendar days. The superintendent of education or designee shall examine the evidence and §8-19-10 render a decision based on the disciplinary action within fourteen calendar days. The decision shall be personally delivered or mailed to the parent or attorney of record. In addition, the parent shall be informed of the right to submit written exceptions to the decision and to present argument to the superintendent of education or designee. Written exceptions and the request to present argument to the superintendent of education or designee must be received within five calendar days of the date of the decision rendered by the superintendent of education or designee. A parent may submit written exceptions and waive the right to present argument; however, there will be no right to present argument without first submitting written exceptions. If the parent has timely submitted written exceptions and requests the right to present the argument, the superintendent of education or designee shall, within two school days of receiving the request to present argument, inform the parent of the specific date, time, and place to present their arguments. The date for presentation of argument shall be no less than five calendar days and no more than fourteen calendar days from the date of the notice informing the parent of the specific date, time, and place to present their arguments. The superintendent of education or designee shall mail a written decision to the parent or the attorney of record within fourteen calendar days of the date of the presentation of the argument or in the case where the parent has waived the parent's right to present argument, within fourteen calendar days of the receipt of the parent's written exceptions.

§8-19-10 Duration of disciplinary actions. (a) If the disciplinary action could not be imposed as result of the appeal process, the disciplinary action may be carried over to the next school year at any public school and does not include summer school.

(b) If the acts, which resulted in disciplinary action, was committed within twenty days from the last instructional day for students in the school year the disciplinary action may be carried over to the next school year at any public school and does not include summer school.

(c) This section shall not apply to firearm violations. Disciplinary action for firearm violations is a mandatory not less than one calendar year.

(d) Other than as described in subsections (a) and (b), no disciplinary action shall continue beyond the school year in which the §8-19-10 action was committed.

§8-19-11 Alternate educational activities and other assistance when students are found to be in violation of this chapter. (a) The complex area superintendent shall ensure that alternate educational activities or active participation of the public or private agencies are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days.

(b) For all students who are suspended for one to ten school days, the principal or designee may consider providing alternate educational activities based on student's need.

(c) The Hawaii administrative rules for students with disabilities shall apply for students eligible under this chapter.

MOANALUA HIGH SCHOOL LIBRARY RULES

The Moanalua High School Library is a quiet center of learning where students pursue educational endeavors. By abiding by the following rules, all patrons may benefit from the best possible experience.

1. OFFICIAL LIBRARY HOURS: 7:30 A.M. TO 3:30 P.M.

To enter the library, students must have their current MoHS Student ID visibly worn around the neck at all times. All transactions & borrowing must be completed 5 minutes before the bell or 15 minutes prior to closing. The library is sometimes closed for meetings and events, though students may still return books. During class time, students must also have individual green passes signed by their teachers with a research purpose—Limited to three students per teacher.

2. BE RESPECTFUL OF LIBRARY STAFF, PEERS AND SCHOOL PROPERTY

- a. Be quiet and courteous. No conversation or noise beyond a whisper. Be focused and engaged in individual reading or homework assignments.
- b. No moving of equipment or furniture. Only 4 chairs and 4 properly seated people per table.
- c. Push in chairs and neatly return books and materials to their rightful places.
- d. No electronic devices, including before and after school.
- e. Do not leave belongings/books unattended.
- f. Do not block entryways, walkways or common areas. Stay clear of off-limit areas.
- g. Use stack areas for active searching only. No loitering or aimlessly wandering.
- h. No drinking, eating or chewing in the library. Keep consumables out of sight.
- i. All computers in the library have internet access, so students must be on the Authorized [Internet] Use Policy list before using any computers. Be sure to ask permission from one of the librarians first. Computers/devices are for educational purposes only. (No email, games, surfing, Facebook, etc.) Do not download or change settings on the computers.
- j. All borrowing, printing, etc. must be completed before the bell.
- k. Use only the front door to enter and exit.

3. BORROWING BOOKS

- a. **General Circulation:** Students may borrow 3 books for a loan period of 3 weeks but only 2 books on one topic or only 2 books from the Hawaiian collection. Books may be renewed once on or before the due date.
- b. **Overdue Books:** Students with overdue books or library fines exceeding \$3.00 will have library borrowing/computer privileges suspended until the book is returned and/or detention is completed. Overdue library fines may only be cleared through detention in lieu of monetary payment. For computer use, students may go to the Computer Lab/Tech Center in the Student Center before school and at lunch recess.

4. SUSPENSION FROM THE LIBRARY

Students who do not follow all the library rules may be asked to leave. Repeat offenders or very disrespectful students may be suspended from the library/cybrary or referred to the administration.

5. LOST or DAMAGED BOOKS: According to the Hawaii Revised Statutes, Sec. 298.5 Department of Education, students can be charged for loss or destruction of school books, supplies, equipment. Students will be charged for replacement/repair and processing costs. Before borrowing, please carefully inspect books for damages and notify library staff during checkout.

6. FINANCIAL OBLIGATIONS: Students may clear obligations during non-class time and before 3:15 pm. Return textbook to issuing teacher and bring pink clearance slip to library. No duplicate MoHS Obligation Clearance forms or receipts will be issued. Refunds will only be issued for current textbooks returned in good condition with official DOE receipt. Checks will be mailed once issued by the Department of Education.

Rev. 8/13

COUNSELING AND GUIDANCE PROGRAM

OVERVIEW

The Counseling and Guidance Department is committed to assisting ALL students to meet the demands of the high school environment and society-at-large. High school students are striving to understand themselves and their relationships with others as they develop knowledge, skills, attitudes and values, and make decisions critical to their adult life. Recognizing this, the department attempts to provide courses and services that will support the students, encourage their growth and facilitate their pursuit of realistic goals.

PROGRAM GOALS

The goal of the Comprehensive Counseling and Guidance Program is to aid in the development of students who make self-directed, rational and responsible decisions affecting their lives. The student objectives are to help them:

- A. Understand and accept themselves
- B. Have satisfactory interpersonal relationships
- C. Make rational and realistic decisions about their education and career.

Specifically, the program is aimed at developing student competencies in the following areas:

- A. Self-appraisals and self-understanding
- B. Appraisal of social, educational and career expectations and opportunities
- C. Interpersonal relations
- D. Problem-solving and decision-making
- E. Formulation of career goals and development of appropriate skills

PROGRAM ACTIVITIES

Counseling and Guidance Services:

- A. Personal Counseling:
Students with personal issues/problems may stop by to see a counselor at any time throughout the school day, but preferably during non-class times (crisis situations shall be given priority). If counselors are unavailable, students may request or schedule appointments. If formal counseling is required/recommended, counselors may facilitate appropriate referrals.
- B. Consultation Services:
 1. Counselors arrange conferences with parents and teachers as needed and/or as requested.
 2. Progress reports: Parents may request periodic checks for progress on their child. Students may also request their own progress reports.
 3. Referral and follow-up: Counselors facilitate referrals and follow up with agencies, including Family Court, Child Protective Services, YMCA, Outreach Services, Central Oahu Family Guidance Center, etc.
- C. Assistance with Testing Coordination and/or Administration
 1. State Minimum Testing Program:
 - a. Hawaii State Assessment
 2. College Admission Testing Applications
 - a. Scholastic Aptitude Test (SAT)
 - b. American College Testing (ACT)
 3. Preliminary Scholastic Aptitude Test (PSAT):
Administered on campus in October. Strongly recommended for all college bound sophomores and juniors. Scores during the junior year may qualify student for the National Merit Scholarship Program.
 4. Preliminary ACT Test (PLAN/EXPLORE)-Given in freshman/sophomore year to gauge academic strengths, measure college-readiness, and offer career interest inventory.
 5. Advanced Placement Exams:
Students enrolled in Advanced Placement courses are expected to take the appropriate AP examination in May. Students may also request to take AP examinations in subjects for which they are not currently enrolled. Arrangements must be made in advance with the Testing Coordinator.
 6. Armed Services Vocational Aptitude Battery (ASVAB):
Administered to interested students in grades 11 and 12 who are interested in a possible career in the armed services.
 7. Placement Testing:
Gates-MacGinitie Reading Test, MoHS Math Placement Test are administered to new students to assist the registrar in placing student in appropriate classes
- D. Educational Planning and Career Development Services
 1. Group and individual counseling.
 2. Presentations to Career & Academic Planning (CAP) classes.
 3. Meetings with representatives from colleges, armed services, technical schools, business schools and apprenticeship programs.
 4. College and Career Center:
College handbooks, financial aid information, career information-books, pamphlets, etc. (individual college catalogs can be found in the library)
 5. Processing of applications for college admission, scholarships, and financial aid
- E. Academic Placement Services
 1. Assist students in appropriate educational placement in the instructional program. Course changes, if necessary, are made.
 2. Facilitate teacher recommendations in the proper placement of students
 3. Initiate changes in placement of students when indicated by test scores, classroom performance, etc.
 4. Credit Check: Students' credits for graduation are evaluated. **IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT ALL GRADUATION REQUIREMENTS ARE MET.**

- F. Attendance Follow-up Services
 - 1. Parents are encouraged to seek counselors' help as needed.
 - 2. Referral to Family Court: Students who continue to be absent from school for prolonged periods may be referred to Family Court for "truancy" and/or "educational neglect." Attendance information is provided to Family Court as requested.
- G. Assignment and/or Tutorial Services
 - 1. Assignment requests: Counselors will obtain assignments for students who are absent two or more days upon parent's request. Assignments may be picked up at the office the following day.
 - 2. Home/Hospital Instruction: Counselors will coordinate tutorial services for a student who will be absent for more than two weeks. A statement from a medical doctor verifying the length of time and reason for the absence must be submitted by the parent.
- I. Comprehensive School Alienation Program (CSAP)

The outreach counselor will work with students who are alienated because of failing grades, poor attendance, personal problems, lack of motivation, or poor self-image by providing:

 - a. Intensive individualized counseling
 - b. Home visitations
 - c. Job opportunities through the Work-Study Program
 - d. Tutoring services
 - e. Educational alternatives: Job Corps, Moanalua Community School for Adults, High Core, etc. Students are referred by teachers, counselors, and administrators and are placed in the program by the CSAP Screening Committee.
- J. Student Services Coordination
 - 1. Request for 504 and special education evaluations are processed by the student services coordinators.
 - 2. Formal counseling services are provided to 504 and special education students as needed.
- K. Job Referral Services
 - 1. Applications for work permits are filed for students age 16 or older upon request.
 - 2. Job opportunity request from the business community are publicized.

PERSONAL TRANSITION PLAN (PTP) AND CAREER & ACADEMIC PLAN (CAP)



WHAT IS A PERSONAL/TRANSITION PLAN (PTP)?

The Board of Education Policy 4540, *High School Graduation Requirements and Commencement* establishes that all students must complete a Personal/Transition Plan (PTP) as a requirement toward earning a Hawaii High School Diploma, beginning with the Class of 2010. The PTP is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues.

The PTP consists of the following elements:

- Goal Attainment
 - Exploration and identification of educational and career options
 - Development and implementation of personal, educational, and career goals
- Identification of resources available to students,
- Evidence to support the plan of action taken by the student,
- Self-Evaluation Component

WHAT IS CAP?

The Career and Academic Plan (CAP) was first introduced at Moanalua High School in 1997. It is a four-year program that will introduce students to differences in job and career options based on their individual interests and aptitudes. The purpose of CAP is to:

- implement the Hawaii Content and Performance Standards III, CAREER AND TECHNICAL EDUCATION – Standard 2: Career Planning;
- help students prepare to make viable, realistic academic and job/career decisions in preparation for post-high school real-world experiences; and
- promote sound academic planning on the part of students and parents to ensure that the students meet the necessary skills and education requirements.
- help students meet the Department of Education requirements for the Personal/Transition Plan required for graduation.

HOW IS CAP RELATED TO THE PTP?

CAP, or the Career and Academic Plan period, is Moanalua High School's approach to ensure that all students address and complete the necessary components of the Personal/Transition Plan (PTP). The curriculum completed in CAP will be compiled throughout the four years in student portfolios. Therefore, attendance to CAP is important. Participation in activities and quality completion of the lessons are mandatory for students to earn the required PTP graduation credit (0.5) by the end of the senior year. (see Curriculum and Standards)

CAP SCHEDULE

All students meet once a week (usually every Thursday) for 35 minutes with an adult advocate (homeroom teacher), who stays with the same group for four years.

CAP CURRICULUM AND STANDARDS

The curriculum aligns to the Hawaii Content and Performing Standards III:

- Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals

Grade 9	Grade 10	Grade 11	Grade 12	Translation: <i>Student must have met Satisfactory* requirements for each grade level culminating task</i>
THEME				
Self-Assessment and Discovery	Goal Setting & Employment	College & Career Exploration	Career Resources, Financial Aid & Independence	<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 10px;">+</div> <div> Career Pathway (Gr 9) Employment (Gr 10) College & Career (Gr 11) Resource Portfolio (Gr 12) </div> </div>
GRADE LEVEL CULMINATING TASK				
Career Pathway Portfolio (0.5 elective credit)	Employment Portfolio (0.5 elective credit)	College & Career Portfolio (0.5 elective credit)	Senior Resource Portfolio	<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 10px;">■</div> <div style="font-size: 2em; margin-right: 10px;">■</div> <div> PERSONAL TRANSITION PLAN (0.5 <u>required</u> credit) </div> </div>

*See *Failing CAP*

GRADING AND ADDITIONAL ELECTIVE CREDITS:

In the above table, the PTP (0.5) graduation credit represents FOUR YEARS of college and career preparation. The Personal Transition Plan is evidence of students' career development and attainment of the state standards in Career Planning.

The PTP is a culmination of four years of career curriculum. To award students for completing the culminating tasks for each grade level, students can earn a 0.5 elective credit each year for earning a Satisfactory mark for the culminating task—for a total of 1.5 extra elective credits.

The CAP grades will be transcribed in a student's report card as a S-satisfactory or U-unsatisfactory mark. It is not calculated in the student's grade point average (GPA).

Failing CAP and Make-up Work

If a student earned a U-unsatisfactory grade(s) for CAP, he or she should be very alarmed. It jeopardizes his/her eligibility for graduation. Students are allowed to improve U-unsatisfactory assessments and earn satisfactory achievement by re-doing or making up the work. **However, the U-unsatisfactory grade(s) will be remain transcribed on the report card "as is" since the marks represent a student's progress at that point in time.** The CAP advisory coach will indicate the "REVISED OK" and the date of the revision on the respective assessment.

Students must have satisfactory work (as indicated on the assessments/rubrics), earned or made up, to pass the grade level culminating task. There will be a \$5 replacement fee for extra or lost copies of the 4MAT or Career Exploration Inventory (CEI) self-assessment booklets.

Effects on Good Standing: Passing CAP has the following benefits:

- | | |
|--|--|
| ➤ Eligibility for high school diploma | ➤ Eligibility for Moanalua High School honor student |
| ➤ Eligibility for BOE, Special Recognition Diploma | ➤ Eligibility to represent class in homecoming & prom courts |
| ➤ Eligibility for Moanalua High School valedictorian | ➤ Favorable consideration into college and/or employment |

POSITIVE SOCIAL INTERACTION

In order to create a positive environment for social interaction, the following TRIBES AGREEMENTS will govern CAP:

- Attentive Listening
- Mutual Respect
- Right to Pass/Right to Participate (personal)
- Appreciations/No Put Downs

***NEW OR INCOMING TRANSFER STUDENTS

Mandatory! All **new** students (not including Freshmen starting at the *beginning* of the year) entering Moanalua High School must set up an individualized Personal Transition Plan Contract with the school's CAP Coordinator, Ms. Lachelle Sablan

New student will complete an abbreviated or condensed version of the Personal Transition Plan for those curriculum modules missed. Some or all work may be waived depending on the evidence of equivalent assignments/courses completed from the previous school. Decisions will be made on a case-by-case basis. New students transferring from a Hawaii public high school must have their PTP records as this requirement is in effect at all public high schools statewide.

PERSONAL/TRANSITION PLAN FREQUENTLY ASKED QUESTIONS

The Board of Education Policy 4540, *High School Graduation Requirements and Commencement*, establishes that all students must complete a Personal/Transition Plan (PTP) as a requirement toward earning a Hawaii High School Diploma.

Below are frequently asked questions you may have regarding this new initiative.

Q1. Is the PTP a diploma graduation requirement?

A: The Personal/Transition Plan is a high school diploma graduation ½ credit requirement beginning with the Class of 2010 (this year's senior class).

Q2. When will the ½ credit be awarded to the high school student?

A: The PTP is a standards-based credit. Student credit is awarded when the student provides evidence, documenting achievement of the Career Planning Standard. The Career Planning Standard is required throughout grades 9-12. Therefore, the credit for the PTP is awarded in the student's senior year.

Q3. How is the PTP implemented at Moanalua High School?

A: All students at MoHS are enrolled in a Career and Academic Plan (CAP) class which meets weekly for a 35-minute period. The curriculum aligns to the Career Planning Standards and takes the students through four years of academic and career preparation that culminates in a student portfolio that includes all of the required components of the Department of Education PTP. Attendance and participation in activities/lessons are mandatory to ensure the successful completion of the Personal/Transition Plan.

Q4. What if a student enrolls at Moanalua High School from out of state/country?

A: The PTP is a requirement for all students earning a Hawaii High School Diploma, beginning with the Class of 2010. The school has the option of determining PTP requirements for new/transferring students on a case-by-case basis based on equivalent coursework or evidence of career planning assignments. (See *New Or Incoming Transfer Students*)

Q5: What if a student fails CAP?

A: If a student from this year's senior class fails the PTP credit (which is earned after four years of satisfactory CAP work) with an U-unsatisfactory grade, then the student will not earn the ½ PTP **required** credit. Failing the required PTP credit absolutely jeopardizes a student's eligibility for graduation.

It is crucial for CAP assignments to be completed since components will be used for the Personal/Transition Plan. The student is responsible to make up all work missed. If a student received an U-nsatisfactory CAP grade, it is strongly advised that he/she make up the work immediately. Only those students who successfully earn 24 credits, which includes the successful completion of the Personal/Transition Plan, are eligible for graduation.

SENIOR PROJECT

General Information for Class of 2015

Board Policy 4540, High School Graduation Requirements and Commencement, establishes that a Board of Education Recognition Diploma shall be issued to students who meet the BOE Recognition Diploma graduation course and credit requirements, pass the Algebra 2 EOC exam, the successful completion of their Senior Project (one credit) and Personal Transition Plan (0.5 credit) is included as part of this requirement. This became effective beginning with the Graduation Class of 2010.

At Moanalua High School, the opportunity to complete a Senior Project is open to all students. Potential BOE graduates with a GPA of 3.0 or better will be awarded the BOE Recognition Diploma with Honors.

OVERVIEW

Successful completion of the Senior Project provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes (GLO). The Senior Project must demonstrate a “learning stretch” and be personally useful and relevant for that student. Career and life skills demonstrating workplace readiness will be showcased in this three-phase process.

Although specific procedures may vary somewhat from school to school, students must demonstrate proficiency in the following essential components. The three phases of the Senior Project are:

Phase One: Preliminary Planning. This includes the Personal Transition Plan, Letter of Intent and Corresponding Documents, and initiation of the Senior Project portfolio.

Phase Two: Research and Action. This includes the position paper (argument-based research) and culminating activity (action/project). The culminating activity may have

- A career focus; or
- Service-learning focus; or
- A student personal interest focus.

Phase Three: Formal Presentation and Evaluation. This includes preparing and presenting a formal 10-15 minute presentation before a Project Panel followed by a question and answer session. The presentation can be done orally, in a creative presentation or in a non-traditional model.

After the Project Panel listens to the formal presentation and reviews the student's portfolio, the panel will make a recommendation on the awarding of the Senior Project credit. The Senior Project teacher will make the final determination on the grade.

For Senior Project options, benefits, and procedures, please refer to the next few pages.

SENIOR PROJECT OPTIONS

Yes, I am interested in completing the Board of Education (BOE) Senior Project. What are my options?

Option 1: SENIOR SEMINAR



Description: The main features of this option are:

1. Students are enrolled in a structured class that facilitates the student in completing a senior project in any special interest topic, upon approval.
2. Student will have the flexibility of the class time to work on the paper, leave campus to implement the “project” whether it is philanthropic, personal growth, special interest, etc. or to use the time to research, write, and/or prepare for the panel presentation.

Profile: This option would be best suited for a student who:

- Needs a class dedicated to focus on completing the Senior Project.
- Wants to take an elective credit to work on the Senior Project.
- Needs a structured class, with a teacher/facilitator, to complete the Senior Project.
- Is strongly interested in pursuing special interest/development topics and/or

Option 2: CAREER PATHWAY CAPSTONE



Description: The main features of this option are:

1. Students are enrolled in a structured class that facilitates the student in completing a senior project *within a career pathway* for which he/she had studied for at least two years*.
2. Student will have the flexibility of the class time to work on the paper, leave campus to implement the “project” whether it is an internship, training/lessons, and/or to use the time to research, write, and/or prepare for the panel presentation.
3. Special approval required by a Career & Technical Education program teacher.

Profile: This option would be best suited for a student who:

- Is strongly interested in advancing knowledge in their chosen pathway.
- Wants to take an elective credit for a dedicated class to complete the Senior Project.
- *Has taken at least two years or concurrently taking the second year course, within a Career Pathway.

SENIOR PROJECT OPTIONS

Benefits and Next Steps

Option 1: SENIOR SEMINAR



Benefits:

- Students have the opportunity to earn up to two (2) credits:
- One (1) elective credit for the Senior Seminar courses, which includes a research paper, portfolio and" product"
 - One (1) credit for the successful completion of the Senior oral presentation.
 - Student is eligible to earn the Board of Education Special Recognition diploma.

ACTION! NEXT STEPS:

- Enroll in XEP1050 Senior Seminar Production (1 semester) and XEP1055 Senior Seminar Performance (1 semester).
- Enroll in these two classes through summer school

Option 2: CAREER PATHWAY CAPSTONE





Benefits:

- Students have the opportunity to earn up to two (2) credits:
- One (1) elective credit for the Career Pathway Capstone course
 - One (1) credit for the successful completion of the Capstone research paper, "project", and presentation.
 - Student is eligible to earn the Board of Education Special Recognition diploma.

ACTION! NEXT STEPS:

- Did you take, or are concurrently taking, at least two (2) courses within a pathway? If yes,
- See your Career and Technical Education program teacher to obtain special approval to sign up for:
 - TAK2990 Arts & Communication Capstone
 - TBK3990 Business Capstone
 - THK4990 Health Services Capstone
 - TIK5900 Industrial Engineering Tech Capstone
 - TPK7990 Public & Human Services Capstone

SENIOR PROJECT Course Descriptions

SENIOR PROJECT OPTIONS	COURSE NUMBER AND DESCRIPTION
Option 1: SENIOR SEMINAR 	<p>XEP1050 SENIOR SEMINAR PRODUCTION – 1 SEMESTER/XEP1055 SENIOR SEMINAR PERFORMANCE – 1 SEMESTER</p> <p>The combination of these two semester courses, Senior Seminar Production and Senior Seminar Performance, provide a structured class environment for an individual student to identify an issue of concern, or interest, and design a project around that interest. The seminar experience will develop skills essential for success in the work place such as effective communication, critical and reflective thinking, problem-solving, and self-directed learning. Reading, writing, researching, and speaking skills are applied continuously through the seminar as students design, organize, develop and document their project. Class time may be split between off campus activities related to the Senior Project. Ultimately, students will be facilitated through all three phases of the Senior Project required components, including Phase I Preliminary Planning, Phase II Research and Action (the "project" itself) and Phase III Presentation to an authentic audience of practitioners. Students who successfully complete these combined semester courses, including the research paper, "project," and presentation have the opportunity to earn up to two (2) credits.</p>
Option 2: CAREER PATHWAY CAPSTONE 	<p><i>Student to enroll in one (1) of the following Capstone courses:</i></p> <p>TAK2990 ARTS & COMMUNICATION CAPSTONE TBK3990 BUSINESS CAPSTONE THK4990 HEALTH SERVICES CAPSTONE TIK5900 INDUSTRIAL ENGINEERING & TECHNOLOGY CAPSTONE TPK7990 PUBLIC & HUMAN SERVICES CAPSTONE</p> <p>Students interested in a Capstone class, must have taken or are concurrently taking two courses within a pathway. A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in various career pathways. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter. Students who successfully complete a capstone course, including the Senior Project paper, "project," and presentation have the opportunity to earn up two (2) credits.</p> <p><i>Special approval required. See your Career Pathway teacher for signature.</i></p>

PROGRAM PLANNING AND REGISTRATION INFORMATION

Students shall register for a six (6) periods program (*subject to change due to Act 167*). Courses considered basic to every student's education make up the required program. Courses listed as electives should be examined thoroughly before selections are made. Some electives require demonstrated academic ability.

Students have equal access to course programs and services of this school without regard to sex, ethnicity, creed or handicap. This school is authorized under Federal law to enroll non-immigrant alien students.

A student should plan his/her program carefully. Teachers, counselors, and parents should be consulted. In making course selections, the following should be considered:

- A. Graduation requirements
- B. Personal educational and vocational plans
- C. Prerequisites for different courses
- D. Interests and aptitudes

Parents or guardians should approve the student's final program. Program changes will be made in accordance with the program change policies.

REQUIREMENTS FOR GRADUATION FOR THE CLASS OF 2015

The minimum credit requirements for graduation from a Hawaii four-year high school are as follows:

	<u>Class of 2015</u>
English	4 credits
Social Studies	4 credits including Participation in Democracy and Modern History of HI
Mathematics	3 credits
Science	3 credits
Physical Education	1 credit
Health	½ credit
Personal Transition Plan	½ credit
World Lang/Fine Arts/ Career/Tech Ed	2 credits
Electives	<u>6 credits</u>
Total	24 credits

BOARD OF EDUCATION (BOE) RECOGNITION DIPLOMA FOR THE CLASS OF 2015

Seniors who meet the following requirements will be eligible to receive the Board of Education Recognition Diploma. Evaluation and determination of eligibility is done at the end of the third quarter of their senior year. Student must be receiving a passing mark through the third quarter in the courses required for the recognition diploma, including their CAP 12.

	<u>Class of 2015</u>
English	4 credits including Eng LA 1, Eng LA 2, and Expository Writing
Social Studies	4 credits including Participation in a Democracy and Modern History of HI
Mathematics	<u>4</u> credits including Algebra 1, Geometry, and Algebra 2 or the equivalent
Science	3 credits including 2 lab sciences of Chemistry, Biology, and /or Physics
World Lang/Fine Arts/ Career Tech Ed	2 credits
Physical Education	1 credit
Health	½ credit
Personal Transition Plan	½ credit
Senior Project	1 credit
Electives	<u>5 credits</u>
Total	25 credits

Other: Meet standard on Algebra 2 EOC Exam or its equivalent; For BOE Recognition Diploma with Honors: cumulative 3.0 GPA or better is required

REQUIREMENTS FOR GRADUATION FOR THE CLASS OF 2016 AND BEYOND – (*subject to change by DOE and may be updated via the Strive HI website*)

GRADE POINT AVERAGE – Cumulative Grade Point Average applies to all graduates – Cum Laude: 3.0 to 3.5 | Magna Cum Laude: 3.5+ to 3.8 | Summa Cum Laude: 3.8+ and above

Effective 2012-13 with the graduating Class of 2016, A Hawaii High School Diploma shall be issued to students who meet these minimum course and credit requirements.

COURSE REQUIREMENTS*	HAWAII HIGH SCHOOL DIPLOMA	HONORS RECOGNITION CERTIFICATE REQUIREMENTS
English	4.0 credits including: - English Language Arts 1 (1.0 credit); and - English Language Arts 2 (1.0 credit); and - Expository Writing (0.5 credit)	4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus. 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits. Two credits minimum must be from AP/IB/Rising Start courses (equivalent to credits for 2 college courses).
Social Studies	4.0 credits including: - Modern History of Hawaii (0.5 credit); and - Participation in a Democracy (0.5 credit)	Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement). • Earn a B or better in each required program of study (coursework). • Meet or exceed proficiency on performance-based assessments for corresponding program of study.
Mathematics	3.0 credits including: - Algebra 1 (1.0 credit); and - Geometry (1.0 credit) or (e.g., two-year integrated Common Core course sequence)	Completes one of the following written assessments for the corresponding program of study. • Earn at least 70% on each end-of-course assessment • Earn a nationally-recognized certificate
Science	3.0 credits including: - Biology 1 (1.0 credit); and - Laboratory Science electives (2.0 credits)	• Earn a passing score on a Dual Credit Articulated Program of Study assessment
World Language, Fine Arts or Career & Technical Education (CTE)	2.0 credits in one of the specified programs of study	World Language: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
Physical Education	1.0 credit	Fine Arts: Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
Health	0.5 credit	Career and Technical Education (CTE): Two credits need to be in a single career pathway program of study sequence.
Personal Transition Plan	0.5 credit	
Electives	6.0 credits, may include 1.0 elective credit for Senior Project	
TOTAL	24.0 credits	

*The DOE has a process for requesting and approving equivalent credit courses.

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

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

Should you need further clarification, please visit:

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-2016-and-beyond.aspx>

HONOR GRADUATES/VALEDICTORIANS

Seniors with a cumulative GPA of 3.400 or better as well as the successful completion of their senior project presentation will be recognized as honor graduates. Course marks through third quarter of the senior year will be used to calculate the GPA. Valedictorians will be determined by using all final course marks through the senior year. Honor Graduates and Valedictorian(s) must also meet all BOE Recognition Diploma credit and course requirements.

PROMOTION

Promotion in the secondary school shall be on the basis of the student's academic performance and other appropriate measures (Department of Education Regulations, Chapter 24-8-24-3).

Promotion is determined by earning a minimum of five (5) credits during grade 9; 11 by the end of grade 10, and 17 by the end of grade 11.

FAILURE OF ENGLISH (LANGUAGE ARTS) AND SOCIAL STUDIES COURSES

The student is responsible for determining if s/he passed or failed the required English (Language Arts) and/or Social Studies courses. In the event of failure, the student SHOULD make up the course up in summer school or the student may be unable to graduate on schedule.

DOUBLING-UP OF ENGLISH (LANGUAGE ARTS) AND SOCIAL STUDIES COURSES

Students may not enroll in two English (Language Arts) or Social Studies courses concurrently because of failure. Students who transfer to the Hawaii public school from outside the state or from private schools may double-up if enrollment permits.

CLASS SCHEDULING

In normal circumstances, each student is programmed for six (6) periods along with CAP (*subject to change due to Act 167*). The following is the required program at Moanalua High School for a regular high school diploma:

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts 1	English Language Arts 2	Expository Writing 1/ American Literature	Expository Writing 2/ World Literature
Modern Hawaiian History/ Participation in a Democracy	U.S. History	World History	Social Studies Elective
Mathematics	Mathematics	Mathematics	4 Electives
Physics	Chemistry	Biology	
Health /P.E. Life Fit	P.E. Life Activities	2 Electives	
1 Elective	1 ½ Elective		
CAP 9	Cap 10	CAP 11	CAP 12 (PTP)

Should there be a 7th period because of Act 167, each student will have one added elective per grade level.

PROGRAM CHANGES

- A. Program changes will not be processed during the last three weeks of any quarter.
- B. Once scheduled, a student will be allowed to change an elective course only if the course is listed on the student's pre-registration card once.
- C. A student may enroll in an elective course only within the first three weeks after the course starts.
- D. Intra-departmental Changes: (Example: Student should be enrolled in Algebra I instead of Algebra II)
 1. Teacher and/or department chairperson will initiate the change.
 2. Teacher involved must notify parents of the change
- E. Student Initiated Changes After the 1st 3 weeks of the start of the course:
 1. Student must see the counselor to determine credit requirements and discuss the impact of the change.
 2. Student will complete the Class Change Request Form by taking it to the teacher whose class s/he wishes to drop.
 3. Teacher will confer with the student and discuss the ramifications of dropping, adding/or changing the course.
 4. Teacher makes his/her recommendation regarding the requested change. If the teacher requests a parent conference, s/he will indicate date and time s/he will be available.
 5. The counselor will discuss the change and all its ramifications with the student and his parent. If parent is agreeable to the change, parent signs the Class Change Request Form. The counselor will schedule a parent-teacher conference if requested.
 6. If the change in program is approved by all parties, the counselor will fill in the Change of Program Form. The students will hand-carry this Change of Program Form to teachers for approval. Student must obtain signatures from "new" teacher before going to the teacher whose course is being dropped. If teachers have valid reasons, they need not accept the student; however, the administration reserves the right to overrule the teacher's decision.
- F. Advanced Placement (AP) and Senior Project courses cannot be dropped after the end of 1st quarter.
- G. No program changes will be made once fourth quarter begins.
- H. If a student drops a course within the first three weeks after it starts, the course will not appear on the report card. Once a grade is given, it remains on the student's transcript.

SUMMER SCHOOL COURSES

Department of Education Regulation 4510.2 "Reporting Student's Progress," states "When a student has satisfactorily completed a course, a credit designation, whenever appropriate, shall be entered on his permanent record." This policy reminds parents and students that upon selection of summer school courses for credit, the grade earned shall be part of the permanent record of that student.

COLLEGE ENTRANCE REQUIREMENTS

Colleges and universities differ in their requirements for entrance. Generally speaking, student should pursue a college preparatory background that includes courses in higher mathematics, laboratory sciences, and foreign languages, in addition to meeting the basic requirements in Language Arts and Social Studies. College bound students should challenge themselves in Language Arts courses which emphasize writing skills, advanced reading, and also study the requirements of the college of his/her choice carefully and plan his/her high school courses accordingly. The student should confer with the counselor to check specific requirements for college entrance.

The following excerpt from a college handbook may help students understand college entrance requirements: "...admission to college depends upon performances on college aptitude tests, quality of high school work and ratings and recommendations by officials of the preparatory school. A high rating in one factor alone will not ensure admission, nor will poor performance on one measure alone exclude an applicant if other evidence indicates s/he might be successful" ...Ordinarily, a student should average a B or better in his academic work, although an applicant with a C average who scores above average on the college aptitude test may be admitted. The quality of work and the difficulty of the course load during the LAST TWO YEARS in high school receives special recognition.

UNIVERSITY OF HAWAII-MANOA CAMPUS ADMISSION REQUIREMENTS

Admission of Residents as freshmen: State of Hawaii residents applying for admission as freshmen must submit an application, official Scholastic Assessment Test (SAT) or American College Test (ACT) scores, high school transcripts and recommendation from school officials. Applicants taking the high school general education test (GED) must submit GED results in addition to high school transcripts. High ratings in one area will not ensure admission, nor will poor performance in an area exclude applicants if other evidence shows that they may be successful in university level work.

Admission Criteria for State of Hawaii Residents

University of Hawaii-Manoa generally accepts resident applicant who present

ALL of the following:

1. High school CUMULATIVE grade point average (GPA) of 2.8 or better.
2. SAT scores of 510 re-centered verbal and 510 re-centered math or ACT scores of English 22, Math 22, and Composite 22.
3. The critical reading and math portions of these exams are viewed separately. If applicants score below these minimums, the exam should be retaken.
3. Rank in the upper 40% of their graduating class.
4. Favorable recommendations from their high school counselor or principal.
5. Minimum unit requirements: Applicants should complete 22 units of high school work (grades 9-12) of which at least 17 units are in college preparatory. These include at least 4 units of English, 3 units of mathematics (including second year algebra and geometry), 3 units natural sciences, and 3 units of social studies. Additional units, 4 in college preparatory subjects in math, social studies and science and 2 units in the same foreign language are strongly recommended.

Admission Criteria for Nonresidents

Nonresident applicants, other than dependents of military personnel stationed in Hawaii, are accepted on the same academic criteria, as a resident but will pay tuition at a higher tuition rate than a resident.

Applicants of the College of Engineering, Computer Science, Dental Hygiene, Nursing, Architecture and School of Travel Industry Management should bear in mind that the admission requirements may be somewhat higher and that the number of open spaces will be considerably fewer than the number of applicants. Consult the UH catalog for exact requirements.

Early Admission Program

The Early Admission Program enables academically outstanding high school seniors to enroll concurrently at the University of Hawai'i at Manoa (UHM) while completing their high school coursework. The Program is intended to supplement their high school curriculum. Students are selected on the basis of high school grades, SAT-1 or ACT scores, class rank, and recommendations from the high school counselor and principal.

Admission Criteria

Early admission students are expected to meet the following requirements:

- A. SAT-1 scores of critical reading 600 and math 600.
- B. Cumulative grade-point average of 3.5, including as many junior-year grades as possible.
- C. Rank in the upper 10% of the class.
- D. Completion of most of the college preparatory courses and high school graduation requirements.
- E. Letters of recommendation from the high school counselor and principal. A letter of recommendation from the appropriate teacher may also be helpful.

COMMUNITY COLLEGES

Community colleges help make the transition from high school to society smoother with additional education and training beyond secondary school. It has many functions and can be used according to individual needs:

- A. Short term instruction for immediate job placement
- B. Intensified instruction for specific jobs
- C. Two-year full-time program resulting in an Associate of Arts degree or an Associate of Science degree in many fields
- D. Preparation for the transition from high school to a four-year college or university

The four community colleges on Oahu are Honolulu, Kapiolani, Leeward and Windward. They are public colleges run by the State of Hawaii through the University of Hawaii and offer extremely low tuition rates. These four community colleges

are open to anyone who has graduated from high school, or who is 18 years of age or older, and who can profit from the instruction offered. Placement tests in math and English are usually given instead of entrance exams. Students should confer with their counselors to obtain more information regarding programs at the various community colleges.

RUNNING START PROGRAM

The Running Start Program allows college-ready juniors and seniors to earn both high school and college credit at a nearby community college. Students must apply to the community college, submit an additional Running Start Application, have a cumulative grade point average of B or better, and pass the placement exam for English 100 and/or Math 100. More information on the coordinated courses is with the high school counselors. Students can begin to access Running Start in the summer after 10th grade.

AIR FORCE JUNIOR ROTC

Air Force Junior ROTC builds better citizens, builds character, teaches responsibility and acquaints cadets with the aerospace age and careers in the Air Force. Cadets are also introduced to wearing uniforms, meeting grooming standards and drill and ceremonies.

Most importantly, JROTC helps cadets to become leaders: confident, self-disciplined and self-reliant.

JROTC offers significant advantages for a cadet's future. Career minded cadets who complete a 3 year AFJROTC Aerospace Science program will:

- Be eligible to enter the military service two pay grades higher than other enlistees.
- Be prepared to work in a competitive technical world -- in the military or as a civilian.

College-bound students can:

- Receive credit for the first year of a college senior ROTC program.
- Receive a recommendation for ROTC scholarship or Academy appointment.

DEPARTMENT: AIR FORCE JUNIOR ROTC

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
TJA1000 AFJROTC 1 Year 1 Credit	9 10 11 12		Interested in JROTC program and learning about the military.	Aerospace History from early legends of flight through the Wright Brothers to the exploration of space. Drill, responsibility, citizenship, wellness, health and fitness. Uniforms mandatory once a week.
TJA2000 AFJROTC 2 Year 1 Credit	9 10 11 12	Instructor's approval.	Highly recommended for students interested in aviation.	Aerospace Science: Weather, Physiology, Aerodynamics, Power plant & Navigation. Intercommunication skills, psychology, group work and leadership concepts. Uniforms once a week.
TJA3000 AFJROTC 3 Year 1 Credit	10 11 12	Instructor's approval.	Highly recommended for students who want to learn to fly.	FAA Ground School. This covers all aviation subjects required to pass the written exam for the Private Pilot License. Life skills, financial planning, college and career counseling. Uniforms once a week.
TJA4000 AF ROTC 4 Year 1 Credit	10 11 12	Completion of TJA3000 and instructor's approval.	Cadets are expected to lead the Cadet Corps. Proof of leadership potential is required.	Geography. Individual research papers on the geography, history and culture of selected countries. Skills inventories and the job application process including resume writing and job interviews prep. Principals of management. Leadership of the Cadet Corps. Uniforms mandatory once a week.

FINE ARTS - ART DEPARTMENT

Creativity is the birth of something new from one's past and present feelings, ideas and experiences. It is more than self-expression and emotional outlet. It is independent thinking in action, which includes the intellect as well as the imagination and emotions for problem-solving and invention. In the art classes, the student will have the opportunity to participate in the creative process through various media such as photography, paint, pencil, charcoal inks, prints, dyes, textiles, clay, and plaster. Through this participation, the student can raise awareness of design in other products of this creative process and thus form a basis for appreciation of other art forms of the past and present and the future.

ART COURSE OPTIONS

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
General Art 1	General Art 1 General Art 2	General Art 1 General Art 2	General Art 1 General Art 2
Drawing & Painting 1	Drawing & Painting 1 Drawing & Painting 2	Drawing & Painting 1 Drawing & Painting 2 Drawing & Painting 3	Drawing & Painting 1 Drawing & Painting 2 Drawing & Painting 3
Ceramics 1	Ceramics 1 Ceramics 2	Ceramics 1 Ceramics 2 Ceramics 3	Ceramics 1 Ceramics 2 Ceramics 3 DirectedStudy in Art Problems Advanced Placement Art
Design 1 Photography 1	Design 1 Photography 1 Photography 2	Design 1 Photography 1 Photography 2 Photography 3	Design 1 Photography 1 Photography 2 Photography 3

DEPARTMENT: ART

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendations	Recommended for Students	Course Description
FVB1000 General Art 1 Year 1 Credit	9 10 11 12	None	Who are interested in a variety of visual art experiences.	Designed as an introduction to art, this course offers explorations with a variety of art materials, media and techniques, and an opportunity to understand the basic concepts of design. This course provides experiences in drawing, painting, design, ceramics, sculpture, printing, collage and mixed media.
FVB2000 General Art 2 Year 1 Credit	10 11 12	Successful completion of General Art 1 and art instructor's recommendation.	Who want to continue their development in General Art.	This is a continuation of General Art 1. Experiences will focus on further application of design principles, with more complex development of idea and concept. Exploration of various art materials and processes will be continued through drawing, painting, printing, and sculpting. Computer art may also be introduced.
FVQ1000 Drawing and Painting 1 Year 1 Credit	9 10 11 12	Art instructor's recommendation.	Who are Interested in drawing and painting.	This is an introductory course to drawing and painting. Experiences include experimentation in wet and dry media such as charcoal, pencil, pen, ink, chalk pastels, oil pastels, watercolor, acrylics, and mixed media. Computer art may be introduced. Activities emphasize individual development.
FVQ2000 Drawing and Painting 2 Year 1 Credit	10 11 12	Successful completion of Drawing and Painting 1 and art instructor's recommendation.	Who have the desire to continue their development in drawing and painting.	This is a continuation of Drawing and Painting 1. Experiences will focus on idea and concept exploration, with an emphasis on development of individual skills and talent. Computer Art may be introduced.
FVQ3000 Drawing and Painting 3 Year 1 Credit	11 12	Successful completion of Drawing and Painting 1, 2, and Art instructor's recommendation.	Who want to continue their development in drawing and painting with possibilities for art school or further studies in college.	This is an advanced course to further expand on skills, attitudes and knowledge gained from Drawing and Painting 1 and 2. This course is designed to prepare a student for possible study in an art school, college or university. Computer art may be introduced.
FVL1000 Ceramics 1 Year 1 Credit	9 10 11 12	None	Who enjoy and appreciate working with clay.	This is an introductory course with clay as a medium for expression. Basic skills and methods in hand building techniques and using the potter's wheel are introduced. Glazing, surface decorating and firing processes are covered.
FVL2000 Ceramics 2 Year 1 Credit	10 11 12	Successful completion of Ceramics 1 and Art Teacher's recommendation.	Who want to continue working with clay.	This course is designed for students who want to gain a deeper understanding of skills in ceramics. The contents of this course are the same as Ceramics 1 with greater attention to individual development.

DEPARTMENT: ART

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendations	Recommended for Students	Course Description
FVL3000 Ceramics 3 Year 1 Credit	11 12	Successful completion of Ceramics 1 & 2 and Art instructor's recommendation.	Who want to do advanced work in sculpture and ceramics.	This advanced course emphasizes hand-building techniques, wheel throwing and sculpturing. The nature of this course requires understanding of a critical sense of design, form and craftsmanship. Further experimentation in firing and glazing. Emphasis on individual instruction.
FVD1000 Directed Study in Art Problem Year 1 Credit	12	Three (3) or more credits in art courses and recommendation of art teacher	Who want to do advanced work in sculpture and ceramics, drawing and painting or advertising art.	This is an advanced course to further expand skills learned in art courses. This course provides exploration in depth with areas such as drawing, painting, print-making, ceramics, sculpture, or advertising art.
FVA1000 AP Studio Art Year 1 Credit	12	Successful completion of Drawing 1, 2, 3 or Ceramics 1, 2, 3 or Photography 1,2, 3 and art instructor's recommendation. AP Art should be taken in conjunction with Dir. Study in Art Problems.	Who are highly motivated, and have displayed serious interest in pursuing the study of art in post-high school programs.	A highly intensive art curriculum for students who have demonstrated superior conceptual and technical ability in art, and maturity for independent study. Students enrolled in AP Art will be expected to complete a Drawing, 2D Design, or 3D Design portfolio that addresses three areas of concern in college level art coursework: 1) Quality, 2) Concentration, and 3) Breadth. Students should be prepared to submit 24 artworks in both original art and/ or digital form for College Board review in May.
FKV1000 Design 1 Year 1 Credit	9 10 11 12	None	Who are interested in design.	This is an introductory course to study design and the relationship of visual elements. The design elements of line, shape/volume, texture, space, motion, value and color will be explored. The design principles of unity & variety, emphasis & focal point, scale/proportion, balance, repetition & rhythm, contrast and directional forces which affect visual expression are further explored. Students apply principle to solve visual problems.
FVP1000 Photography 1 Year 1 Credit	9 10 11 12	Students are required to have a digital camera and USB memory media.	Who have an interest in digital photography.	This is an introductory course on photography. Basic techniques taught are on camera care and operation, camera control with exposure settings, design composition, lighting, image manipulation and thematic idea and concept development. Adobe Photoshop and Aperture software are introduced.
FVP2000 Photography 2 Year 1 Credit	10 11 12	Students are required to have a digital camera and USB memory media. Successful completion of Photography 1 and Art Teacher's recommendation.	Who have a continued interest in digital photography.	This course is a continuation of Photography 1. Experiences will focus on thematic idea and concept exploration, with an emphasis on development of individual skills and student voice. Further exploration of basic techniques in design composition, camera exposure, studio lighting, and image manipulation with software such as Adobe Photoshop and Aperture will be available.
FVP3000 Photography 3 Year 1 Credit	11 12	Students are required to have a digital camera and USB memory media. Successful completion of Photography 1 & 2 and Art Teacher's recommendation.	Who have a continued interest in digital photography.	Advanced Photography 3 students will continue to develop their experiences with a heavy focus on thematic idea and concept exploration. Students must understand the importance of composition as they further explore exposure, shutter speed, aperture, studio lighting, and image manipulation with software such as Adobe and Aperture.

FINE ARTS - MUSIC DEPARTMENT

The Music Department of Moanalua High School offers a wide and exciting range of music study and performance. Students may participate in the Concert Band, Symphony Orchestra, and Stage Band. Note-reading, scale-work, and basic elements of music will be taught in all phases of the music program. Music performed will cover a wide range of styles—from classical to popular rock. Each performance group will have regular public concerts throughout the school year. Marching Band and Pep Band are offered as extra-curricular activities.

Incoming music students must understand that musical fun and enjoyment can only be experienced when a high point of excellence is reached on his/her instrument and is blended with the other members of the performance group.

MUSIC DEPARTMENT COURSE OPTIONS

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Band 1	Band 1 Band 2	Band 2 Band 3	Band 2 Band 3 Band 4
Chorus 1	Chorus 1 Chorus 2 Chorus 3 Chorus 4	Chorus 1 Chorus 2 Chorus 3 Chorus 4	Chorus 1 Chorus 2 Chorus 3 Chorus 4
Orchestra 1	Orchestra 1 Orchestra 2	Orchestra 1 Orchestra 2 Orchestra 3	Orchestra 1 Orchestra 2 Orchestra 3 Orchestra 4
Ukulele 1	Ukulele 1	Music Theory 1 Piano 1 Ukulele 1	Music Theory 1 Piano 1 Ukulele 1

DEPARTMENT: MUSIC

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
FMB2000 Band 1 Year 1 Credit	9 10 11 12	Successful completion of beginning Band and Intermediate Band or equivalent. Recommendation of previous Band Director. Recommendations of instructor.		This phase of Band is geared for the 9th grade student with two or more years of experience. Increased emphasis will be placed on individual and group development in tone quality, rhythm, intonation, technique and expressiveness. The music learned will cover as wide a variety of styles as possible. This band will perform in scheduled concerts throughout the year, including the Annual Hawaii Music Festival.
FMB3000 Band 2 Year 1 Credit	10 11 12	Successful completion of Band 1 and recommendation of Band Director.		This band will cover the performance of music rated Grade III and IV. Remedial emphasis will be placed on tone production, rhythm, intonation, technique and expression. Major activities will include scheduled concerts throughout the year, including the Annual Hawaii Music Festival.
FMB4000 Band 3 Year 1 Credit	11 12	Successful completion of Band 2 or its equivalent and recommendation of Band Director.		This upper level band will deal with music Grade V. Greater attention will be placed on performing with musical expressiveness. Major activities will include participation in regular concerts and participation in the Annual Hawaii Music Festival.
FMB5000 Band 4 Year 1 Credit	12	Successful completion of Band 3 or its equivalent and recommendation of Band Director		This course content is the same as Band 3 with the addition of learning basic principles and practices in conducting, composing, arranging, solo and ensemble work and other leadership experiences.
FMC1000 Chorus 1 Year 1 Credit	9 10 11 12	None		This vocal music course is designed to help students learn the techniques of breath control, phrasing, tone placement, diction and other necessary vocal skills. Expressive qualities of music are also stressed. To accommodate the changing voices of students, glee music can be introduced. Musical arrangements used are mainly unison, two-part and three-part.
FMC2000 Chorus 2 Year 1 Credit	10 11 12	Successful completion of Chorus 1 and recommendation of Choral director.		Designed for students who have completed Chorus 1. Further develop musical knowledge, performance and vocal skills. Solo, two-part, three-part and four-part harmony are introduced.
FMC3000 Chorus 3 Year 1 Credit	10 11 12	Successful completion of Chorus 1, 2 and recommendation of Choral director.		Students will be able to perform more advanced fundamentals involving rhythm, diction, dynamic levels, tone quality, balance and blend. Musical arrangements to include two-part, three part, four-part, and division in section parts.

DEPARTMENT: MUSIC

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
FMC4000 Chorus 4 Year 1 Credit	10 11 12	Successful completion of Chorus 1, 2, 3 and recommendation of Choral director.		Students will perform choral works with a demand in advanced vocal skills. Choral repertoire will include those from different periods, varied solo works, ensemble, a cappella and accompaniment. Great attention will be placed on performing with musical expressiveness. Major activities will include participation in regular concerts and participation in the Annual Choral Festival.
FMV2000 Orchestra 1 Year 1 Credit	9 10 11 12	Successful completion of beginning Orchestra and Intermediate Orchestra or equivalent. Recommendation of previous director. Recommendation of orchestra director.		This orchestra will deal with more serious music literature (Grade III) ranging from the classics to contemporary music. Major activities will include participation in regular scheduled concerts and participation in the Annual Hawaii Music Festival.
FMV3000 Orchestra 2 Year 1 Credit	10 11 12	Successful completion of Orchestra 1 or equivalent. Recommendation of orchestra director.		In addition to the course content of Orchestra 1, this phase will include music graded IV - V. Solo and ensemble work will be further encouraged. Conducting and other leadership activities will be encouraged.
FMV4000 Orchestra 3 Year 1 Credit	11 12	Successful completion of Orchestra 2 or equivalent. Recommendation of orchestra director.		In addition to the course content of Orchestra 1 and 2, this course will involve music requiring advanced performance skills in orchestral work. Further work in solo and ensemble music will be encouraged.
FMV5000 Orchestra 4 Year 1 Credit	12	Successful completion of Orchestra 3 or equivalent. Recommendation of orchestra director.		In addition to the course contents of Orchestra 3, musicians at this level of performance should be technically advanced enough to provide leadership in their section, and be able to perform major symphonic works.
FMM1000 Music Theory 1 Year 1 Credit	11 12	Recommendation of instructor.		This course is designed for students interested in understanding theoretical and harmonic principles involved in the development of a musical composition. Students study the piano keyboard to enhance the understanding of the chord progression and harmony. Short musical compositions are created in a variety of media including instrumental, vocal and electronic media.
FMK1000 Piano 1 Year 1 Credit	9 10 11 12	Basic knowledge of music, with no piano experience. Recommendation of piano instructor.		This course is designed for students who enjoy and appreciate the aesthetic qualities of music through piano performance and to use the medium for personal expression. Students will perform as a soloist or in ensemble.
FML1000 Ukulele 1 Year 1 Credit	9 10 11 12	Should own instrument or may use school instruments in class		In this course, students can develop beginning skills in ukulele playing. Students will learn to play several major scales, chords (major, minor, and dominant), play a song, and improvise strumming. Students will be involved with performing, listening to, and evaluating "easy" ukulele music. Music theory and history related to the ukulele will be reinforced during the course.

FINE ARTS – DRAMA DEPARTMENT

DEPARTMENT: DRAMA

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
FTA1300 Beginning Acting Year 1 Credit	9 10 11 12	None	Who want to concentrate on acting and play productions.	This course focuses on pantomime, create dramatics, and improvisations, Students are taught basic techniques of pantomime and practice these techniques through simple story dramatizations and improvisations. Body and vocal exercises are included, along with techniques of relaxation and increasing sensory awareness. Students will also get to experience working in groups, writing skits, bringing those skits to life, as well as learning the technical aspect of a production.
FTA2000 Intermediate Acting Year 1 Credit	10 11 12	Successful completion of Beginning Drama or teacher's recommendation.	Who want to pursue their interest in acting and stage productions.	In this course, students will learn body and vocal exercises that emphasize basic acting principles. Stage business, movement, pointers on characterizations, interpretations, simple analysis of roles, and vocal emotional projection are also covered in this highly active, energetic class. Students are given opportunities to practice and train in these areas and perform in various types of scenes/improvisations. Exercises in sensory awareness and concentration are also taught.
FTA3000 Advance Acting Year 1 Credit	10 11 12	Successful completion of Intermediate Drama or teacher's recommendation.	Who want to concentrate on acting and play productions.	In this course, the emphasis and focus will be in the art of acting. Students will continue to work on body awareness, vocal projection, pitch, and tone with more intensive work on advance acting techniques. They will also learn the importance of displaying emotion in a character, as well as the significance of timing and pacing through improvisations, and performing scenes. They will also experience script writing and directing short scenes with their peers. These students will also be involved in the media facet of acting. They will assist with the filming, acting, and editing of the morning bulletin, school/media projects, and drama productions. Students are required to audition for the Spring Production and/or other community shows, as well as learning the technical aspect of running a production (like sound and lights).
FTD1000 Directed Study- Theater/Acting Year 1 Credit	12	Teacher recommendation		In this course, the emphasis and focus will be in the art of acting by working more independently. Students will continue to work on body awareness, vocal projection, pitch, and tone with more intensive work on advance acting techniques. They will also learn the importance of displaying emotion in a character, as well as the significance of timing and pacing through improvisations and performing scenes. They will need to write scripts and direct short scenes with their peers. These students will also be involved in the media facet of acting. They will assist with the filming, acting, and editing of the morning bulletin, school/media projects, and drama productions. Student were required to audition for the Spring Production and/or other community shows, as well as learning the technical aspect of running a production (like sound and light).

FINE ARTS – DANCE EPARTMENT

Dance is a form or artistic expression that goes beyond the traditional academic forms of learning, thinking, and communicating. Dance courses in schools give students opportunities to develop creativity and access higher order thinking skills through kinesthetic movement. In addition dance courses are considered a form of alternative learning that address the needs of the whole learner. To provide students with equal educational opportunities and provide for the needs of diverse learners, Moanalua High School will begin offering Creative Dance 1 and Creative Dance 2 in SY 2014-2015. If student interest in dance courses grows, additional courses that may be offered include Creative Dance 3, Directed Study in Creative Dance (Creative Dance 4), Social Dance 1, Social Dance 2, Social Dance 3, and Directed Study in Social Dance (Social Dance 4).

DEPARTMENT: DANCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
FDC1000 Creative Dance 1 Year 1 Credit	9 10 11 12	None	Who are interested in dance as a form of creative movement.	This is the beginning level of a series of courses designed to provide students with opportunities to comprehend and experience dance as a language of movement. The course provides opportunities for students to learn, communicate, and perform various elements of dance at appropriate developmental levels. It assists students to develop self-discipline, creativity, and focus as they explore concepts of movement in space, time, and energy based on principles of modern dance. The vocational possibilities of dance are also explored.
FDC2000 Creative Dance 2 Year 1 Credit	9 10 11 12	Successful completion of Creative Dance 1 or Teacher's recommendation	Who are interested in further developing critical and creative thinking skills through movement.	After Creative Dance 1, students are provided with an opportunity to apply and demonstrate critical and creative thinking skills. Students will create a dance and revise it over time, articulating the reasons for artistic decisions and explain what was gained and lost by those decisions. Students will also make connections between dance and healthful living and will also be able to develop and use criteria for evaluating their own and others' performances.

MOANALUA HIGH SCHOOL
CAREER AND TECHNICAL EDUCATION PATHWAYS

Career and Technical Education, or CTE, (formally Vocational-Technical Education) is a distinct but integral component of a quality education system. While all education has vocational aspects, comprehensive career and technical education programs help students develop the technical, academic, employability, and life skills needed for post-secondary education and high-skill careers. At Moanalua High School, programs of study, or majors, include a coherent sequence of courses that help guide students with the necessary coursework to pursue or explore a given career. These majors are offered and organized in each career pathway.

Moanalua High School features four Career Pathways:

- Arts and Communication
- Business
- Health and Human Services
- Industrial & Engineering Technology

In the following pages a description of each pathway is included that feature programs of study, or majors; recommended course sequences; course descriptions; and related co-curricular clubs, internships, and/or activities.

New! CTE Capstone Classes – projects completed in a CTE Capstone Class may be used for Senior Project and help students earn a Board of Education Recognition Diploma.

ARTS AND COMMUNICATION PATHWAY

The Arts and Communication Career Pathway includes careers and programs of study majors related to the humanities and to the performing, visual, literary, and media arts. These may include creative or technical writing, illustrating, graphic designing, Publishing, theatre arts, journalism, languages, radio and television broadcasting, photography, advertising, and public relations.

ARTS AND COMMUNICATION MAJORS (PROGRAM OF STUDY)	1ST YEAR REQUIREMENT Foundation	2ND YEAR REQUIREMNT Proficiency Level	MASTERY LEVEL (Optional)	ACADEMIC COURSE (Required, for special recognition certificate)
	(Program requirements must be taken in sequence for special recognition certificates)			
Graphic Design Tech I	TAC2010Q Arts and Communication Career Pathway Core	TAU2124Q Graphic Design Technology I		Expository Writing
Graphic Design Tech II	TAC2010Q Arts and Communication Career Pathway Core	TAU2124Q Graphic Design Technology I	TAN2401Q Graphic Design Technology II	Expository Writing

ARTS AND COMMUNICATION SPECIAL RECOGNITION CERTIFICATES

for selected academy majors(s), the following criteria must be fulfilled

<u>Special Recognition Certificates</u> Signed by Moanalua High School Principal, CTE Coordinator, and A & C Department Chair. Presented at annual CTE Advisory Board Awards Meeting		Year 1	Year 2	Mastery Level Course	Required Academic	
	Certificate of Completion	Awarded to students exploring Arts and Communication (A & C) courses. Candidates applying for this certificate must have earned at least four (4) Arts and Communication credit courses.				Although there is no required academic, students seeking this certificate must maintain a 3.0+ GPA in A & C courses.
	Certificate of Excellence	x	x			x and 3.0+ GPA in A & C major
	Certificate of Mastery	x	x		X	x and 3.5+ GPA in A & C major

DEPARTMENT: ARTS AND COMMUNICATION

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
TAC2010Q ACCP Graphics (Arts and Communication Career Pathway Core) Year 1 Credit	9 10 11 12	See instructor in room Q-201.		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 Graphics and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creatively, 3) Culture, 4) Current Technology, 5) Customer Service, 6) Legal Responsibilities/Ethics, 7) Management, Impact of Media, and 8) Safety. This course provides the foundation for students pursuing a Career and Technology Education program of study in Arts and Communication especially in Graphics and is the initial course in the program of study for Graphics. Open to girls and boys.
TAU2124Q Graphic Design Technology I Year 1 Credit	10 11 12	Successful completion of ACCP Graphics. Instructor's recommendation.		An introductory course in the study of tools, materials and processes of the graphic arts industries involving printing, silk-screening, photography and bookbinding. Learning experiences include classroom demonstrations, laboratory experiments, in addition to designing, constructing and evaluating various graphic arts projects and devices. All students are required to wear shoes in the lab area. Open to girls and boys.
TAN2401Q Graphic Design Technology II Year 1 Credit	11 12	Successful completion of Graphic Design Technology I. Instructor's recommendation.		This course provides classroom and laboratory experiences in the major areas of the graphics industry. The course includes study of the fundamentals of layout and preparation, digital photography, screen process, bindery, computer-aided designing and printing, and desktop publishing. All students are required to wear shoes in the lab area. Open to girls and boys.
TIK5930Q Directed Study Graphics Year 1 Credit	12	Successful completion of Graphic Design Technology I and Instructor's recommendation.		Who are interested in entering the graphic arts occupational area. An introductory course for the students, who needs, desires and can profit from individual research and development projects. Learning experiences include creating, designing, constructing, testing and evaluating individual or group project problems. Open to girls and boys. All students are required to wear shoes in the lab area.

MENEMAC

The MOHS Media Communications & Technology Learning Center (MeneMAC) offers a comprehensive, four-year program that emphasizes the integration of content and technology skills, student inquiry and leadership, and project management/problem solving skills in authentic contexts.

The learning center curriculum is comprised of a 4-year program, with two focus areas: journalistic and dramatic video production. This course of studies offers a broad, introductory curriculum in the first two years and then student selected focus areas, with more project and career orientation in the last two years.

Learning center students also have the opportunity to take their English, Social Studies, and Science within the learning center. During the first year, they complete their Arts and Communication Pathway core course. In the second year, they take their core courses, with the Arts and Communication Pathway completer course, Digital Media Technology, embedded in the curriculum. At the upperclassman level, students, with content area advisors, design multimedia projects that fulfill content area requirements and offer experiences within the professional and academic community in the area of media communications and technology.

Students must apply to enroll in the learning center program.

MeneMAC Academy Course of Studies			
Year 1	Year 2	Year 3	Year 4
MHH/Civics	US History with Embedded media Credit		Sociology/Psychology with embedded media credit
LA 1	LA 2		
Biology	Physics		
TAC2010M Arts & Communication Career Pathway Core	TAU2210M Digital Media Technology (embedded credit) XMT1020A/XMT1020B Video/TV Production I (semester elective) XMT1028 TAN2115M Broadcast Media	Advanced Drama XMT1015A/XMT1015B Film as Art A & B (semester elective) TAN2115M Broadcast Media Video/TV Production I (semester elective) Broadcast Media II (Grade 11-12) An extension of Broadcast Media, this is an advanced course that gives students a deeper look and experience into the the art of broadcast journalism. Advanced writing, advanced editing, and advanced examination of community news are all components of this course. Students will produce news/sports features, contributing to a news shows and also full-length documentaries. Teacher approval/recommendation required.	Advanced Drama XMT1015A/XMT1015B Film as Art A & B (semester elective) TAN2115M Broadcast Media Video/TV Production I (semester elective) Broadcast Media II (Grade 11-12) An extension of Broadcast Media, this is an advanced course that gives students a deeper look and experience into the the art of broadcast journalism. Advanced writing, advanced editing, and advanced examination of community news are all components of this course. Students will produce news/sports features, contributing to a news shows and also full-length documentaries. Teacher approval/recommendation required.
		<u>TAK2930M Directed Studies</u> <u>ACCP (elective)</u> <u>RD/Tech Mentorship 1</u> <u>RD/Tech Mentorship 2</u>	<u>TAK2990M CAPSTONE ACCP</u> <u>(elective)</u> <u>TAK2930M Directed Studies</u> <u>ACCP (elective)</u> <u>RD/Tech Mentorship 1</u> <u>RD/Tech Mentorship 2</u>

Course Descriptions

NOTE: Teacher approval is needed to enroll in ALL MeneMAC courses.

ACCP Media (Arts & Communication Career Pathway Core) (TAC2010M) (Grade 9)

This course is designed for students who plan to pursue careers in the Arts and Communication Career Pathway. It focuses on the study of how ideas and concepts are communicated with and through electronic media. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Legal & Ethical Issues, 6) Project Management and 7) Impact of Media. This course is a prerequisite for students pursuing a Career and Technology Education program of study in Arts and Communication. Students in this course will contribute to the production of the morning bulletin broadcasts as part of their video production training. **Teacher Approval Required.**

Digital Media Technology (TAU2210M) (Grade 10)

This course is designed to give students the skills necessary to support and enhance their learning about digital media technology. It will examine the relationship between the Humanities (through art, sociology, and copy/script writing), Sciences (through electronics, physics, chemistry), and Technology (through applications of scientific principles and cinematography). The focus will be on longer, more complex messages to inform, persuade, and entertain, for a range of specified audiences. This course content and credit is embedded in the tenth grade social studies curriculum. **Teacher Approval Required.**

Broadcast Media (TAN2115M) (Grades 10-12)

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

Broadcast Media II (Grade 11-12)

An extension of Broadcast Media, this is an advanced course that gives students a deeper look and experience into the art of broadcast journalism. Advanced writing, advanced editing, and advanced examination of community news are all components of this course. Students will produce news/sports features, contributing to a news shows and also full-length documentaries. **Teacher Approval Required.**

Advanced Acting (FTA3000M) (Grades 11-12)

In this course, the emphasis and focus will be in the art of acting. Students will continue to work on body awareness, vocal projection, pitch, and tone with more intensive work on advance acting techniques. They will also learn the importance of displaying emotion in a character, as well as the significance of timing and pacing through improvisations and performing scenes. They will also experience script writing and directing short scenes with their peers. These students will also be involved in the media facet of acting. They will assist with the filming, acting, and editing of the morning bulletin, school/media projects, and drama productions. Students are required to audition for the Spring Production and/or other community shows, as well as learning the technical aspect of running a production (like sound and lights). This course will include an embedded media credit for Electronic Media (TAG2210). **Teacher Approval Required.**

Film as Art A & B (XMT1015A/XMT1015B) (Grades 10-12)

This class is designed to teach the principles of film, technically and aesthetically, so students can use them in their video productions. Lighting, camera angles, advanced editing, and advanced scripting are all components for this class. Student will produce PSA's and shorts in this project-based class. **Teacher Approval Required.**

Video/TV Production I (XMT1020A/XMT1025B) (Grades 10-12)

This is a survey course, intended for students entering the learning center as sophomores and above. It will prepare them with the video production skills and understandings to join the learning center program in their junior and senior years. Students in this course will contribute to the production of the morning bulletin broadcasts as part of their video production training. **Teacher Approval Required.**

RD/Tech Mentorship 1 & 2 (TAK2990M) (Grades 10-12)

These are courses for students who take more than one learning center elective in their junior and senior year and combine independent tech inquiry with mentoring of first and second year students. Students in this course will assist with the set up, up keep, and maintenance of the computer lab as well as troubleshooting problems that occur with software, hardware, internet, etc. They will also assist students who may need extra help with media projects, help with audio/sound set up for school activities, and commit to the program which may include after school hours (nights, weekends, after school). **Teacher Approval Required.**

Directed Study ACCP (TAK2930M) (Grades 11-12)

This course is designed for the student who wants to further explore an interest through individual research and development activities. Emphasis is on arts and communication with opportunities to investigate, design, construct, and evaluate solutions to problems in the arts or communication. **Teacher Approval Required.**

Capstone ACCP (TAK2990M) (Grade 12)

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Arts and Communication Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter. **Teacher Approval Required.**

U.S. History (CHU1100M) (Grade 10) (Embedded Digital Media Credit TAU2210M)

US History focuses on the social, political, and economic development of the United States. The course content begins with Immigration in the late 19th century and continues to the present. Students will use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own. The course will be inquiry-based and project-based where students will be expected to work collaboratively on projects that demonstrate their mastery of concepts learned in the course. They will use digital media, primarily video, as a means of demonstrating their learning. This course will include an embedded media credit for Digital Media Technology (TAU2210). **Teacher Approval Required.**

Psychology (CSD2200M) (Grade 12)

In this social studies course, students will study the different theories of human behavior and learning as a means of understanding their own behaviors as well as the behavior of others. The course will be inquiry-based and project-based where students will be expected to work collaboratively on projects that demonstrate their mastery of concepts related to psychology. They will use digital media, primarily video, as a means of demonstrating their learning. **Teacher Approval Required.**

Sociology (CSD2300M) (Grade 12)

This is a social studies course that will offer students the opportunity to study and understand the concepts of human behavior within a social setting, and to use technology to enhance their study. They will study the relationship among people, cultures, and social institutions and conditions and understand how these factors influence change. The course will be inquiry-based and project-based where students will be expected to work collaboratively on projects focusing on concepts related to the study of sociology. Students will use digital media, primarily video, as a means of demonstrating their learning. **Teacher Approval Required.**

BUSINESS CAREER PATHWAY

The Business Career Pathway currently includes programs of study relating to business law, finance/accounting, management, and marketing. The focus of Moanalua's Business Pathway is to provide students with the knowledge and skills to be successful in an ever-changing and dynamic world environment. Through the use of real life applications, co-curricular activities, and efficient technologies, these programs of study will prepare students for post-secondary education and provide them with real tools to start their own businesses. In addition to the state's General Learner Outcomes, Moanalua's Business Department has developed the following Power Standards for student learning and outcomes (**LEAP**):

L Logistical **E** Entrepreneurial **A** Articulate **P** Passionate

Student Activities in Business

- **DECA Business Club** (statewide/national competitions)
 - Moanalua's DECA Club has been the dominant program in the state for several years. Moanalua students have won top places in state competitions and have been the majority representatives to the national competitions in such cities as Atlanta, Anaheim and Orlando.
- **Pre Law Society (Mock Trial Team)**
 - Moanalua's Mock Trial Team has won the State Mock Trial Tournament for the past 4 years and has competed in the National Mock Trial Competition in Indianapolis, Albuquerque, Phoenix and Philadelphia, respectively. In 2012, the Team was ranked in the Top 20 in the nation.
- **Finance Club**
 - The Finance Club is focused on learning the foundations of investing and raising capital through compelling technologies and investments systems.
- **Marketing and Business Plan Competitions/Assessment**
 - These statewide competitions are coordinated by UH Manoa and provides direct experience with industry personnel. Moanalua's students have recently swept the top prizes of both competitions.
- **Retail/Advertising Competition/Assessment**
 - Business student teams compete in a statewide competition that mimics some aspects of the popular "Apprentice" television program. Student teams are tasked to design an advertising campaign for a local company in a 24 hour period. Moanalua's team won first place in three of the past four years.
- **Travel Industry Management Club**
 - Students learn how to event manage by planning and coordinating various "hands on" field trips to companies in the airline, hotel, and tour areas of the industry.

Business Programs of Study/Pathways

Business Program of Study	1 st Year REQUIREMENT Foundation	2 nd Year REQUIREMENT Proficiency Level	Mastery Level (Optional)	Economics COURSE (*Required for certain Business Department certificates)
	(Program requirements must be taken in sequence for special recognition certificates)			
Business Law	Business Core (Intro to Business)	Business Law	Business Career Pathway Capstone (senior project) or other approved course	Business Economics or Economics
Finance & Accounting	Business Core (Intro to Business)	Finance or Beginning Accounting	Business Career Pathway Capstone (senior project) or other approved course	Business Economics or Economics
Management	Business Core (Intro to Business)	Management TBU3210 (With a Travel Focus)	Business Career Pathway Capstone (senior project) or other approved course	Business Economics or Economics
Marketing	Business Core (Intro to Business)	Marketing Principles and Applications	Entrepreneurship or Business Career Pathway Capstone (senior project)	Business Economics or Economics

Other available Business Classes not currently in pathways:

Intro to Business Computer Applications (S), Business Computer Applications (S), and Exploring Technology (S). (S) = semester courses

Suggested Business Course Sequence

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Business Pathway Courses -Business Core	-Business Core -Accounting -Finance -Marketing -Business Law -Management (with TIM Focus)	-Accounting -Finance -Marketing -Entrepreneurship -Business Law -Business Economics -Economics (S) -Management (with TIM Focus)	-Entrepreneurship -Business Capstone -Business Economics -Economics (S)
Other Business Courses -Intro to Business Computer Applications (S) -Business Computer Applications (S) -Exploring Tech (S)	-Intro to Business Computer Applications (S) -Business Computer Applications (S) -Exploring Tech (S)	-Intro to Business Computer Applications (S) -Business Computer Applications (S) -Exploring Tech (S)	-Intro to Business Computer Applications (S) -Business Computer Applications (S) -Exploring Tech (S)

Special Business Department Certificates

		1 st Year Req.	2 nd Year Req.	Mastery Level Course	Recommended Electives (Select 1, may be taken concurrently)	Required Academic
<p align="center">Special Business Certificates</p> <p>Signed by Moanalua High School Administration and Business Department Chair. Presented at Awards Assembly or DECA Banquet</p>	Certificate of Completion	Awarded to students exploring business courses. Candidates applying for this certificate must have earned at least four (4) business credit courses. (Business Core, Accounting, Marketing, Finance, Business Law, Entrepreneurship, Management (with TIM focus), Business Economics, Business Capstone, Directed Study)				Must maintain a 3.0+ GPA in business courses and participate as an active member of any business club. <i>Satisfactory or better score on Student Evaluation Sheet from all current senior teachers.</i>
	Certificate of Competency	Bus. Core	x		may be taken concurrently with 2 nd Year Requirement or Mastery Level courses.	Courses must be taken in sequence (Business Core, then Program of Study course + Business Economics or Economics). Must maintain a 3.0 GPA in business courses and participate in any business club. <i>Satisfactory or better score on Student Evaluation Sheet from all current senior teachers.</i>
	Certificate of Mastery	Bus. Core	x	x		may be taken concurrently with 2 nd Year Requirement or Mastery Level courses.

Candidates awarded the Competency and Mastery certificates may qualify for scholarships. Scholarship awards will be determined based on available funds.

DEPARTMENT: BUSINESS EDUCATION

ACCN/ Course Title Yr. Sem. Credit	Open To Gr(s)	Recommendation	Recommended for Students	Course Description
TBC3010 Business Core 1 Year 1 Credit	9 10 11 12	None	Who seek a general background and overview of business	Also known as BMT Core or Introductory to Business. Business Core is designed for students who plan to pursue careers in business. Students will learn essential business concepts and skills that will provide a solid foundation for further study in a preparation for careers in business. Problem based, real world application of business concepts will be emphasized. Students will utilize technology for a variety of business applications and communications; demonstrate effective customer service; understand business environments and learn proper workplace behavior; and use accounting and financial concepts to evaluate business decisions. This course is the first course in the Business Pathway sequence and is usually the prerequisite for further business courses.
TBU3110 Beginning Accounting Year 1 Credit	10 11 12	Successful completion of Business Core or Business Teacher recommendation	Who are interested in understanding business transactions and investments	Beginning Accounting emphasizes accounting principles as they relate to the basic understanding and skill required to keep manual and computerized financial records for a business. While the emphasis is on providing students with entry-level skills for the accounting profession, the course also introduces accounting concepts and principles critical to understanding businesses and their financial statements.
TBU3310 Finance Year 1 Credit	10 11 12	Successful completion of Business Core or Business Teacher recommendation	Who are interested in how to make investment and finance decisions for both individuals and businesses	Finance students will learn the fundamentals of investing and raising capital. Both the risks and rewards of investing will be examined. Students will learn how to use the latest technology in researching companies and their stocks. The Finance Club is co-curricular with the Finance class.
TBU3510 Marketing Principles and Applications Year 1 Credit	10 11 12	Successful completion of Business Core or Business Teacher recommendation	Who are interested in the promotion, selling, advertising, pricing, and distribution of products and services	Marketing will provide a solid foundation in all aspects of marketing: product, price, promotion and distribution. Students will be well trained in business presentations and communications. This intensive course will provide students with "hands on" experience by managing and operating the Mene Mart store and in competing in statewide competitions (DECA). The culminating event for this class will be the statewide Marketing Plan competition. The DECA Business Club is co-curricular with the Marketing Class.
TBN3810 Entrepreneurship Year 1 Credit	11 12	Successful completion of Marketing or Business Teacher recommendation	Who are considering starting their own business or working for someone who owns his/her own business	Entrepreneurship is a course designed to introduce students to the process of establishing a small business or venture. The course will focus on opportunity definition, risk analysis, managerial skills required, and an exploration of financing alternatives. Students will be well trained in business presentations and communications. The culminating event for this class will be the statewide Business Plan competition. The DECA Business Club is co-curricular with the Entrepreneurship class. The prerequisite for taking Entrepreneurship is the successful completion of the Marketing class.

DEPARTMENT: BUSINESS EDUCATION

ACCN/ Course Title Yr. Sem. Credit	Open To Gr(s)	Recommendation	Recommended for Students	Course Description
TBU3020 Business Law Year 1 Credit	10 11 12	None	Who plan to enter business or the field of law	Business Law is a class that covers legal concepts that are important for consumers and businesses while cultivating an appreciation and understanding of the US legal system. The two primary areas of business law (contracts and tort liability) are covered through an examination of case material and current events. The primary work of lawyers, (litigation, negotiation, and drafting) will be examined and practiced. One of the culminating events of this course is participation in the Mock Trial Competition. The Pre Law Society Club is co-curricular with this class.
TBU3210 Business Principles and Management (with a Travel Focus) Year 1 Credit	10 11 12	None	Who are going to a community college or 4 year college and are interested in the management and/or travel industry	Business Principles and Management (with a Travel Focus) provides students with an understanding of the American business system, its organization, and its management. Students will examine the various leadership and management styles of a variety of successful business organizations, large and small, and will apply processes and techniques to a variety of business situations. Management skills will focus on Travel related businesses.
TBA1000 Business Economics Year 1 Credit	11 12	Successful completion of Business Core or Business Teacher recommendation	Who plan to complete the Business Pathway and are interested in a career in Business	Business Economics is designed to allow students to apply elements of micro and macro-economic concepts in the context of business with an emphasis on consumer behavior. How economics influences business decisions and how these decisions are affected by external economic forces will be the focal point of the course. Completing either this Business Economics course or the Economics course from the Social Studies Department will fulfill the economics requirement for the Business Pathway.

FAMILY AND CONSUMER SCIENCE DEPARTMENT (FACS)

Family and Consumer Science Department empowers individuals and families across their life span to manage the challenges of living and working in a diverse global society. Its unique focus is on families, work, and their interrelationships.

The mission of Family and Consumer Science Education, part of the Human Services Pathway and formerly referred to a "Home Economics," is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the materials needs of individuals and families.
- Balancing personal, home, family, and work lives.

HEALTH SERVICES PATHWAY

PUBLIC AND HUMAN SERVICES PATHWAY

FASHION DESIGN PATHWAY

(PROGRAM OF STUDY)	1st YEAR FOCUSED ELECTIVE	2nd YEAR FOCUSED ELECTIVE	MASTERY LEVEL (optional)	ACADEMIC COURSE ("Required, to be a pathway completer)
	REQUIREMENT Foundation	REQUIREMENT Proficiency Level		
Culinary Arts (Food Service)	Public and Human Services Core	Culinary Arts I	<ul style="list-style-type: none"> ➤ Culinary Arts 1 Lab ➤ Meal Management 1 ➤ Culinary Arts 2 ➤ Culinary Arts II Lab 	Biology
Health Care	Health Services Core	Clinical Health	<ul style="list-style-type: none"> ➤ Co-Op Education: Health Services ➤ Directed Studies in Health Services 	Biology
Nutrition	Health Services Core	Health and Nutrition	<ul style="list-style-type: none"> Meal Management ➤ Co-Op Education: Health Services ➤ Directed Studies in Health Services 	Biology
Fashion Design	Arts and Communication Core (clothing)	Fashion Design	Directed Studies in Arts and Communications	Geometry

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Family and Consumer Science is the field of knowledge and service primarily concerned with strengthening family life. It synthesizes knowledge drawn from its own research, from the sciences (physical, biological and social) and the arts and applies this knowledge to improving the lives of families and individuals

DEPARTMENT: FAMILY AND CONSUMER SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
TPC7010 Public and Human Services Core	10 11 12	Foundation course: First Course to enter the PHS pathway FOCUSED ELECTIVE 1 st Course	Who would like to pursue a career in the Food Service, Teacher Education, Early Childhood Education, Human and Public Service pathway Primary Career Focus is Culinary Arts	This course is designed for students who plan to pursue a career in the Public and Human Services Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Using an interdisciplinary approach, the following concepts will be covered: 1) Human behavior and relationships, 2) Professional accountability and personal attributes, 3) Legal system and ethics, and 4) Effective use of varied technologies appropriate to their occupation. This is a Pre-requisite for students pursuing Public and Human Services program of study. Covered shoes required and lab fee will be collected. Career Focus is Culinary Arts.

DEPARTMENT: FAMILY AND CONSUMER SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
THU4030Z Health and Nutrition Themes Year 1 Credit	12 SENIORS ONLY	NOT A FOCUSED ELECTIVE COURSE Must get Mrs. Shinagawa's approval in F202. (must take Health Services Core prior to this course for a FOCUSED ELECTIVE 2 nd Course)	For students interested in healthy Eating, Researching and experimenting With food. Must have self- directed behavior Not recommended for students with reading difficulty.	This course is designed to provide in-depth instruction on the relationship of food and nutrition to the family. Science experiments will be enhanced with food laboratory experiences. The major concepts of the chemical and biological properties of nutrition and food preparation, preservation, and processing; nutritional needs of individuals; physiological and psychological aspects of food; wellness and prevention of disease; sanitation and safety; consumer education; and awareness of employment opportunities in food and/or nutrition occupations. Must wear shoes and lab fee.
THU403012 Health and Nutrition Seniors Year 1 Credit	12 SENIORS ONLY	NOT A FOCUSED ELECTIVE COURSE (must take Health Services Core prior to this course for a FOCUSED ELECTIVE 2 nd Course)	For students interested in healthy Eating, Researching and experimenting With food. Must have self- directed behavior Not recommended for students with reading difficulty.	This course is designed to provide in-depth instruction on the relationship of food and nutrition to the family. Science experiments will be enhanced with food laboratory experiences. The major concepts of the chemical and biological properties of nutrition and food preparation, preservation, and processing; nutritional needs of individuals; physiological and psychological aspects of food; wellness and prevention of disease; sanitation and safety; consumer education; and awareness of employment opportunities in food and/or nutrition occupations. Must wear shoes and lab fee.
TPU7216 Culinary Arts 1 Lecture Year 1 Credit	11 12	(Mandatory 2 nd Course to be a Pathway Completer) Must have a C or better in PHS Core and Teacher's signature FOCUSED ELECTIVE 2 nd Course	Who are interested in Travel Industry Management (TIM), Restaurant Management, product development, and other careers in the food service industry. Required for Culinary Arts Program of Study.	This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organizations. Must be able to exercise self-discipline and be in compliance with all safety rules. MUST WEAR SHOES DAILY regardless of the activity. <i>This course provides practical work experiences in the classroom, laboratory, and REQUIRED PERFORMANCES outside the class period and school day.</i> Must purchase own chef jacket uniform. Lab fee. Must be able to participate in Practice and Performance time outside of class.
TPL7100F PHS Lab 1 (Culinary Arts 1 Lab) Year 1 Credit	11 12	Concurrent with Culinary Arts 1 Lecture and teacher's signature.	Who are interested in Travel Industry Management (TIM), Restaurant Management, product development, and other careers in the food service industry.	This is a laboratory course is to be taken in conjunction with Food Service lab 1 course. This course provides intensive, hands-on experiences to further strengthen skills for entry-level positions or for continuation into post-secondary education. Leadership and cooperative skills may also be included. Must take concurrently or after successful completion with Culinary Arts 1. <i>REQUIRED PERFORMANCES outside the class period.</i> Must wear shoes daily. Must be able to exercise self-discipline and be in compliance with all safety rules. Must be able to work independently with task completion. Must purchase own chef coat uniform. LAB fee.
TPN7223 Culinary Arts 2 Lecture Year 1 Credit	11 12	Successful completion of Culinary Arts 1 and teacher's signature.		This level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences provide an emphasis on quantity food preparation and services, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment. <i>REQUIRED PERFORMANCES outside the school day.</i> Must be able to exercise self-discipline and be in compliance with all safety rules. Must be able to work independently with task completion. Must purchase own chef coat uniform. LAB fee. Must wear shoes daily. Prerequisite: Culinary Arts1 with a C or better.
THC4010 Health Services Core Year 1 Credit	10 11 12	Focused Elective 1 st Course	Who are interested in any Health related profession, example: Doctor, Nurse, EMT, Dental Assistant, pharmacy technician, occupational/physical therapist, medical lab technician, phlebotomist, respiratory care practitioner, dietician, etc.	This course is designed for students who plan to pursue careers in the healthcare industry. Using a multidisciplinary approach, students will gain essential knowledge and skills about healthcare systems, ethics, safety practices, legal systems, preventive care, employment expectations, and cultural awareness and sensitivity in dealing with patients and health care personnel. Students will learn to apply effective communication skills and technologies in the delivery of healthcare. Students will need to purchase own scrub shirt uniform.. <i>This course is a recommended prerequisite for students pursuing a health services program of study.</i>

DEPARTMENT: FAMILY AND CONSUMER SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
THU4027 Clinical Health Year 1 Credit	11 12	Successful completion of THC4010 Health Services Core and teacher's signature. FOCUSED ELECTIVE 2 nd Course	Who are interested in any Health related profession, example doctor, Nurse, EMT, Dental Assistant, pharmacy technician, occupational/physical therapist, medical lab technician, phlebotomist, respiratory care practitioner, dietician, etc.	Clinical Health is designed for students interested in health careers. Using the anatomical systems as the framework, students will learn about common health problems for each system, as well as the various health care providers responsible for diagnosis and treatment of each system-related disease, illness, or injury. This course will combine skills and information common to all health careers with work-place learning experiences that will result in a special career selection consistent with the students' interests, aptitudes, abilities, and academic achievement. Students will need to purchase own scrub shirt uniform. Volunteer work may be required outside the school day.
THU4030 Health and Nutrition Year 1 Credit	11 12	Successful completion of THC4010 Health Services Core and/or teacher's signature. FOCUSED ELECTIVE 2 nd Course		This course is designed to provide in-depth instruction on the relationship of food and nutrition to the family. Science experiments will be enhanced with food laboratory experiences. The major concepts of the chemical and biological properties of nutrition and food preparation, preservation, and processing; nutritional needs of individuals; physiological and psychological aspects of food; wellness and prevention of disease; sanitation and safety; consumer education; and awareness of employment opportunities in food and/or nutrition occupations. Must wear shoes and lab fee.
THK4930 Directed Studies in Health Services Year 1 Credit	12	Successful completion of THU4027 Clinical Health and teacher's signature		This course is designed for the student who wants to further explore an interest through individual research and development activities. Emphasis is on the healthcare industry, with opportunities to investigate, design, construct, and evaluate solutions to health-related problems. Recommended Prerequisite: Completion of THU4020 Clinical Health
TAU2310 Fashion Design Year 1 Credit	9 10 11 12	Successful completion of TAC2010F Arts and Communication Core (for Fashion Design) FOCUSED ELECTIVE 2 nd Course		Fashion design is a course for students interested in creating and constructing fashion wear. Content will focus on the history of fashion; social, economic and political influences; illustration and merchandising; and pattern manipulation and garment construction. <i>Students must provide their own supplies for projects.</i>

INDUSTRIAL AND ENGINEERING TECHNOLOGY PATHWAY

The Industrial Engineering Program at Moanalua High School is designed to prepare students to meet the challenge of changing processes in the technical areas of industry. The programs offered are designed to help the college bound student as well as the student who is technically-vocationally oriented. Courses such as mechanical drawing and electronics will aid the student who decides to pursue careers in architectural or engineering areas, but it will also help the student who ventures into the construction technology or electronics technology areas. Each program will provide the student with a basic background that will help should he or she decide to pursue a career in any technical area. All courses are open to girls and boys.

The Industrial and Engineering Technology Career Pathway program of study involves the application of scientific principles to solve practical problems of design, production, and systems, Industrial and Engineering Technology is concerned with helping students manage and respond sensitively to technology.

All this makes it particularly important that people understand and are comfortable with the concepts and workings of modern technology. Students who study technology learn about the technological world that inventors, engineers, and other innovators have created. They study how energy is generated, transmitted, and distributed. They examine communications systems and delve into manufacturing and materials processing. They investigate transportation, information processing, and biological technology. They even look into emerging technologies, such as genetic engineering, or technologies that are still years or decades away, such as fusion power.

Because technology is so fluid, students of technology tend to spend less time on specific details and more on concepts and principles. The goal of the Industrial and Engineering Technology program is to provide students with a conceptual understanding of technology and its place in society and to help students use this understanding to evaluate and use emerging or new technology.

EXCITING Robotics PROGRAM

- MOHS Robotics Club
- Earn Directed Studies Credits
 - Compete against other high schools in 4 major Robotics regional/international events
 - Students work with engineering mentors
 - Sign up for Industrial Engineering Technology Core today

INDUSTRIAL ENGINEERING TECHNOLOGY MAJOR (PROGRAM OF STUDY)	1st YEAR REQUIREMENT Foundation	2nd YEAR REQUIREMENT Proficiency Level	MASTERY LEVEL (optional)	ACADEMIC COURSE (*Required, for special recognition certificate)
	(Program requirements must be taken in sequence for special recognition certificates)			
Automotive Technology	IET Core	Automotive Technology 1		Physics
Automotive Technology II	IET Core	Automotive Technology 1	Automotive Technology II	Physics
A+ Certification	A+ Certification (A) A+ Certification (B)	A+ Certification Operating Systems/Internship		Algebra 1
Design Technology I	IET Core	Design Technology I		Algebra 1
Electronics and Electrical Engineering	IET Core	Electronic Technology 1		Algebra 1

INDUSTRIAL ENGINEERING TECHNOLOGY SPECIAL RECOGNITION CERTIFICATES

for selected academy major(s), the following criteria must be fulfilled

		Year 1	Year 2	Mastery Level Course	Required Academic
<u>Special Recognition Certificates</u> <i>signed by Moanalua High School Principal, CTE Coordinator, and IET Department Chair. Presented at annual CTE Advisory Board Awards Meeting</i>	Certificate of Completion	Awarded to students exploring INDUSTRIAL ENGINEERING TECHNOLOGY (IET) Courses. Candidates applying for this certificate must have earned at least four (4) IET credit courses.			Although there is no required academic, students seeking this certificate must maintain a 3.0+ GPA in IET courses.
	Certificate of Excellence	x	x		and 3.0+ GPA in IET major
	Certificate of Mastery	x	x	x	and 3.5+ GPA in IET major

DEPARTMENT: INDUSTRIAL EDUCATION

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
TIC5010 Industrial and Engineering Technology (IET) Core Year 1 Credit	9 10 11 12		Who plan to take other IET courses	The Industrial and Engineering Technology Core is a comprehensive action-based educational; course that introduces students to the following technological systems: Design and Engineering Technology, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies, and electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces on motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communications and safety.
TIU5410 Auto Tech 1 Year 1 Credit	10 11 12	Completion of IET Core.	Who want to investigate career opportunities in the automotive technological field.	In Automotive Technology 1, students are provided with organized experiences in the areas of safety and tools; engine operation; maintenance and repair work; and brake systems. Also included is training in the use of technical manuals, computer based equipment, and a variety of hand and power tools. Scientific principles and concepts as applied to automotive technology are infused in the curriculum. Additionally, students are exposed to various aspects of the automotive industry.
TIN5419 Auto Tech 2 Year 1 Credit	11 12	Successful completion of Automotive Tech 1 and Instructor's recommendation.	Who are interested in entering a career in the automotive technological field.	This course features classroom and laboratory experiences that include training in several phases of automotive maintenance repair work on all types of automotive vehicles. Also included is training in the use of technical manuals, computer based equipment, and a variety of hand and power tools. Instruction and practice are provided in the diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacement of parts involving the engine and basic electrical systems. This course is repeatable. A student can earn a maximum of two year credits.
TIU5416 Auto Body Repair and Refinishing Year 1 Credit	10 11 12	Completion of IET Core and Auto Tech 1	Who are interested in entering a career in the automotive technological field.	This course is organized to provide experiences in the study and application of skills in basic welding, soldering, fiberglass, and trim for auto body repair. Painting equipment, spray guns, surface preparation, matching and mixing paints, and recognizing and correcting paint problems are covered in the course.
TIL5100A Indus/Engineer Technology Lab Auto Year 1 Credit	11 12	Student must be enrolled in Automotive Technology 2.	Who are interested in entering a career in the automotive technological field.	This is a laboratory course to be taken in conjunction with Automotive Technology 2. This course provides intensive hands-on experience to further strengthen skills for entry-level position or for continuation into post-secondary education. Leadership and cooperative skills may also be included. Open to girls and boys. This course may be repeated for additional credit.
TIU5310 Design Technology I Year 1 Credit	10 11 12	Completion of IET Core	Who wish to develop entry-level skills for various occupational areas of Drafting Technology.	This Course covers the fundamentals of freehand, orthographic and pictorial drawings. The student will prepare working drawings, utilize drawing instruments, and apply drafting principles and academic skills to design projects. This course also provides classroom-learning experiences that are found in drafting technology. Learning activities include design, spatial visualization techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings and computer aided drafting.
TIU5620 Electronic Technology 1 Year 1 Credit	10 11 12	Completion of IET Core	Who would like to enter the Electronic Occupational Field.	Students learn basic electronic theory with the inclusion of principles, terminology, simple circuit analysis, and problem solving. The safe use of test equipment, math exercises, and laboratory experiments are used to supplement class work. Lab work will include the design, fabrication, and testing of electronic devices. All students are required to wear covered shoes while working in the lab area
TIU5510 A+ Certification A: Introduction to computer systems (course A) Semester ½ Credit	10 11 12	Completion of IET Core	Who are interested in a career in computer repair as a technician.	This course discusses the history of computer systems, the hardware content of a computer, and the mechanics for constructing a computer system. The topics covered include safety, basic electronics, power supplies, chipsets, motherboards, Pentium processors, and USB Standards. An internship program will be required for students.
TIU5511 A+ Certification B: Computer Systems (Course B) Semester ½ Credit	10 11 12	Completion of Course A		This course introduces the computer operating systems. The topics covered will include MS-DOS and Windows operating systems (covering past and current versions, e.g., 3.11, 97, and 98), beginning Internet Explorer and other web browsers, basic networking, and troubleshooting. An internship program will be required for students.

WORLD LANGUAGES DEPARTMENT

The World Languages Department at Moanalua High School offers classes aligned with the State of Hawaii Department of Education Content and Performance Standards. Classes at each level are designed to develop increasing depth of various types of communication and cultural understanding, including mastery of the languages' sound system, and increasing proficiency in understanding, speaking, writing, and reading in the target language. A minimum of two consecutive years in any of the World Languages fulfills the Board of Education Recognition Diploma requirements. In addition a minimum of two years of a foreign language is required by most colleges and universities as a part of the entrance or graduation requirements. Some even recommend or require three to four years of course work. Many colleges and universities also offer language placement examinations to incoming students so that they may test out of the graduation requirements or be placed at a higher level in the language. Therefore, it is suggested that students take three to four years of the same World Language without interruption.

Heritage Language Learners or those who complete the 4th level of the languages offered by their Junior (11th grade) year may enroll in college level language classes as part of the Running Start Program. Inquiries should be made through the College and Career Center.

All students in World Language classes are also enrolled in the World Language Learning Center. The World Language Learning Center provides support for our Sister-School program and our annual Speech Festival in addition to providing exposure to technology tools and other programs and resources for all language students. Parents and students will be asked to complete a survey for the Learning Center before the end of the year.

Students may be required to purchase a workbook and/or practice tablet for the course. Prices for these course materials range from \$24 to \$75 depending on the course. Computer and internet access is also highly recommended.

WORLD LANGUAGES COURSE OPTIONS

GRADE 9

Japanese 1-4
Spanish 1-4
Hawaiian 1-4
Chinese 1-2
French 1-3
German 1-2
Hawaiian Dance 1
Hawaiian Dance 2
Polynesian Dance 1

GRADE 10

Japanese 1-4
Spanish 1-4
Hawaiian 1-4
Chinese 1-2
French 1-3
German 1-3
Hawaiian Dance 1
Hawaiian Dance 2
Polynesian Dance 1

GRADE 11

Japanese 1-4
Spanish 1-4
Hawaiian 1-4
Chinese 1-2
French 1-3
German 1-4
Hawaiian Dance 1
Hawaiian Dance 2
Polynesian Dance 1

GRADE 12

Japanese 1-4
Spanish 1-4
Hawaiian 1-4
Chinese 1-2
French 1-3
German 1-4
Hawaiian Dance 1
Hawaiian Dance 2
Polynesian Dance 1

DEPARTMENT: WORLD LANGUAGES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
WAJ1010/ WAJ1020 Japanese 1A/1B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous English course and English teacher's recommendation.	For students studying in fields related to foreign language; or working toward advanced degrees. Highly recommended for students at the U.H. since most colleges require 2 years of language to graduate. Many colleges have included World Languages as an entrance requirement.	Japanese writing systems (hiragana & katakana) will be mastered and simple kanji will be introduced. Grammatical structures, simple conversations and expressions will be taught. Students will develop cultural awareness and knowledge through various readings & class activities. Workbook and writing system practice tablet purchase required. On-line programs and websites will be used regularly to enhance communication skills and assessments.
WAJ2010/ WAJ2020 Japanese 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Japanese I and teacher's recommendation.	Same as for Japanese I.	Knowledge of what was learned in Japanese I will be reinforced and expanded. More emphasis will be placed on communication in various situations. All three writing systems (hiragana, katakana, and kanji) will be used. Students will develop cultural awareness and knowledge through various cultural activities. Workbook and writing system practice tablet purchase required. On-line programs and websites will be used regularly to enhance communication skills and assessments.
WAJ3010/ WAJ3020 Japanese 3A/3B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Japanese II and teacher's recommendation.	Same as for Japanese I.	Knowledge of what was learned in Japanese I & II will be reinforced and expanded with a continued emphasis on the four basic skills (listening, speaking, reading, and writing.) All three writing systems (hiragana, katakana, and kanji) will be used. Students will develop cultural awareness and knowledge through various cultural activities. Workbook and writing system practice tablet purchase required. On-line programs and websites will be used regularly to enhance communication skills and assessments.
WAJ4010/ WAJ4020 Japanese 4A/4B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Japanese III and teacher's recommendation.	Same as for Japanese I.	While integrating knowledge gained from Japanese I, II, and III, students will learn to interact in the target language within selected situations. All three writing systems (hiragana, katakana, and kanji) will continue to be used. Students will develop cultural awareness and knowledge through various cultural activities. Workbook and writing system practice tablet purchase required. On-line programs and websites will be used regularly to enhance communication skills and assessments.
WAC1010/ WAC1020 Chinese 1A/1B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous Eng. Course and teacher's recommendation.	For students studying in fields related to foreign language; or working toward advanced degrees. Highly recommended for students U.H. since most colleges require 2 years of language to graduate.	<u>MANDARIN</u> dialect will be taught. Chinese writing system will be introduced. Grammatical structures, simple conversations and expressions will be taught. Students will be exposed to Chinese culture in Hawaii as well as China. On-line programs and websites will be used regularly to enhance communication skills and assessments.

DEPARTMENT: WORLD LANGUAGES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
WAC2010/ WAC2020 Chinese 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Chinese 1 and teacher's recommendation.	Same as for Chinese I.	MANDARIN dialect will continue to be taught. Students enrolled in this course have either successfully completed Level 1. Knowledge of what was learned in Chinese 1 will be reinforced and expanded. Grammar is integrated throughout the course and is selected according to language needs. In the area of reading and writing students will develop a greater range in the use of the writing system of the language. On-line programs and websites will be used regularly to enhance communication skills and assessments.
WES1010/ WES1020 Spanish 1A/1B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous Eng. course and Eng. teacher's recommendation.	Strongly recommended for students aiming toward Liberal Arts degrees and more advanced degrees. ALSO, for those with sincere interest in languages, other cultures, foreign relations. AND for those who plan to enter occupations that have contacts with Hispanic people.	Introduction to basic pronunciation, intonation, simple vocabulary/sentence structure of the language. Emphasis on basic skills of listening, speaking, reading, and controlled writing activities. The Hispanic culture is introduced. Class activities involve interaction among students. Workbook purchase required. On-line programs and websites will be used to enhance communication skills and assessments.
WES2010/ WES2020 Spanish 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Spanish I and teacher recommendation.	Same as Spanish I	Expansion of vocabulary and grammar with continued emphasis on the four basic skills of listening, speaking, reading, and writing. Written and oral presentations to an audience on a variety of topics. Continued cultural comparisons are made between the American and Hispanic cultures. Workbook purchase required. On-line programs and websites will be used to enhance communication skills and assessments.
WES3010/ WES3020 Spanish 3A/3B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Spanish II and teacher recommendation.	Same as Spanish I	More vocabulary building, speaking, listening and sophistication of grammatical points. Writing and reading to be emphasized more through analysis of Hispanic culture and current issues. Workbook purchase required. On-line programs and websites will be used to enhance communication skills and assessments.
WES4010/ WES4020 Spanish 4A/4B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Spanish III and teacher recommendation.	Same as Spanish I	Intensive development of the basic skills of reading, writing, listening, and speaking, with focus on individual interest and creativity and analysis of Hispanic literature, history, art and current issues. On-line programs and websites will be used to enhance communication skills and assessments.
WPH1010 WPH1020 Hawaiian IA/IB 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous English course and Teacher approval.	For those with sincere interest in languages, other cultures, ALSO for those who plan to enter occupations related to Hawaiian culture.	Introduction to basic pronunciation, intonation, simple vocabulary/sentence structure of the language. Emphasis on basic speaking skills and introduction to Hawaiian culture. On-line programs and websites will be used to enhance communication skills and assessments.
WPH2010/ WPH2020 Hawaiian 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Hawaiian IA/ IB.	Same as Hawaiian IA/ IB.	Expansion of vocabulary and grammar with continued emphasis on speaking, listening and increased development of reading and writing. Reading and discussion of narrative material is introduced. Study of Hawaiian culture is continued. . On-line programs and websites will be used to enhance communication skills and assessments.
WPH3010/ WPH3020 Hawaiian 3A/3B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Hawaiian IIA/ IIB.	Same as Hawaiian IA/ IB.	More vocabulary building, speaking, listening and sophistication of grammatical points. Reading and discussion of Hawaiian language text/literature to be continued. Speaking skills are expanded and the study of Hawaiian culture is continued. . On-line programs and websites will be used to enhance communication skills and assessments.
WPH4010/ WPH4020 Hawaiian 4A/4B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of Hawaiian IIIA/ IIIB.	Same as Hawaiian IA/ IB.	Independent projects. More vocabulary building, speaking, listening and sophistication of grammatical points. More reading and discussion of Hawaiian language text/literature to be continued. Leading group discussions in the Hawaiian language and the study of Hawaiian culture is continued. . On-line programs and websites will be used to enhance communication skills and assessments.
FDK1000 Hawaiian Dance 1 Year 1 Credit	9 10 11 12	None	Who are interested in learning about Hawaiian culture through song and dance	This course is designed to provide students opportunities to learn the history of hula, the basic steps and hand gestures, body stance and positioning of hula kahiko (ancient Hawaiian dance). Instruments will be introduced at appropriate levels. As students advance, dance routines become more complex with emphasis on projection of story and choreography. Students will show appreciation for the Hawaiian culture through song and dance. Open to boys and girls.

DEPARTMENT: WORLD LANGUAGES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
FDK2000 Hawaiian Dance 2 Year 1 Credit	9 10 11 12	Successful completion of Dances of Hawaii I	Who are interested in continuing their knowledge about Hawaii culture through song and dance.	This course is designed to provide students opportunities to continue learning about the history of hula, the steps and hand gestures, body stance and positioning of hula kahiko (ancient Hawaiian dance) and hula 'auana. Instruments will be introduced at appropriate levels. As students advance, dance routines become more complex with emphasis on projection of story and choreography. Students will show appreciation for the Hawaiian culture through song and dance. Open to boys and girls.
FDP1000 Polynesian Dance 1 Year 1 Credit	9 10 11 12	None	Who are interested in continuing their knowledge about Polynesian culture through song and dance.	This course is designed to provide students opportunities to learn more of the history of Polynesian dance. Instruments will be introduced at appropriate levels. As students advance, dance routines become ore complex with emphasis on projection of story and choreography. Students will show appreciation for the Polynesian culture through song and dance. Open to boys and girls.
WEG1010/ WEG1020 German IA/IB 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous English course and English teacher's recommendation.	For students studying in fields related to foreign language; or working toward advanced degrees. Highly recommended for students at the UH since most colleges require 2 years of language to graduate.	Course is designed for the beginning language learner. Students begin to learn the language and culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of daily and recurring nature. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Workbook purchase required.
WEG2010/ WEG2020 German 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of German 1A/1B and teacher recommendation.	Same as German 1.	This course continues the development of the students listening, speaking, reading, and writing proficiencies. Grammar is integrated throughout the course and is selected according to language needs. Continued understanding and appreciation of the language and culture is developed. Workbook purchase required.
WEG3010/ WEG3020 German 3A/3B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of German 2A/2B and teacher recommendation.	Same as German 1.	Students in this course have either successfully completed the Level 2 course or have place out of Level 2 due to previous language study or experience. This course will provide students with the additional opportunities to expand their listening, speaking, reading, and writing proficiencies so that they can create with the language and use authentic materials and resources. This course is intended to move students towards an intermediate level of proficiency. Grammar is integrated throughout the course and is selected according to the language needs. Students will continue to refine their knowledge and understanding of the culture studied as well as their own.
WEG4010/ WEG4020 German 4A/4B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of German 3A/3B and teacher recommendation.	Same as German 1.	Students in this course have either successfully completed the Level 3 course or have placed out of Level 3 due to previous language experience. Increasing vocabulary and knowledge of finer points of grammar enable students to refine oral and written communication. Topics and projects are carefully selected to help students broaden the range of situations in which they can operate, connect language to study other disciplines and use the language inside and outside the classroom setting. Workbook purchase required.
WEF1010/ WEF1020 French 1A/1B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of previous English course and English teacher's recommendation.	For students studying in fields related to foreign language; or working toward advanced degrees. Highly recommended for students at the UH since most colleges require 2 years of language to graduate.	Course is designed for the beginning language learner or those who have had very limited exposure to the language. Students begin to learn the language and culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of a daily and recurring nature. Grammar is integrated throughout the two-course sequence and is elected according to language needs.
WEF2010/ WEF2020 French 2A/2B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of French 1A/1B and teacher's recommendation.	Same as French 1	Students in this course have either successfully completed the Level 1 course or have place out of Level 1 due to previous language study or experience. This course will reinforce and draw upon earlier study and continue the development of their listening, speaking, reading, and writing proficiencies. Grammar is integrated throughout the course and is selected according to language needs. Continued understanding and appreciation of the language and culture is developed. Workbook purchase required.
WEF3010/ WEF3020 French 3A/3B 2 Semesters ½ Credit/Sem.	9 10 11 12	Successful completion of French 2A/2B and teacher's recommendation.	Same as French 1	Students in this course have either successfully completed the Level 2 course or have placed out of Level 2 due to previous language study or experience. This course will provide additional opportunities to expand their listening, reading, speaking and writing proficiencies. Grammar is integrated throughout the course and is selected according to language needs. Continued understanding and appreciation of the language and culture is developed. Workbook purchase required.

GUIDANCE DEPARTMENT

The Guidance classes are designed to provide the students with a systematic and comprehensive program through which they can:

1. evaluate and develop their interests, abilities, attitudes and values, and their relationships with others;
2. gather information regarding educational and vocational alternatives;
3. formulate and carry out realistic plans for the future.

DEPARTMENT: GUIDANCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
HMP1100 Peer Education 4A Semester ½ Credit	9 10 11 12	Approval of the instructor	Who are positive role models for healthy living & can have a positive influence on their peers	This advanced health course is designed to give students standards-based health knowledge and skills needed to present information to their peers and younger students in the Moanalua Complex. Peer Educators acquire extensive health knowledge on critical risk areas including AIDS & STI's, substance abuse, and suicide. Students also work on personal and social skill development and are trained in mediation. They represent a cross-section of the school population, must be drug free and serve as positive role models for healthy lifestyles.
HMP1200 Peer Education 4B Semester ½Credit	9 10 11 12	Approval of the instructor and successful completion of PEP 4A	Who have successfully completed HMP 1100	This service-learning intensive course is designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences. Students acquire extensive knowledge on critical risk areas including substance abuse, self-injury, teen pregnancy, sexual assault and exploitation. Students will create formal presentations for their peers and younger students and provide informal peer support with early identification and referral to health services. Students also provide mediation services for their peers and serve as positive role models for healthy lifestyles.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The Secondary Health and Physical Education program provides opportunities for all students and continue further study of Health and Physical Education beyond the elementary school years. It builds on and extends Health and Physical Education experiences developed by the elementary and intermediate program. All courses are open to girls and boys.

HEALTH AND PHYSICAL EDUCATION COURSE OPTIONS

Grade 9

* P.E. II

* Health

Grade 10

*P.E. III

Weight Training 1, 2, 3

Physical Fitness 1, 2

Team Sports 1, 2

Grade 11

Team Sports 1, 2

Weight Training 1, 2, 3, 4, 5

Physical Fitness 1,2, 3

Recreational Leadership

Grade 12

Team Sports 1, 2

Weight Training 1, 2, 3, 4, 5, 6

Physical Fitness 1, 2, 3, 4

Recreational Leadership

**Required courses*

DEPARTMENT: HEALTH/PHYSICAL EDUCATION

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
PEP1005 PE Life Fitness Semester ½ Credit	9	None	Required for Grade 9	This course provides the opportunity for students to learn and apply concepts of physical fitness into a variety of activities. Students are assessed on their understanding and application of classroom concepts on a weekly basis. This class sets the foundation for the content taught at the next level.
PEP1010 PE Life Activity Semester ½ Credit	10	Completion of PE Life Fitness	Required for Grade 10	This course expands on the content taught at the previous level. New activities are introduced with the same focus and application of physical fitness concepts. Students are once again assessed on a weekly basis.
PTP1640 Team Sports 1 Semester ½ Credit	10 11 12	Completion of PE Life Fitness PE Life Activity Teacher approval	Elective	This course provides the opportunity for students to expand and reinforce their understanding and application ability in a wide variety of activities previously introduced. Open to boys and girls.
PTP1650 Team Sports 2 Semester ½ Credit	10 11 12	Completion of PE Life Fitness PE Life Activity Teacher approval	Elective	This course continues to further provide the opportunity for students to expand and reinforce their understanding and application ability in a wide variety of activities previously introduced. Open to boys and girls.
PFP1310 Phy Fit 1A Semester ½ Credit	10 11 12	Completion of PE Life Fitness PE Life Activity Teacher approval	Elective	Students will develop fitness through conditioning exercises related to muscular endurance, flexibility, cardiovascular endurance, and strength. This course provides the opportunity for students to participate in a variety of activities combining traditional and nontraditional methods. Video Gaming technology will be implemented to introduce, reinforce and apply fitness concepts taught in class.
PFP1320 Phy Fit 1B Semester ½ Credit	10 11 12	Physical Fitness I Teacher approval	Elective	Students will develop fitness through conditioning exercises related to muscular endurance, flexibility, cardiovascular endurance, and strength. (Intermediate) Open to girls and boys.
PFP1330 Phy Fit 2A Semester ½ Credit	11 12	Physical Fitness II Must know the exercises for conditioning and be able to demon. the fundamental lifts in wt. train. Teacher approval	Elective	Students who wish to further develop fitness through conditioning exercises related to muscular endurance, flexibility, cardiovascular endurance, and strength. (Advanced) Open to girls and boys.
PFP1340 Phy Fit 2B Semester ½ Credit	12	Physical Fitness III Must know the basic exercises for conditioning and be able to demonstrate the fundamental lifts in wt. training. Teacher approval	Elective	Students who wish to further develop fitness through conditioning exercises related to muscular endurance, flexibility, cardiovascular endurance, and strength. (Self-Directed) Open to girls and boys.
PWP1210 Weight & Res Train 1A Semester ½ Credit	10 11 12	Completion of PE Life Fitness PE Life Activity Teacher approval	Elective	A strenuous conditioning program designed for students to develop their physical, mental, social, and emotional well-being. They will be able to identify and understand the various skills and techniques necessary to execute the various weight training lifts. Also, they will become familiar with basic terminology and necessary safety concerns to carry out a successful weight training program.

DEPARTMENT: HEALTH/PHYSICAL EDUCATION

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
PWP1220 Weight & Res Train 1B Semester ½ Credit	10 11 12	Weight Training instructor recommendation and Weight Training I.	Elective	This course is for the students who have had Weight Training I or equivalent course and/or experience. (High Beginner) Open to girls and boys.
PWP1230 Weight & Res Train 2A Semester ½ Credit	11 12	Weight Training instructor recommendation and Weight Training II	Elective	This course is designed for students who have had some experience (Weight Training I and II or equivalent) in the area of weight training. (Low Intermediate) Open to girls and boys.
PWP1240 Weight & Res Train 2B Semester ½ Credit	11 12	Weight Training instructor recommendation and Weight Training III	Elective	This course is designed for students who have had some experience (Weight Training I, II, III and/or equivalent course or experience) in the area of weight training. (High Intermediate) Open to girls and boys.
HLE1000 Health Today & Tomorrow Semester ½ Credit	9	None	Required for Grade 9	Students are given the opportunity to explore their physical, mental, and social well-being or HOLISTIC HEALTH . Emphasis is placed on encouraging your adults to think critically, creatively, and reflectively in making decisions and problems solving. Participating as a member of a team, providing leadership with achieving goals, and working well with others from diverse backgrounds, students will learn to formulate an exercise and healthy diet program, focus on self-discovery, personal relationships, substance abuse, family life, and diseases. Those with reading difficulties will be placed in Health Themes.
PLP1710 Recreational Leadership Semester ½ Credit	11 12	Must have had at least a "B" or better in Phy Ed Fit/Life & PE teacher's approval.	Interest in recreation or P. E. as a career.	This course is offered to those students who are interested in careers in physical education or recreation. In addition to stressing and demonstrating qualities of good leadership, students taking this course are assigned responsibilities such as: 1) assisting the physical education teacher with class instruction, 2) aiding in handling the great number of details involved in such activities as play days, sport days, and physical education demonstrations, 3) assisting in the locker-shower room, and 4) serving as student managers and assisting with the arrangements for schedules and officials for the intramural program. <i>On registration card, student must write in the teacher's name for whom they will be assisting as well as get their signature for approval.</i>
PBP1110 Body Conditioning Semester ½ credit	10 11 12	Teacher Approval	Elective	This course provides the opportunity for students to learn and apply concepts of physical fitness into a variety of activities including but not limited to yoga, taebo, and innovative strength training.
PLP1610 Individual/Dual Sports Semester ½ credit	10 11 12	Teacher Approval	Elective.	This course provides the opportunity for students to participate in a variety of activities that can be done outside of the team setting including but not limited to golf, tennis, and badminton.

LANGUAGE ARTS DEPARTMENT

The Language Arts Department offers a writing and reading-based curriculum in a heterogeneous setting. Through responses to literature and life, students gain greater skill in written and oral expression and greater insight into themselves and into the world around them. Our goal is to foster higher levels of critical thinking, greater self-awareness, personal satisfaction, aesthetic enjoyment, and artistic creativity beyond formal education by creating a foundation in reading, writing, speaking, and listening. Students should realize that learning is not memorizing facts, but rather a thoughtful application of skills to new situations.

The Language Arts Department has developed a Common Assessment for each grade level. It involves one or two common, end-of-course summative assessments Teachers may vary the exact wording of the task to fit their particular curricular needs, but the basic task and the grading criteria will be the same. Below are the key Learning Objective for each grade level's assessment. That is, each statement tells what students will understand by successfully meeting the standards of the common tasks. The name of the Common Assessment is in parenthesis after the Essential Understanding statement. Each succeeding grade level builds upon the objective of the previous levels.

After meeting the standards of the required assessment, the students will understand that
 in GRADE 9, academic writing consists of presenting evidence and explaining its significance. There are also different patterns of exposition. (expository essay)
 in GRADE 10, a well-constructed argument considers multiple points of view. (argumentative essay)
 in GRADE 11, a coherent expository essay articulates an idea clearly and logically and encompasses all of the standard conventions of English. (position paper, personal essay, and Essential Question essay)
 and in GRADE 12, people have multiple ways of demonstrating the power of literacy. (position paper, personal essay, Essential Question essay and Senior Portfolio)

NOTE Novel titles might change with the state's new mandated curriculum.

DEPARTMENT: LANGUAGE ARTS

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
LCY1010 English Language Arts 1 Year 1 Credit	9	None	Required for all ninth graders.	LA 1 centers on the overarching theme of "Empathy." Essential Question: How does empathy affect our understanding of the world? Students will read several of the following novels: <i>To Kill a Mockingbird, Of Mice and Men, The Call of the Wild, I Heard the Owl Call My Name, The Merchant of Venice and Navajo Code Talkers</i> . Students in the CORE program might also read <i>Anthem, Illusions, The Freedom Writer's Diary, The First Part Last, and/or Zlata's Diary</i> . Other readings might also be assigned for all classes. Writing assignments include expository writing and literary analysis. The common course assessment is the five-paragraph essay using the "Chunky Paragraph" format. Assignments will adhere to the Common Core State Standards.
LCY2010 English Language Arts 2 Year 1 Credit	10	English Language Arts 1	Required for all tenth graders.	LA 2 centers on the overarching theme of "Resilience." Essential Question: How does one develop resiliency, and how does this quality affect a person's life? Students will read several of the following novels: <i>The Good Earth, The Lord of the Flies, The Adventures of Huckleberry Finn, I Know Why the Caged Bird Sings, The Hunger Games, Ender's Game, and/or The Dew Breaker</i> . The Shakespearean play is either <i>Macbeth</i> or <i>Julius Caesar</i> . Other readings might also be assigned. An argumentative paper, literary essay and oral presentation are some of the required writing assignments. Students might be asked to purchase a vocabulary workbook The Common Course Assessment is the argumentative essay. All assignments will adhere to the Common Core State Standards.
LWH5211 Expository Writing 1 Semester ½ Credit Fall only	11	English Language Arts 2	Required for all eleventh graders	Students will learn the different modes of expository writing through exercises and novels, short stories, poems and/or plays. The Common Course Assessments are the researched position paper and the college/work personal statement essay. Must be taken with American Literature. All assignments will adhere to the Common Core State Standards. All students are required to take the state's End-Of-Course Assessment, and the score will factor into the final grade.
LTH5130 American Literature Semester ½ Credit Spring only	11	English Language Arts 2	Required for all eleventh graders	Students will read a variety of American literature centered on the theme of "Justice." Essential Question: How do people and systems define "justice," and how does this definition influence the development of one's character? Novels include <i>Fahrenheit 451, Black Boy, The House on Mango Street, Their Eyes Were Watching God</i> , and the play <i>The Glass Menagerie</i> . Some classes might decide to use a memoir unit, with includes the titles <i>Dreams From My Father, A Long Way Gone, Zlata's Diary, Red Scarf Girl</i> and <i>The Oracles</i> . Various writing assignments will complement the readings. The teacher has an option to add a Shakespearean title Must be taken with Expository Writing I. The Common Course Assessment is the Essential Question essay. All assignments will adhere to the Common Core State Standards.
LWH5213HNR Expository Writing 1 Honors Semester ½ Credit Fall only	11	English Language Arts 2	Self-motivated, disciplined students who want to challenge themselves. Students should already be strong writers and be willing to actively participate in class activities.	This course is similar to Expository Writing I but with a more rigorous pace and sophisticated assignments. Must be taken with American Literature Honors. The Common Course Assessments are the researched position paper and the college/work personal statement essay. All assignments will adhere to the Common Core State Standards. All students are required to take the state's End-Of-Course Assessment, and the score will factor into the final grade.

DEPARTMENT: LANGUAGE ARTS

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
LTH5130HNR American Literature Honors Semester ½ Credit Spring only	11	English Language Arts 2	Self-motivated, disciplined students who want to challenge themselves. Students should already be strong readers and be willing to actively participate in class activities.	This course is similar to American Literature (see theme and Essential Question above) but with a more rigorous pace and sophisticated assignments. Must be taken with Expository Writing I Honors. The Common Course Assessment is the Essential Question essay. All assignments will adhere to the Common Core State Standards.
LWH5213 Expository Writing 2 Semester ½ Credit Fall only	12	Expository Writing 1	Required for all twelfth graders	This course is an extension of lessons learned in Expository Writing I. Students will refine their knowledge of and skill in the range of writing genres through readings and exercises. Must be taken with World Literature. The Common Course Assessment is the researched position paper. All assignments will to the Common Core State Standards.
LTH5110 World Literature Semester ½ Credit Spring only	12	American Literature	Required for all twelfth graders	Students will read a variety of literature centered around the theme of "Reality." Essential Question: To what extent can anyone know the nature of reality? Novels include: <i>The Alchemist, Brave New World, The Catcher in the Rye, Kite Runner, The Things They Carried, I Am the Messenger,</i> and/or <i>One Flew Over the Cuckoo's Nest.</i> Various writing assignments will complement the readings. The teacher might decide to add a Shakespeare title as well. Must be taken with Expository Writing II. The Common Course Assessments are the Essential Question essay and the Senior Writing portfolio (this one will be due the first Friday in May.) All assignments will to the Common Core State Standards..
LWH5212HNR Expository Writing 2 Honors Semester ½ Credit Fall only	12	Expository Writing 1	Self-motivated, disciplined students who want to challenge themselves. Students should already be strong writers and be willing to actively participate in class activities.	Similar to Expository Writing II but with a more rigorous pace and sophisticated assignments. Must be taken with World Literature Honors. The Common Course Assessment is the researched position paper. All assignments will adhere to the Common Core State Standards.
LTH5110HNR World Literature Honors Semester ½ Credit Spring only	12	American Literature	Self-motivated, disciplined students who want to challenge themselves. Students should already be strong readers and be willing to actively participate in class activities.	Similar to World Literature but with a more rigorous pace and sophisticated assignments (see theme and Essential Question above). Must be taken with Expository Writing II Honors. The Common Course Assessments are the Essential Question essay and the Senior Writing portfolio (this one will be due the first Friday in May.) All assignments will adhere to the Common Core State Standards.
LWH5212A Expository Writing 2 Humanities Semester ½ Credit Fall only	12	Expository Writing 1	Students who desire a humanities-based curriculum, those who desire a non-linear, holistic approach to learning.	This course teaches philosophical concepts through art, music, and/or history. Students learn to observe, think, and express themselves in a range of modes, both traditional and non-traditional. Students will learn to challenge their understanding of what a "text" really is. Must be taken with World Literature Humanities. The Common Course Assessment is the researched position paper. All assignments will adhere to the Common Core State Standards..
LTH5110A World Literature Humanities Semester ½ Credit Spring only	12	American Literature	Students who desire a humanities-based curriculum, those who desire a non-linear, holistic approach to learning.	Similar to that of the Writing course. Students will read a variety of short stories, poems and novels to explore the human condition. They will also study artwork and music and learn how human civilization creates meaning. The Common Course Assessments are the Essential Question essay and the Senior Writing portfolio (this one will be due the first Friday in May.) Must be taken with Expository Writing II Humanities. All assignments will adhere to the Common Core State Standards.
1 LJY8210 2 LJY8300 3 LJY8400 4 LJY8500 Newswriting 1-4 (Elective) Year 1 Credit	11 12	B or better in current English class. Instructor's signature required, Q102drama (Pang)	Who are interested in newspaper production and who have an interest and proficiency in writing. In addition, these students want to understand the principles of journalistic writing, which include the skills of researching, interviewing, and computer aided layout. Students must be independent workers and self-starters who are willing to work beyond class hours and able to work with minimum supervision.	Students will learn the basics of Newswriting, interviewing, editing, layout and production through hands-on experience in publishing <i>Na Hoku O</i> <i>Moanalua</i> , the monthly school newspaper. As reporters and editors, they will be responsible for finding and reporting stories that reflect the school, which may include weekend and off-campus assignments. Students will use Microsoft Word, Adobe Photoshop and Adobe INDesign to produce the papers. Class discussion will cover journalistic rights and responsibilities. Photographers must use their own digital cameras. Students will strive to maintain the on-line edition of the school newspaper.

GIFTED AND TALENTED PROGRAM

Gifted and talented students are those who, by virtue of outstanding abilities, are capable of high performance in one or more of these areas: (general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability. Moanalua High School is developing through the Gifted and Talented Program a means where by these students are given an opportunity to experience a qualitatively differentiated educational program.

DEPARTMENT: ENGLISH

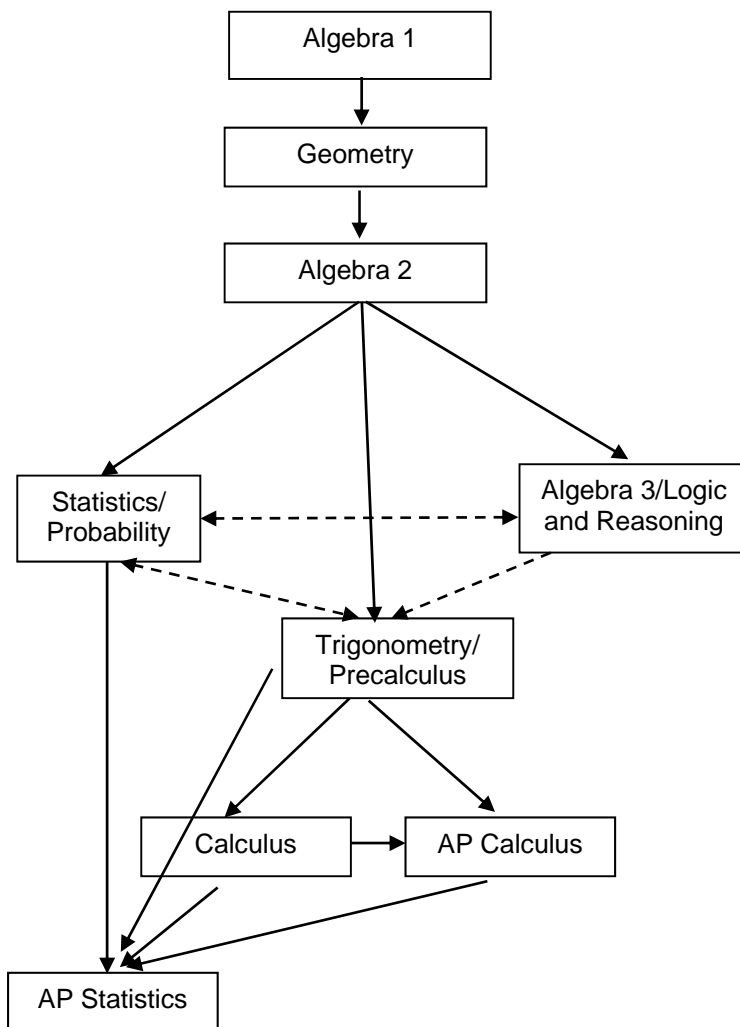
ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
LCY1010GT English Language Arts 1 GT Year 1 Credit	9	Invitation by English Department after screening: national tests, writing sample, prepared product, and teacher recommendation.	Who have displayed superior competency necessary to do well in an accelerated freshman class.	This course, with its theme of "Empathy," seeks to engender superior reading, writing, and speaking skills. (See corresponding regular course description for the Essential Question.) Literature exposes students to a rich array of experiences from different eras and cultures. Students will evaluate literature through levels of questioning and critical thinking skills. Among the works that may be studied are <i>Antigone</i> , <i>Ender's Game</i> , <i>Good Earth</i> , <i>Julius Caesar</i> , <i>Lord of the Flies</i> , <i>Odyssey</i> , <i>Of Mice and Men</i> , <i>Shabanu</i> and <i>Speak</i> . Also studied are poems, essays and short stories. Moreover, students will improve their personal and analytical writing through careful attention to form, sentence structure, diction, and style. Oral communication skills complete the triangle of competencies. Vocabulary enrichment will be integrated into all facets of the class. Finally, this course maximizes group work time to develop independence of thinking and roles of leadership in Seminar discussions and projects. Students are expected to submit works for publication and to produce a culminating portfolio. All assignments will adhere to the Common Core State Standards.
LCY2010GT English Language Arts 2 GT Year 1 Credit	10	Invitation by English Department after screening: national tests, writing sample, product, and teacher recommendation.	Who have demonstrated superior competency necessary to do well in an accelerated sophomore class. In addition, students must complete summer assignments to retain enrollment.	The sophomore level gifted and talented pre-AP course will center on the theme of "resilience" and "justice." (See corresponding regular course descriptions for the Essential Question.) The overall course goal is to deepen understanding and increase sophistication of skills. Students will read classical and contemporary works written by a variety of world authors. The objective is to see relationships or patterns on a more global scale by establishing self-derived connections. They will learn how to prepare for timed, in-class essay questions, the kind of questions given in the new SAT and AP English tests, as well as post-secondary education. Special emphasis will be placed on close reading, attention to author's style, vocabulary development, standardized test-taking preparation, and supporting arguments both in writing and discussion. For the literature, students will be expected to engage in extensive research, participate in many seminars and demonstrate critical thinking. Some of the following titles include <i>Oedipus</i> , <i>Medea</i> , <i>Jane Eyre</i> , <i>The Great Gatsby</i> , <i>The Color Purple</i> , <i>The Taming of the Shrew</i> , <i>Animal Farm</i> , <i>Things Fall Apart</i> , <i>Crime and Punishment</i> , <i>The Joy Luck Club</i> , and additional titles from The College Board: 101 Great Books Recommended for College-Bound Readers may also be added to supplement the <i>Common Core State Standards</i> based curriculum. There will also be summer reading and writing assignments to assess student skills and abilities.
LAY6010 Advanced Placement English Language and Composition Year 1 Credit	11 12	Open enrollment. Students interested in the course must attend an orientation meeting in the spring and complete all spring and summer assignments in order to retain enrollment. Obtain instructor's signature, room H-303 (Voss).	Who have displayed superior competency necessary for college freshman work in composition and who want to prepare for the Advanced Placement Examination in Language and Composition.	This writing-intensive course is designed for highly motivated juniors and seniors who have demonstrated superior ability in English and have exhibited a high level of maturity and responsibility for the subject. Students will study rhetoric and argumentation, expository and analytical writing, and grammar and style. They will engage in thoughtful discussion and produce dozens of essays, through which they will demonstrate their ability to synthesize data from different sources and develop a deeper understanding of and greater appreciation for the power of language. Though primarily a non-fiction course (letters, memoirs, speeches and essays), students will also study the following titles: <i>The Scarlet Letter</i> , <i>The Narrative of Frederick Douglass</i> , <i>Frankenstein</i> , <i>1984</i> , and <i>Walden</i> . In addition, a research paper, personal data sheet, and a personal/college essay are some of the required assignments. Further, students will also complete a quarterly writing project and a year-end standards-based writing portfolio. Students who enroll must accept the demanding schedule, accelerated pace and the in-depth study, which will culminate in the AP Language Exam in May. All students must take the exam. This course meets the standards set by the College Board, the governing body of the AP program. At Moanalua, AP grades are weighted: (A=5.0, B=4.0, C=3.0, D=2.0, F=0). All assignments will adhere to the Common Core State Standards. This course meets the expository writing requirement set by the state Board of Education for its Recognition Diploma.
LAY6100 Advanced Placement English: Literature & Composition Year 1 Credit	12	Advanced Placement Language and Composition.	Who have displayed superior competency necessary for college freshman work and who want to prepare for the Advanced Placement Examination in English.	This course is geared toward highly capable seniors who have demonstrated superior ability in English and maturity for independent study. College-level readings are used for the curriculum, which includes a serious study of the nature, variety and elements of poetry, short stories and drama. World classics, advanced expository writing, literary analysis and criticism are also essential elements of the class. Students who enroll must accept the demanding schedule, accelerated pace and the in-depth study, which culminate in the AP Literature Exam in May. All students must take the exam. On average, students will be writing three typed literary analysis papers each week. This course meets the standards set by the College Board, the governing body of the AP program. At Moanalua, AP grades are weighted: (A=5, B=4, C=3, D=2, F=0) All assignments will adhere to the Common Core State Standards.

MATHEMATICS DEPARTMENT

Mathematics in the 21st century is bursting with new ideas and applications. It is a subject that can be studied with excitement. At no time in the history of our nation has there been a greater demand for people trained in mathematics. Our courses are designed to cover the theoretical, the practical and the fundamental aspects of mathematics.

To ensure success in subsequent courses along the sequence of courses, the necessity for adequate skills in mathematics is clear. Therefore, all courses except for the first have recommended guidelines, and require teacher approval.

ANY STUDENT NOW ENROLLED IN A MATH COURSE IS ENCOURAGED TO CONFER WITH HIS PRESENT MATH TEACHER ABOUT A COURSE FOR NEXT YEAR. ALL OTHER STUDENTS ARE ASKED TO SEE THE MATH DEPARTMENT CHAIR FOR TESTING AND COUNSELING.



DEPARTMENT: MATHEMATICS

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
MAX1155 Algebra 1 Year 1 Credit	9 10 11 12	Successful completion of Pre-Algebra/ Problem Solving and teacher recommendation		Content includes data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, matrices, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number system, and radical expressions.
MGX1150 Geometry Year 1 Credit	9 10 11 12	Successful completion of Algebra 1 and teacher recommendation		The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes introduced are further developed and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.

DEPARTMENT: MATHEMATICS

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
MAX1200 Algebra 2 Year 1 Credit	9 10 11 12	Successful completion of Algebra 1 and Geometry and teacher recommendation		The Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques and inverse functions. This course includes the following topics: quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and permutation and combinations.
MX1300 Statistics Semester ½ Credit	11 12	Successful completion of Algebra 2 and teacher recommendation		This course provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistics content standards and includes the following topics: graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation, and regression. This course is often taken in a year sequence with Probability.
MX1100 Probability Semester ½ Credit	11 12	Successful completion of Algebra 2 and teacher recommendation		This course focuses on the probability content standards with emphasis on developing probability concepts inherent in everyday situations experienced in investment, insurance, science, business, and technology. Emphasis is also placed on using probabilities in decision-making. Laboratory experiences are provided. This course is often taken in a year sequence with Statistics.
MAX1310 Algebra 3 Semester ½ Credit	10 11 12	Successful completion of Algebra 2 and teacher recommendation		This course is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content included are linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers. This course is often taken in a year sequence with Logic and Reasoning.
MX1250 Logic and Reasoning Semester ½ Credit	10 11 12	Successful completion of Algebra 2 and teacher recommendation		This course is designed to develop logical thinking skills in mathematical and nonmathematical situations. Topics covered include deductive and inductive reasoning, direct and indirect proofs, techniques of argument, reading and writing informal proofs, errors in reasoning, and processes of critical thinking. This course is often taken in a year sequence with Algebra 3.
MCX1010 Trigonometry Semester ½ Credit	10 11 12	Successful completion of Geometry, Algebra 2, and teacher recommendation		Designed for students who have a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, as well as trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g., graphing calculators and computer applications). This course is often taken in a year sequence with Precalculus.
MCX1020 Precalculus Semester ½ Credit	10 11 12	Successful completion of Trigonometry and teacher recommendation		This course extends the study of elementary functions. Graphs and properties of algebraic functions, transcendental functions, and the conics are studied. Graphing with polar coordinates is included. Additional emphasis is placed on integration of appropriate technology (e.g., graphing calculators and computer applications). This course is often taken in a year sequence with Trigonometry.
MCX1040 Calculus Year 1 Credit	11 12	Successful completion of Trigonometry/ Precalculus, and teacher recommendation		This is an introductory course for students who need an orientation to calculus in preparation for related studies or for entry into college calculus.
MCA1040 A.P. Calculus Year 1 Credit	11 12	Successful completion of Trigonometry/ Precalculus, and teacher recommendation		The Advanced Placement (AP) Calculus course has two alternative designs: Calculus AB and Calculus BC. Calculus AB includes elementary functions and assumes that students have strong backgrounds in algebra, geometry, trigonometry, and analytic geometry. Calculus BC addresses all of the topics contained in Calculus AB, as well as other topics such as infinite series. Both designs should be implemented using the recommended course syllabi provided through the Advanced Placement program of the College Board. Upon completion, students will be required to take the A.P. Calculus examination given by the College Entrance Examination Board. On the basis of this examination, the student's college will determine how much advanced placement and/or credit the student will receive.
MCA1050 A.P. Statistics Year 1 Credit	11 12	Successful completion of Trigonometry/ Precalculus or Statistics/Probability and teacher recommendation		This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and making statistical inferences. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board. Upon completion, students will be required to take the A.P. Statistics examination given by the College Entrance Examination Board. On the basis of this examination, the student's college will determine how much advanced placement and/or credit the student will receive.

SCIENCE DEPARTMENT

The courses offered in the Science curriculum aim to provide the students with a variety of relevant, current programs in science.

The course offerings and sequences were developed to help students attain a degree of scientific literacy necessary for intelligent participation in a science-oriented society and to develop intellectual independence in learning about the environment. It is hoped that this exposure to a variety of courses at different levels will help to develop skills necessary to enjoy life and our world; skills such as:

- building competence in basic science skills.
- understanding the fundamental concepts and generalization of science.
- using rational processes to solve problems.
- learning to attack new problems and acquire knowledge.
- exploring values in new experiences.
- drawing meaningful conclusions based on data.
- developing a positive responsiveness to our environment.

- Three science credits are required for students to graduate. According to BOE policy 4540, two of the three science credits must be physics, chemistry and/or biology. These three sciences are taken in this order.

Moanalua High School 4-year Science Program Plan

- 3 credits of science are required for graduation
- Four years of science is highly recommended, especially for those planning to continue their education in college, university, business or technical schools.
- Each student is encouraged to seek counseling from his/her science teacher and/or counselor to ensure fulfillment of his/her needs.
- Please carefully consider the prerequisites stated in the detailed description of courses.

Interest in	Grade 9	Grade 10	Grade 11	Grade 12
Basic	Physics	Chemistry (Z)	Biology 1 (Z)	Earth Science
or Minimum		General Chemistry	Biology 1	Marine Science
(non-science field)			Earth Science*	Human Physiology
			Marine Science*	
Business,	Physics	Chemistry (Z)	Biology 1 (Z)	Earth Science
Technical,	Physics (core)	General Chemistry	Biology 1	Marine Science
General	Physics(Hnrs)*	Chemistry (Hnrs)*	Biology 1(Hnrs)*	AP Chemistry*
2 or 4 year			Earth Science*	AP Biology*
post-secondary			Marine Science*	Human Physiology
school			AP Chemistry*	AP Physics
			AP Physics*	AP Environmental Science
University,	Physics	General Chem	Biology 1	Earth Science
College	Physics (core)	Chemistry (Hnrs)*	Biology 1(Hnrs)*	Marine Science
	Physics(Hnrs)*		Earth Science*	AP Chemistry*
			Marine Science*	AP Biology*
			AP Chemistry	Human Physiology
			Human Physiology*	AP Physics
			AP Physics	AP Environmental Science

*With science teacher recommendation/approval

DEPARTMENT: SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
SPH5603 Physics Year 1 Credit	9 10 11 12	Physics or Physics Honors is required for all incoming freshman	All students	This is a high school laboratory physics course that focuses on a conceptual understanding of waves, optics, matter and energy, different forces and how they change the motion of objects, and distinguishing among the three major natural forces: gravitational, electrical, and magnetic in context with scientific investigation and relationships between science, technology, and society. \$5.00 lab fee.

DEPARTMENT: SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
SPH5603HNR Physics Honors Year 1 Credit	9 10 11 12	Successful completion of Alg. 1 with a B or better, 11.4 grade reading level. Recommendation by 8 th grade science teacher.	Who plan to take honors chemistry, honors biology and/or AP Physics in the future.	This is a high school college preparatory, laboratory physics course that focuses on a conceptual understanding of waves, optics, matter and energy, different forces and how they change the motion of objects, and distinguishing among the three major natural forces: gravitational, electrical, and magnetic in context with scientific investigation and relationships between science, technology, and society. Problem solving is more intensive and analytic with problems that will require an understanding of Algebra 1 concepts. \$10.00 lab fee.
SPH3503Z Chemistry - Z Year 1 Credit	10 11 12	Successfully completed Physics. For students that may need assistance in developing lab skills and reading comprehension.	Who may be interested in a non-science post-high school education.	This course is laboratory oriented with emphasis on lab safety, observation, data collection, interpretation, and inquiry. This is a course that is designed for students who do not plan a career in a science-related field. Students will learn chemistry concepts as they pertain to common phenomena, everyday applications, and daily life. \$5.00 lab fee.
SPH3503 Chemistry Year 1 Credit	10 11 12	Successfully completes Physics and completion of Algebra 1 with a C or better.	Who are college or voc-tech school bound and are interested in a science related field.	This course is laboratory oriented with emphasis on lab safety, observation, data collection, interpretation, and inquiry. This is a college preparatory course which will emphasize the Structure of Matter, States of Matter, Reactions, and Descriptive Chemistry. Calculations and problem solving skills will be incorporated in this course. \$5.00 lab fee.
SPH3503HNR Chemistry Honors Year 1 Credit	10 11 12	Successful completion (B or better) of Algebra I, Geometry, and Physics. Concurrently registered for Honors English or higher. Science teacher's counseling & signature.	Who are 4-year college bound and/or are interested in a science related field. A pre-requisite for AP Chemistry and AP Biology.	This course is laboratory oriented with emphasis on lab safety, observation, data collection, interpretation, and inquiry. This is a college preparatory course which will emphasize the Structure of Matter, States of Matter, Reactions, and Descriptive Chemistry. Calculations and problem solving are emphasized. Students registering for this course must have successfully completed 1 year of Algebra 1 and one year of Geometry with "B" or higher. \$10.00 lab fee.
SLH2203Z Biology 1 - Z Year 1 Credit	11 12	Science teacher's counseling and signature. For students that may need assistance in developing lab skills and reading comprehension. Successful completion of Physics and Chemistry Z.	Who may be interested in a non-science post-high school education.	This course is designed to provide an understanding of how living things are a part of everyone's daily experiences. A variety of activities will enable students to develop scientific inquiry skills. Students cover science related topics in nutrition, health, environment and government, and explore its personal, societal and career applications. \$5.00 Lab Fee
SLH2203 Biology 1 Year 1 Credit	11 12	Science teacher's counseling and signature. Successful completion of Physics and Chemistry.	Who are college bound or vocational-technical school bound.	This is a laboratory oriented course which develops skills in observation, data collection and interpretation. The course develops an understanding of fundamental life processes; relationship of structure and function; relationship of organisms to their biological and physical environment; their environmental adaptations; classification; reproduction; genetics and evolution. Both the traditional method of teaching biology and the inquiry method are incorporated to give the students a wide range of experiences toward general coverage of the living world. \$5.00 Lab Fee
SLH2203HNR Biology 1 Honors Year 1 Credit	11 12	Successful completion of Physics and Chemistry (B or better), concurrent registration in Geometry or higher.	With at least an 12th grade reading level. A pre-requisite for AP Biology.	The basic textbook is Campbell, <u>Biology. Concepts and Connections</u> , Prentice Hall. This class uses an online textbook. Emphasis is on student participation in laboratory to develop skills in observation. The ten basic themes interwoven throughout the content are evolution, diversity and unity, genetic continuity, organism and the environment, behavior, structure and function, regulation, science as an inquiry, history of biological concepts, and science and society. The course concentrates on the development of problem-solving skills. \$10.00 Lab Fee
SPH7503 A.P. Physics 1 Year 1 Credit	11 12	Successful completion of Geometry (B or better), Conceptual Physics, and/or recommendation by current science teacher.	This course is especially suitable for those who are planning careers in science and engineering.	AP Physics is an algebra-based college level course based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on laboratory work and a development of the conceptual skills necessary to do well on the three hour Advanced Placement Examination for possible college credit and/or advanced placement in college. Topics we will cover are kinematics, Newton's Laws of Motion, Torque, Rotational Motion and Angular Momentum, Gravitation and circular motion, work, energy, power, linear momentum, oscillations, mechanical waves and sound, with an introduction to electric circuits. \$10.00 Lab Fee. Must Purchase textbook.

DEPARTMENT: SCIENCE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
SEH2503 Marine Science Year 1 Credit	11 12	Science credits in Physics, Chemistry and Biology.	Who are college or vocational-technical school bound; who may or may not be entering a field of science.	Students of this course will gain a broad knowledge of the ocean, its boundaries and inhabitants. All branches of science are used to develop an awareness of the interrelationships between the physical and biological realms of the sea. Physical oceanography (1st Semester) includes geology, meteorology, tides, currents, waves, beaches and water chemistry. The 2nd Semester concentrates on Marine Biology including zonation, classification, plant and animal phyla, reef ecology and conservation. Relevant field trips will be scheduled and students will be expected to attend them. \$5.00 Lab Fee
SEH2003 Earth System Science Year 1 Credit	11 12	Successful completion of Physics and "C" or better in Algebra 1.	Who are interested in studying the Earth it's processes and space.	This course is laboratory oriented with emphasis on lab safety, observation, data collection, calculations, and interpretation of data. The course content will stress the study of geology, meteorology, and space science. \$5.00 lab fee.
SLH7503 Human Physiology Year 1 Credit	11 12	Successful completion of Chemistry and Biology ("C" or better).	Who are interested in the field of health, medicine and/or completed Health Services Core.	This is considered a second year biology laboratory course with an in-depth focus and study of the anatomy and functions of the human organism and its parts. Students are provided with extended opportunities to study issues, topics, and themes relevant to human physiology. Emphasis is on using scientific inquiry and analysis of the relationships between science, technology, and society. Concepts of systems such as blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous systems and reproduction are studied in terms of interaction of the functions and their contribution to the maintenance of a proper condition of the body's internal environment. \$5.00 lab fee.
SPH5003 A.P. Chemistry Year 1 Credit	11 12	Successful completion (B or better) in both Algebra 2 and Honors Chemistry. AP Chemistry Instructor's approval.	Who are considering a science-related career and are ready for a college-level learning experience. Students must be able to fulfill course/laboratory requirements before and after school.	A college-level inquiry based chemistry course; It prepares students to take the College Board AP Chemistry National Exam. This course will go more into depth with the concepts learned in general/ honors chemistry and further the students understanding in this subject area. Major topics include structure and states of matter, reactions (types of reactions, equilibrium, kinetics, thermodynamics, stoichiometry), descriptive chemistry, and inquiry-based laboratory experiments. Laboratory and course related work will be conducted before and after school as needed. Upon completion, students will take a 3-hr Advanced Placement Examination for possible college credit and/or advanced placement in college. \$10.00 Lab Fee. Must purchase textbook and workbook.
SLH8003 A.P. Biology Year 1 Credit	12	Satisfactory completion (B or better) in Honors Chemistry and Honors Biology. Science teacher's counseling and signature needed.	Who are considering a science-related career and who are ready for a college level learning experience. Students must be able to fulfill laboratory requirements before and after school.	A reading intensive college level course in biology based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying biological principles. In depth conceptual development will be pursued in the following fields: Diversity among organisms, relationship between form and function, evolutionary change, energy essential for life, biochemistry, continuity of living things, and ecological relationships. Upon completion, students will take a 3 hours Advanced Placement Examination for possible college credit and/or advanced placement in college. \$10.00 Lab Fee. Must purchase textbook.
SIH3903 A.P. Environmental Science Year 1 Credit	12	Successful completion of a "B" or higher for the following courses: <ul style="list-style-type: none"> • Physics, • Chemistry, • Biology (or currently enrolled), • Geometry, and • grade 10 & 11 English. AP Environmental Science instructor's approval.	Who are considering a career in environmental studies or and are ready for a college-level learning experience. Students must be able to fulfill course/ laboratory requirements before and after school.	Advance Placement Environmental Science is a <u>WRITING INTENSIVE</u> interdisciplinary inquiry laboratory-based course. AP Environmental Science will require students to demonstrate their understanding of how cultural, social, technological, and economic factors have impacted our world. Through the identification and analysis of both natural and human-made environmental concerns, students will be evaluating and examining the risks as well as determining alternative solutions for the resolving or prevention of them. Due to the nature of this course, weekend fieldwork will be an essential component in our studies. Students may also be required to conduct Laboratory and course related work before and after school as needed. Upon completion, students will take a 3-hr Advanced Placement Examination for possible college credit and/or advanced placement in college. \$10.00 Lab Fee. May be required to purchase textbook.

SOCIAL STUDIES DEPARTMENT

The Social Studies Department in its endeavors to develop informative, academically skilled and civically participative students, offers a program stressing fundamental courses as well as relevant electives based on the inquiry-conceptual framework.

The department seeks to develop young men and women who possess positive self-concepts about themselves, a sense of social and civic responsibility toward their community, nation and the world—all of which are necessary to understand and live in a changing American and global society.

SUGGESTED PROGRAM IN SOCIAL STUDIES

Interest In	Grade 9	Grade 10	Grade 11	Grade 12
University, Community Colleges	Modern History of Hawaii/Participation in a Democracy	U.S. History & Government	World History & Culture	A.P. World History A.P. Psychology (I & II) Sociology /Psych. Economics/American Problems/ Global Studies/Asian Studies
Business Technical	Modern History of Hawaii/Participation in a Democracy	U.S. History & Government recommendation	World History & Culture	Sociology/Psych. Economics/Global Studies/American Problems/Asian Studies
Minimum or Basic Program	Modern History of Hawaii/Participation in a Democracy	U.S. History & Government recommendation	World History & Culture	Sociology/Psych. Economics/ Global Studies/American Problems/Asian Studies

DEPARTMENT: SOCIAL STUDIES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
CHW1100Y World History and Culture Year 1 Credit	11	Teacher recommendation	Required for graduation.	World History is a year course that examines the development and dynamics of human experience through essential understandings in geography, politics, economics, society, culture, and religion. It examines diverse perspective, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation This course provides a foundation and a rational for active participation in our global community, as students examine decisions, events, and ideas of past civilizations to make informed judgments on contemporary issues and events.
CHW1100Z World History & Culture Themes Year 1 Credit	11	Teacher recommendation and reading scores.	Who are reading below their grade level. Will fulfill social studies requirements for graduation.	See World History and Culture
CHW1100HNR World History & Culture Honors Year 1 Credit	11	Teacher recommendation, stanine scores of 7, 8, 9 and/or writing sample.	Who have demonstrated self- motivation, and are reading & writing above grade level. Will fulfill social studies requirement for graduation.	See World History and Culture. A rigorous and fast-paced course that emphasizes critical thinking and historical inquiry. Students will devise and implement an appropriate thesis, assess and employ primary and secondary sources to satisfy History Day project requirement. Post-secondary reading level required.
CHU1100Y U.S. History & Gov't Year 1 Credit	10	Teacher recommendation	Required grade 10.	U.S. History focuses on the social, political, technological and economic development of the United States. The course content begins with the Industrial Revolution in the late 19th century and continues to the present. Students will learn to use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms.
CHU1100Z U.S. History & Gov't Themes Year 1 Credit	10	Reading scores and teacher recommendation.	Who are reading below their grade level. Will fulfill 10th grade social studies requirements.	See U.S. History, & Gov't
CHU1100HNR U.S. History & Gov't Honors Year 1 Credit	10	Teacher recommendation, (stanine scores of 7, 8, or 9) & "A" grades in previous social studies course.	Who have demonstrated self- motivation, & are reading and writing above grade level. Will fulfill 10th grade social studies requirements.	See U.S. History, & Gov't. A rigorous and fast-paced course that emphasizes critical thinking and historical inquiry. Students will devise and implement an appropriate thesis, and assess and employ primary and secondary sources to satisfy History Day project requirement. Post-secondary reading level required.
CHR1100Y Modern History of Hawaii Semester ½ Credit	9	Teacher recommendation	Required for graduation	Modern History of Hawaii is a semester course that includes topics such as changes in government, the plantation system, WWII, and contemporary issues. Students will analyze and evaluate historical developments in terms of the multiple social, political, cultural, and economic causes and effects of change in modern Hawaii.

DEPARTMENT: SOCIAL STUDIES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
CHR1100Z Modern History of Hawaii Themes Semester ½ Credit	9	Reading scores and teacher recommendation.	Who are reading below grade level. Will fulfill social studies requirement for graduation.	See Modern History of Hawaii.
CHR1100X Modern History of Hawaii Accelerated Semester ½ Credit	9	Teacher recommendation writing sample and/or reading scores.	Who have demonstrated self-motivation and are reading & writing above grade level. Will fulfill social studies requirement for graduation.	See Modern History of Hawaii. A rigorous and fast-paced course that emphasizes critical thinking and historical Inquiry. Post-secondary reading level required.
CGU1100Y Participation in a Democracy Semester ½ Credit	9	Teacher recommendation	Required for all 9th grade students.	Participation in Democracy is a semester course, which highlights important historical events and ideas related to the development of civics and political science. Students will understand the purpose and historical impact of political institutions and the principles and values of American constitutional democracy. Students will be aware of the roles, right, and responsibilities of American citizens and exercise them in civic action.
CGU1100Z Participation in a Democracy Themes Semester ½ Credit	9	Reading scores and teacher recommendation.	Who are reading below grade level. Will fulfill social studies requirement for graduation.	See Participation in a Democracy
CGU1100X Participation in a Democracy Accelerated Semester ½ Credit	9	Teacher recommendation, writing sample and/or reading scores.	Who have demonstrated self-motivation and are reading & writing above grade level. Will fulfill social studies requirements for graduation.	See Participation in a Democracy. A rigorous and fast-paced course that emphasizes critical thinking and historical inquiry. Post-secondary reading level required.
CSD2300Y Sociology Semester ½ Credit	12	Teacher recommendation	Who are interested in understanding the relationship between the individual and society, improving relations between self & other people, and internalizing the values of becoming a contributing member of a group.	Sociology is the science that studies human society and social behavior. This class will emphasize sociological theories and aspects of culture. Topics will include the following: research methods, cultural diversity and transmission of culture, groups and their functions, socialization, social control and deviance, and contemporary movements.
CSD2300Z Sociology Themes Semester ½ Credit	12	Teacher recommendation and reading scores.	Same as above Sociology. Who are reading below grade level. Will fulfill grade 12 social studies requirement.	See Sociology.
CSD2200Y Psychology Semester ½ Credit	12	Teacher recommendation	Who have a strong interest in the study of human behavior and are competent in the usage of inquiry as a method of studying problems.	Psychology is the science that deals with the behavior and thinking of individual forms of life. This course will help students to effectively understand the behavior of themselves and others. Topics of Psychology include the methods, bio-psychological, developmental, cognitive, and socio-cultural domains.
CSD2200Z Psychology Themes Semester ½ Credit	12	Teacher recommendation and reading scores.	Same as above and who are reading below grade level. Will fulfill grade 12 social studies requirement.	See Psychology.
CGU2200 American Problems Semester ½ Credit	12	Teacher recommendation		In this course, students use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America.
CHR2100 Asian Studies Semester ½ Credit	12	Teacher recommendation		This course examines contemporary economic, geo-political, and social issues in Asia and its neighbors. It looks at the historic and cultural forces that affected, changed, and shaped and continue to affect the traditions, values, and institutions of Asia. The students use the tools and methods of the social scientist evaluate present-day decisions and issues and the rise of Asia as an economic and global force.

DEPARTMENT: SOCIAL STUDIES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
CGW2400 Global Studies Semester ½ Credit	12	Teacher recommendation		This course examines current economic, geo-political, and social issues in the global community. It also looks at the historic and exchanges that affected, changed, and shaped the modern world. The global concepts addressed include: interdependence; images and perceptions (related to prejudice, stereotypes, and bias); social justice (fairness and human rights); conflict and conflict resolution, and change and the future. Active engagement is expected of students.
CSD2500 Economics Semester ½ Credit	12	Teacher recommendation		This course synthesizes the economic concepts of choice, supply, demand, markets, and government roles. Students will see the effects of microeconomic and macroeconomic concepts in society. It empowers students to make and evaluate personal economic decisions.
CHA6200 A.P. US History Year 1 Credit	11 12	Teacher recommendation and screening of national test scores. (at least 55 on the PSAT) Student must be able to do college level work equivalent to an introductory college course.	Who plan to attend college and has a strong interest in history. On completion of the course, student must take an examination of about three hours duration which could qualify them for college credit at participating colleges and universities. The University of Hawaii is one of the many participating institutions.	In the first semester, focus is on exploration and settlement of the new world, colonial society and the Revolution, the establishment of the Constitution and the New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction, and industrialization. The second semester emphasis is on the 19 th -20 th century intellectual and cultural movements, national politics, foreign policy, and the post war period under Eisenhower, Kennedy, Johnson, Nixon, and Reagan. Emphasis is on analysis and interpretation of primary sources, which includes the use of the documentary material, maps, statistical tables, and pictures to write analytical papers. A 5-point scale (A=5, B=4, C=3, D=2, F=0) is used to determine grade point average (GPA) for all A.P. courses. NOTE: This course can be taken in place of the required course CHU1100 - US History and Government
CHA6300 AP World History Year 1 Credit	11 12	Teacher recommendation and screening of national test scores. (at least 55 on the PSAT) Student must be able to do college level work equivalent to an introductory college course.	Who plan to attend college and has a strong interest in history. On completion of the course, student must take an examination of about three hours duration which could qualify them for college credit at participating colleges and universities. The University of Hawaii is one of the many participating institutions.	This course begins with foundations that set the historical and geographical context of World History. Each period studied involves looking at major developments, which students then use to examine cross-cultural encounters and exchanges. The developments, encounters, and exchanges relate to the six overarching themes. Periodization serves to create links and explains differences with the period just covered and the period to come. For all periods, major interpretative issues, alternative frameworks, and historical debates are included. The first semester looks at the periods from 1000 to 1450 and 1450 to 1750. The second semester focuses on 1750 to the present. Students are expected to know basic features of world geography; crises of various periods; key cultural, social, and economic systems; international connections; and diverse interpretations of events. A 5-point scale (A=5, B=4, C=3, D=2, F=0) is used to determine grade point average (GPA) for all A.P. courses. NOTE: This course can be taken in place of the required course CHW1100 - World History and Culture.
CSA2300 A.P. Psychology I Semester ½ Credit (Fall Only)	12	Teacher recommendation and screening of national test scores. (at least 55 on the PSAT) Student must be able to do college level work equivalent to an introductory college course.	Who plan to attend college and has a strong interest in social science. On completion of the course, student must take an examination of about three hours duration which could qualify them for college credit at participating colleges and universities. The University of Hawaii is one of the many participating institutions.	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. A 5-point scale (A=5, B=4, C=3, D=2, F=0) is used to determine grade point average (GPA) for all A.P. courses. NOTE: A.P. Psychology I and II must be taken together.
CSA2400 A.P. Psychology II Semester ½ Credit (Spring Only)	12	Teacher recommendation and screening of national test scores. (at least 55 on the PSAT) Student must be able to do college level work equivalent to an introductory college course.	Who plan to attend college and has a strong interest in social science. On completion of the course, student must take an examination of about three hours duration which could qualify them for college credit at participating colleges and universities. The University of Hawaii is one of the many participating institutions.	This course continues the study of human psychology with topics such as, consciousness, language, and memory, motivations and emotions, personality, stress and health, abnormal psychology and social psychology. By the end of this course, it is hoped that students will come to an appreciation of "psychological thinking" that includes the critical analysis of the psychologist. A 5-point scale (A=5, B=4, C=3, D=2, F=0) is used to determine grade point average (GPA) for all A.P. courses. NOTE: A.P. Psychology I and II must be taken together.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to assist immigrant students with limited English proficiency to acquire the basic language skills and “real life” skills so that they can adjust to their new environment and function successfully in regular classes. Each student is given special diagnostic tests and evaluated to determine proper placement in the ELL class. The objectives of the ELL Program are the development of written and oral communication skills, the improvement of comprehension skills, and the learning of academic, social, and “survival” skills. The goal of the program is to prepare ELL students for inclusion in mainstream classes. Courses are organized by grade level and/or according to the student’s level of English proficiency. To exit from the ELL program, students must pass a language assessment test, have semester grades of Cs and above in all 4 core subjects (language arts, mathematics, science, and social studies), and have teacher recommendations from all 4 core subject teachers.

DEPARTMENT: ENGLISH LANGUAGE LEARNERS (ELL)

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
LCY1010J Eng LA 1 ELL Year 1 Credit	9	Language assessment of student through diagnostic tests and Writing Sample Test.	Who are newly-arrived immigrant students who are non-English speakers or limited English speakers.	This course is designed for speakers of other languages who need basic English skills development and who cannot be mainstreamed into the regular classes. The goals of this course are: 1) the orientation and adjustment of the students to their new environment and culture, and 2) the acquisition of the basic language skills. Students will also receive intensive help in developing the speaking, writing, reading and listening skills.
LCY2010J Eng LA 2 ELL Year 1 Credit	10	Language assessment of student through diagnostic tests and-Writing Sample Test.	Who are immigrant students who are non-English speakers or limited English speakers.	This course is a continuation of Language Arts I designed for speakers of other languages who still need basic English skills development.
LWH5213J Expository Writing 1 ELL Semester ½ Credit	11	English Language Arts 2	Who are immigrant students who have acquired some basic skills in English but need further exposure and reinforcement in the language skills to function successfully in mainstream classes.	Students will learn the different modes of expository writing through exercises and novels, short stories, poems and/or plays. A research paper and personal/college essay will also be required. The grade level Common Assessment is part of this course. Must be taken with American Literature. This course will also focus on composition and paragraph writing, vocabulary development, speech improvement, increasing comprehension, and self-expression through oral and written communication.
LTH5130J American Literature ELL Semester ½ Credit	11	English Language Arts 2	Who are immigrant students who have acquired some basic skills in English but need further exposure and reinforcement in the language skills to function successfully in mainstream classes.	Students will read a variety of American literature centered on the theme of "power." Novels may include <i>The Last Book in the Universe</i> , <i>Seedfolks</i> , <i>The Bomb</i> , <i>The Catcher in the Rye</i> , and <i>Animal Farm</i> , among others. Various writing assignments will complement the readings. A Shakespeare title may also be added to the list of readings. Must be taken with Expository Writing I.
LWH5212J Expository Writing 2 ELL Semester ½ Credit	12	Expository Writing 1	Who have acquired some basic skills in English but would benefit from sheltered instruction to reinforce academic language skills needed to function successfully in mainstream classes.	This course is an extension of lessons learned in Expository Writing I. Students will refine their knowledge of and skill in the range of writing genres through readings and exercises. Must be taken with World Literature.
LTH5110J World Literature ELL Semester ½ Credit	12	American Literature	Who have acquired some basic skills in English but would benefit from sheltered instruction to reinforce academic language skills needed to function successfully in mainstream classes.	Students will read a variety of literature centered on the theme of "Truth and Reality." Novels may include: <i>A Long Way Gone</i> , <i>Kite Runner</i> , <i>The Diary of Anne Frank</i> , and <i>Red Scarf Girl</i> , among others. Various writing assignments will complement the readings. A Shakespeare title may also be added to the course readings. Students will complete a writing portfolio at the end of the term (due the first Friday in May). Must be taken with Expository Writing II.
CHW1100J World History& Culture Year 1 Credit	9 10 11 12	Teacher Recommendation	In ELL Program	This course is designed to help speakers of other languages gain a deeper understanding of world history and culture. The course focuses on major western civilizations as well as cultures from around the world that have contributed to the development of modern cultures today.
CHU1100J U.S. History & Gov't Year 1 Credit	9 10 11 12	Teacher recommendation	In ELL Program	This course is designed to help speakers of other languages to gain a deeper understanding of the events, themes and personalities in U.S. History. The first Semester begins with the industrialization period and ends with the Great Depression. The second Semester covers the period from World War II to modern US history. The grade level Common Assessment will be part of this course.

DEPARTMENT: ENGLISH LANGUAGE LEARNERS (ELL)

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
CHR1100J Modern History of Hawaii Semester ½ Credit	9 10 11 12	Teacher recommendation		A historical approach, for speakers of other languages, to a study of the State of Hawaii. The students will study the development of modern Hawaii to the present. The focus will be on the discussions of the major issues facing the state and for the student to reflect on his or her role as an immigrant to Hawaii.
CGU1100J Participation in a Democracy Semester ½ Credit	9 10 11 12	Teacher recommendation	In ELL Program	The focus of this course is to introduce speakers of other languages to the concept of citizenship in a democratic society.
CSD2100J Geography Semester ½ Credit	12	None	In ELL Program who are interested in Geography.	This course is designed to help students develop a better understanding of geographical concepts, places and regions, physical and human systems, and the environment.
CGW2400J Global Studies Semester ½ Credit	12	None	In ELL Program who are interested in global issues.	This course is designed to help students develop a better understanding of various aspects and issues in the global community. It also looks at the historic forces of global encounters and exchanges that affected, changed, and shaped the modern global world.
NEI1020 ESOL 1A Semester ½ Credit	9 10 11 12	Teacher recommendation	In ELL Program	This course is designed to help speakers of other languages gain a deeper understanding of the basic communicative skills: listening, speaking, reading, and writing. The focus will be on social language, academic language, and sociocultural knowledge. The primary goal is to improve the student's clarity and diction in speaking. In addition, students will get instruction in basic English grammar. Students will also receive reading interventions through various reading programs that aim to improve their reading fluency and comprehension. The reading intervention Common Assessment will be part of this course.
NEI1025 ESOL 1B Semester ½ Credit	9 10 11 12	Teacher recommendation	In ELL Program	This course is a continuation of ESOL 1A with emphasis on helping students acquire language skills and experiences that will facilitate their acquisition of the skills necessary to succeed in the US school system.
NEI1030 ESOL 2A Semester ½ Credit	9 10 11 12	Teacher recommendation	In ELL Program	This course is a continuation of Oral Communications ESOL 1B.
NEI1035 ESOL 2B Semester ½ Credit	9 10 11 12	Teacher recommendation	In ELL Program	This course is a continuation of Oral Communications ESOL 2A.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department provides an educational program, which enables students with special needs to reach their fullest potential. An Individualized Education Program (I.E.P.) is developed for each student by the student, parent, Special Education teacher, administrator and other appropriate personnel to meet the student's unique academic and transition needs to better prepare him/her for the adult world.

Students are encouraged to enroll in general education courses when possible and assistance by the Special Education teacher is provided to help the students succeed. For those who are not yet ready to be mainstreamed into regular classes, the department offers a basic core curriculum which is modeled after general education classes.

In addition to academic courses, the Special Education Department offers vocational education elective courses. These courses provide instruction in pre-vocational skills, job maintenance skills and career awareness. Students taking these courses may be placed at on-campus or off-campus work sites for work exploration.

A list of courses offered by the Special Education Department follows. Students should consult with their Special Education teachers during Pre-registration to ensure that courses selected are in accordance with their I.E.P. goals and objectives.

High School Diploma Program: Credit Courses

English

English Language Arts 1	1Cr.
English Language Arts 2	1Cr.
Expos 1/American Literature	1Cr.
Expos 2/World Literature	1Cr.

Social Studies

Modern History of Hawaii	½ Cr.
Participation in Democracy	½ Cr.
World History and Culture	1 Cr.
U.S. History and Government	1 Cr.
Sociology	½ Cr.
Psychology	½ Cr.

Math

Algebra 1	1 Cr.
Geometry	1 Cr.
Modeling World 2A	½ Cr.
Modeling World 2B	½ Cr.

Vocational Program

Work-based Learning 1A/1B	1 Cr.
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Electives (Electives by teacher recommendation only)

Transition to High School	½ Cr.
Study Skills	½ Cr.
General Test Prep	½ Cr.
Library Research Skills	½ Cr.
Reading Workshop	½ Cr.
Strategic Reading	½ Cr.
Writing Workshop A Lab	½ Cr.
Writing Workshop B Lab	½ Cr.
English Language Lab A	½ Cr.
English Language Lab B	½ Cr.

Science

Physics	1 Cr.
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Individualized Prescribed Program (Certificate): Non-credit Courses

English

Communication Skills 1
Communication Skills 2
Communication Skills 3
Communication Skills 4
Communication Skills 5
Communication Skills 6

Health/P.E.

General Basic Health
Phys. Education
Basic PE 2
Basic Health 2

Math

Basic Math 1
Basic Math 2
Basic Math 3
Basic Math 4
Basic Math 5
Basic Math 6

Electives

Home Living Skills
Special Practical Arts II
CBI 1
CBI 2
CBI 3
CBI 4
CBI 5
CBI 6
Arts & Crafts 1
Arts & Crafts 2
Workplace Readiness

SENIOR PROJECT FOR CLASS OF 2015

Every student has the opportunity to complete a Senior Project. However, those students interested in pursuing the Board of Education Special Recognition Diploma are required to complete the components of the Senior Project, inclusive of the Personal/Transition Plan, and pass their Algebra 2 EOC exam or have a passing ACT or SAT Math score.

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
<p>XEP1050 Senior Seminar Production (1 Semester)</p> <p>AND</p> <p>XEP1055 Senior Seminar Performance (1 Semester)</p> <p>2 Semesters 1 Credit</p>	12	Open to all grade 12 students.	All students must enroll in a class. There is no directed study option. Students wishing to receive the Board of Education Special Recognition Diploma must meet state requirements and complete a Senior Project.	The combination of these two Semester courses, Senior Seminar Production and Senior Seminar Performance, provide a structured class environment for an individual student to identify an issue of concern, or interest, and design a project around that interest. The Seminar experience will develop skills essential for success in the work place such as effective communication, critical and reflective thinking, problem-solving, and self-directed learning. Reading, writing, researching, and speaking skills are applied continuously through the Seminar as students design, organize, develop and document their project. Class time may be split between off campus activities related to the Senior Project. Ultimately, students will be facilitated through all three phases of the Senior Project required components, including Phase I Preliminary Planning, Phase II Research and Action (the "project" itself) and Phase III Presentation to an authentic audience of practitioners. Students who successfully complete these combined Semester courses, including the Senior Project paper, "project," and presentation have the opportunity to earn up to two (2) elective credits. The course is worth one credit and a letter grade (which impacts GPA), and the oral presentation, or "Final Boards," is worth one credit and is pass/fail. All students should understand the importance of keep abreast of class announcements via Email. The Senior Project coordinator will hold a parent and student meeting in February 2013 to go over expectations.
<p>TAK2990 Arts and Communication Capstone Or</p> <p>TBK3990 Business Capstone Or</p> <p>THK4990 Health Service Capstone Or</p> <p>TIK5900 Industrial Engineering & Technology Capstone Or</p> <p>TPK7990 Public & Human Services Capstone Year 1 Credit</p>	12	<p>Must have taken or are concurrently taking two courses within a given pathway.</p> <p>For specific pre-requisite requirements of each Capstone program, refer to the Career and Technical Education section of this catalog</p> <p>Special approval required. See your Career Pathway teacher for signature.</p>	Who are interested in advancing their knowledge and technical skills in a chosen career pathway	<p>Student to enroll in one (1) of the Capstone courses listed under Course Code:</p> <p>A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in various career pathways. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter. Students who successfully complete a capstone course, including the Senior Project paper, "project," and presentation have the opportunity to earn up to two (2) credits. The Capstone Project is similar to the Senior Project. As a result, Capstone students follow the same timeline and guidelines as the Senior Project classes.</p>
<p>XEP1050 Senior Seminar Summer Experience- Production (1 Semester)</p> <p>AND</p> <p>XEP1055 Senior Seminar Summer Experience- Performance 2 Semesters 1 Credit</p>	12	Open to all grade 12 students.	All students must take the class. There is no directed study option. Students wishing to receive the Board of Education Special Recognition Diploma must meet state requirements and complete a Senior Project.	<p>See Course Description above XEP1050 Senior Seminar Production/XEP1055 Senior Seminar Performance for a detailed description on the coursework.</p> <p>Students will be registering for this course during the summer of their junior year in order to complete Phase I Preliminary Planning and Phase II Research and Action (paper and project). The final step, Phase III The Presentation will be completed during the Fall Semester of their senior year. Date TBA. Students should expect some of the summer work to continue on into the first quarter of their senior year. All students should understand the importance of keep abreast of class announcements via Email. The course is worth one credit and a letter grade (which impacts GPA), and the oral presentation, or "Final Boards," is worth one credit and is pass/fail. Final Boards will be in the second quarter of the school year.</p>

OTHER COURSES

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
TGG1400 Exploring Technology Semester ½ Credit	9 10 11 12	None	Grade 10 students who are taking PE Life Activities and students who are interested in an overview of computer technology	Exploring Technology will provide students with basic computer and internet skills. The class will emphasize internet responsibilities, ethics and safety and focus on the sixth General Learner Outcome of being an effective and ethical user of technology. In addition, students will learn basic software skills in Microsoft, Word, Excel, PowerPoint, Publisher, Movie Live, and Photoshop that will help them succeed in future classes and projects. The class will also expose students to the other technology based courses and the various computer labs on campus.
NDE2000 Driver and Traffic Safety Education Semester ½ Credit	10 11 12	Learner's Permit required before class starts.		This is an elective course for students in grades 10-12. The course is designed to meet the Hawaii State requirements for driver education that are needed by those under 18 in order to get a motor vehicle license. The course content includes: The driving task, the IPDE (Identify, Predict, Decide, Execute) process, accident prevention, signs, signals, and roadway markings, decision making, stopping distance, avoiding accidents, basic maneuvers for steering, changing lanes, making turns, executing turnabouts, parking, reference points, zone control, sharing the roadway with others vehicles, driving in adverse conditions, emergencies, not combining alcohol or drugs and driving, buying and owning a vehicle, maintaining a vehicle, and trip planning.
1 XY8610 2 XY8630 3 XY8650 4 XY8670 Yearbook Production 1-4 Year 1 Credit	10 11 12	Conference with instructor in room G-303.	Who want to be responsible for the production of the school yearbook. Students who wish to be photographers must have their own cameras	Emphasis of this course will be on responsible journalism and General Learner Outcome #6: effective and ethical use of technology. Yearbook staffers will learn the elements of yearbook production which include publication terms, rules of layout balance, writing copy, structure of the yearbook, constructing "dummy" layouts, developing a theme, planning sections and arranging photographs. Special attention will be given to learning the computer layout program. Production of <i>Ke Ali'i</i> will be the major project and responsibility of the yearbook staff. Since this is a laboratory course, students must be independent, self-directed, and must be willing to work after hours whenever deadlines demand. The one major requirement for yearbook is that students work cooperatively with each other, as the yearbook is a product, which can only be successfully completed through collaboration. Students must demonstrate competency in verbal ability. For elective credit only; may not replace English Language Arts courses.

SCHOOL SERVICE

Leadership development and service courses are available to students for no credit. They include service to the school and community as part of educational experience, and leadership Seminars.

DEPARTMENT: SCHOOL SERVICE

ACCN/ Course Title Yr. Sem. Credit	Open to Gr(s)	Recommendation	Recommended for Students	Course Description
XTH4001 Counselor's Aide Sem./Yr. NO Credit	9 10 11 12	Recommendation of counselor.	Who are interested in the area of counseling and guidance or in basic clerical skills	The course provides the student with the opportunity to assist the counselors with various office tasks. The student will be able to develop basic skills & responsibility in filing, typing, answering the telephone, conducting office errands, & greeting clients. In addition the student will be able to acquire a working knowledge of a counselor's role & function & develop skills in working with others by assisting the counselor in providing services to students, teachers, parents, etc. May be repeated for no credit (zero credit).
XTH4001 Office Aide Sem./Yr. NO Credit	9 10 11 12	Successful completion of Typing I. Recommendation of School Secretary.	General interest	This course will provide the student with a working knowledge of office procedures, equipment & supplies. Emphasis will be placed in developing knowledge & skills in clerical & routine duties required & performed by the office worker It will also include development of personality, good grooming, good work habits, & good human relations. Activities will include filing & retrieving data; recording of data; taking telephone messages, greeting & directing visitors the proper people in the office; going on errands from the office to classrooms & other routine duties as assigned by the staff members of the school office...principal, vice-principal, secretary, account clerk, etc. May be repeated for no credit (zero credit).
XTH4001 Registrar's Aide Sem./Yr. NO Credit	10 11 12	Recommendation of Registrar.	Who would enjoy servicing students, parents, teachers & staff in an office responsible for registration	The student assists the Registrar in various tasks. This may include keeping school files, typing, filing, preparing registration materials, taking telephone messages, greeting new students & showing them around the campus, and, other routine duties as assigned by the Registrar & clerk. This course may be repeated for no credit (zero credit).
XTH4001 Sec. School Teacher's Aide Sem. /Yr. NO Credit	9 10 11 12	Recommendation of instructor.		This school service course allows the student to assist the teacher in various tasks. This may include filing, typing assignments, recording data, and other duties as assigned by the teacher. This course may be repeated for no credit (zero credit) <i>Student must indicate on their registration card the teacher's name they would like to be a Teacher's Aide for and have their signature for approval.</i>
XTH4001 Attendance Aide Sem./Yr. NO Credit	9 10 11 12	Recommendation of Attendance Director.	General interest	The student assists the Attendance Director in various tasks. This may include answering phones, filing, recording data & computer input, typing & other routine duties an assigned by the Attendance Director. This course may be repeated for no credit (zero credit).

COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
DEPARTMENT: AIR FORCE JUNIOR ROTC					
Air JROTC 1	Year	1	9-12		39
Air JROTC 2	Year	1	10-12	*	39
Air JROTC 3	Year	1	10-12	*	39
Air JROTC 4	Year	1	10-12	*	39
DEPARTMENT: ART					
General Art 1	Year	1	9-12		40
General Art 2	Year	1	10-12	*	40
Drawing & Painting 1	Year	1	9-12		40
Drawing & Painting 2	Year	1	10-12	*	40
Drawing & Painting 3	Year	1	11-12	*	40
Ceramics 1	Year	1	9-12		40
Ceramics 2	Year	1	10-12	*	40
Ceramics 3	Year	1	11-12	*	41
Directed Study in Art Problem	Year	1	12	*	41
A.P. Studio Art	Year	1	12	*	41
Design 1	Year	1	9-12		41
Photography 1	Year	1	9-12		41
Photography 2	Year	1	10-12	*	41
Photography 3	Year	1	11-2	*	41
DEPARTMENT: MUSIC					
Band 1	Year	1	9-12	*	42
Band 2	Year	1	10-12	*	42
Band 3	Year	1	11-12	*	42
Band 4	Year	1	12	*	42
Chorus 1	Year	1	9-12		42
Chorus 2	Year	1	10-12	*	42
Chorus 3	Year	1	10-12	*	42
Chorus 4	Year	1	10-12	*	43
Orchestra 1	Year	1	9-12	*	43
Orchestra 2	Year	1	10-12	*	43
Orchestra 3	Year	1	11-12	*	43
Orchestra 4	Year	1	12	*	43
Music Theory 1	Year	1	11-12	*	43
Piano 1	Year	1	9-12	*	43
Ukulele	Year	1	9-12	*	43
DEPARTMENT: DRAMA					
Beginning Acting	Year	1	9-12		44
Intermediate Acting	Year	1	10-12	*	44
Advance Acting	Year	1	10-12	*	44
Directed Study-Theater/Acting	Year	1	12	*	44
DEPARTMENT: DANCE					
Creative Dance 1	Year	1	9-12		45
Creative Dance 2	Year	1	10-12	*	45
CAREER AND TECHNICAL EDUCATION					
DEPARTMENT: ARTS AND COMMUNICATION					
Arts and Communication Career Pathway Core Graphics	Year	1	9-12	*	47
Graphic Design Technology 1	Year	1	10-12	*	47
Graphic Design Technology 2	Year	1	11-12	*	47
Directed Study-Graphics	Year	1	12	*	47
DEPARTMENT: MENEMAC					
Arts and Communication Career Pathway Core	Year	1	9	*	48
Digital Media Technology/Audio Production	Year	1	10	*	48
Broadcast Media	Year	1	10-12	*	49
Advanced Acting	Year	1	11-12	*	49
Film as Art A/B	2 Semesters	1	10-12	*	49
Video/TV Production 1A/1B	2 Semesters	1	10-12	*	49
RD/Tech Mentorship 1 & 2	Year	1	10-12	*	49
Directed Study ACCP	Year	1	11-12	*	49
Capstone ACCP	Year	1	12	*	49
U. S. History	Year	1	10	*	49
Psychology	Semester	1/2	12	*	49
Sociology	Semester	1/2	12	*	49
DEPARTMENT: BUSINESS					
Business Core	Year	1	9-12		51
Beginning Accounting	Year	1	10-12	*	51
Finance	Year	1	10-12	*	51
Marketing Principles and Application	Year	1	10-12	*	51
Entrepreneurship	Year	1	11-12	*	51
Business Law	Year	1	10-12		52
Business Principles and Management	Year	1	10-12		52

COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
DEPARTMENT: BUSINESS					
Business Economics	Year	1	11-12	*	52
DEPARTMENT: FAMILY AND CONSUMER SCIENCE					
Public and Human Services Core	Year	1	9-12		53
Health & Nutrition Themes Seniors Only	Year	1	12	*	54
Health & Nutrition Seniors Only	Year	1	12	*	54
Culinary Arts 1	Year	1	10-12	*	54
PHS Lab 1	Year	1	10-12	*	54
Culinary Arts 2	Year	1	10-12	*	54
Health Services Core	Year	1	9-12	*	54
Clinical Health	Year	1	10-12	*	55
Health & Nutrition	Year	1	10-12	*	55
Directed Studies in Health Services	Year	1	11-12	*	55
Fashion Design	Year	1	9-12	*	55
DEPARTMENT: INDUSTRIAL AND ENGINEERING TECHNOLOGY					
Industrial and Engineering Technology Career Pathway Core	Year	1	9-12		57
Automotive Technology 1	Year	1	10-12	*	57
Automotive Technology 2	Year	1	11-12	*	57
Auto body Repair and Refinishing	Year	1	10-12	*	57
Industrial/Engineering Technology Lab, Auto	Year	1	11-12	*	57
Design Technology 1	Year	1	10-12	*	57
Electronic Technology	Year	1	10-12	*	57
A+ Certification A	Semester	½	10-12	*	57
A+ Certification B	Semester	½	10-12	*	57
DEPARTMENT: WORLD LANGUAGES					
Japanese 1A/1B	2 Semesters	1	9-12	*	58
Japanese 2A/2B	2 Semesters	1	9-12	*	58
Japanese 3A/3B	2 Semesters	1	9-12	*	58
Japanese 4A/4B	2 Semesters	1	9-12	*	58
Chinese 1A/1B	2 Semesters	1	9-12	*	58
Chinese 2A/2B	2 Semesters	1	9-12	*	59
Spanish 1A/1B	2 Semesters	1	9-12	*	59
Spanish 2A/2B	2 Semesters	1	9-12	*	59
Spanish 3A/3B	2 Semesters	1	9-12	*	59
Spanish 4A/4B	2 Semesters	1	9-12	*	59
Hawaiian 1A/1B	2 Semesters	1	9-12	*	59
Hawaiian 2A/2B	2 Semesters	1	9-12	*	59
Hawaiian 3A/3B	2 Semesters	1	9-12	*	59
Hawaiian 4A/4B	2 Semesters	1	9-12	*	59
Hawaiian Dances 1	Year	1	9-12	*	59
Hawaiian Dances 2	Year	1	10-12	*	60
Polynesian Dance 1	Year	1	9-12	*	60
German 1A/1B	2 Semesters	1	9-12	*	60
German 2A/2B	2 Semesters	1	9-12	*	60
German 3A/3B	2 Semesters	1	9-12	*	60
German 4A/4B	2 Semesters	1	9-12	*	60
French 1A/1B	2 Semesters	1	9-12	*	60
French 2A/2B	2 Semesters	1	9-12	*	60
French 3A/3B	2 Semesters	1	9-12	*	60
DEPARTMENT: GUIDANCE					
Peer Education 4A	Semester	½	9-12	*	61
Peer Education 4B	Semester	½	9-12	*	61
DEPARTMENT: HEALTH/PHYSICAL EDUCATION					
PE Life Fitness	Semester	½	9		62
PE Life Activity	Semester	½	10	*	62
Team Sports 1	Semester	½	10-12	*	62
Team Sports 2	Semester	½	10-12	*	62
Physical Fitness 1A	Semester	½	10-12	*	62
Physical Fitness 1B	Semester	½	10-12	*	62
Physical Fitness 2A	Semester	½	11-12	*	62
Physical Fitness 2B	Semester	½	11-12	*	62
Weight & Res Training 1A	Semester	½	9-12	*	62
Weight & Res Training 1B	Semester	½	10-12	*	63
Weight & Res Training 2A	Semester	½	10-12	*	63
Weight & Res Training 2B	Semester	½	11-12	*	63
Health: Today & Tomorrow	Semester	½	9		63
Recreational Leadership	Semester	½	11-12	*	63
Body Conditioning	Semester	½	10-12	*	63
Individual/Dual Sports	Semester	½	10-12	*	63

COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
DEPARTMENT: LANGUAGE ARTS					
English Language Arts 1	Year	1	9		64
English Language Arts 2	Year	1	10	*	64
Expository Writing 1	Semester	½	11	*	64
American Literature	Semester	½	11	*	64
Expository Writing 1 Honors	Semester	½	11	*	64
American Literature Honors	Semester	½	11	*	65
Expository Writing 2	Semester	½	12	*	65
World Literature	Semester	½	12	*	65
Expository Writing 2 Honors	Semester	½	12	*	65
World Literature Honors	Semester	½	12	*	65
Expository Writing 2 Humanities	Semester	½	12	*	65
World Literature Humanities	Semester	½	12	*	65
Newswriting 1	Year	1	11-12	*	65
Newswriting 2	Year	1	11-12	*	65
Newswriting 3	Year	1	11-12	*	65
Newswriting 4	Year	1	11-12	*	65
GIFTED AND TALENTED PROGRAM					
English language Arts 1- GT	Year	1	9	*	66
Language Arts 2 - GT	Year	1	10	*	66
Advanced Placement English: Language & Composition	Year	1	11-12	*	66
Advanced Placement English: Literature & Composition	Year	1	12	*	66
DEPARTMENT: MATH					
Algebra 1	Year	1	9-12	*	67
Geometry	Year	1	9-12	*	67
Algebra 2	Year	1	9-12	*	68
Probability	Semester	½	11-12	*	68
Statistics	Semester	½	11-12	*	68
Algebra 3	Semester	½	10-12	*	68
Logic and Reasoning	Semester	½	10-12	*	68
Trigonometry	Semester	½	10-12	*	68
Pre-Calculus	Semester	½	10-12	*	68
Calculus	Year	1	10-12	*	68
A.P. Calculus	Year	1	10-12	*	68
A.P. Statistics	Year	1	11-12	*	68
DEPARTMENT: SCIENCE					
Physics	Year	1	9-10		69
Physics Honors	Year	1	9-10	*	70
Chemistry-Z	Year	1	10-12	*	70
Chemistry	Year	1	10-12	*	70
Chemistry Honors	Year	1	10-12	*	70
Biology 1-Z	Year	1	11-12	*	70
Biology 1	Year	1	11-12	*	70
Biology 1 Honors	Year	1	11-12	*	70
A.P. Physics	Year	1	11-12	*	70
Marine Science	Year	1	11-12	*	71
Earth System Science	Year	1	11-12	*	71
Human Physiology	Year	1	11-12	*	71
A.P. Chemistry	Year	1	11-12	*	71
A.P. Biology	Year	1	12	*	71
A.P. Environmental Science	Year	1	12	*	71
DEPARTMENT: SOCIAL STUDIES					
World History and Culture	Year	1	11	*	72
World History and Culture Themes	Year	1	11	*	72
World History and Culture Honors	Year	1	11	*	72
U. S. History & Government	Year	1	10	*	72
U. S. History & Government Themes	Year	1	10	*	72
U. S. History & Government Honors	Year	1	10	*	72
Modern History of Hawaii	Semester	½	9	*	72
Modern History of Hawaii Themes	Semester	½	9	*	73
Modern History of Hawaii Accelerated	Semester	½	9	*	73
Participation in a Democracy	Semester	½	9	*	73
Participation in a Democracy Themes	Semester	½	9	*	73
Participation in a Democracy Accelerated	Semester	½	9	*	73
Sociology	Semester	½	12	*	73
Sociology Themes	Semester	½	12	*	73
Psychology	Semester	½	12	*	73
Psychology Themes	Semester	½	12	*	73
American Problems	Semester	½	12	*	73
Asian Studies	Semester	½	12	*	73
Global Studies	Semester	½	12	*	74
Economics	Semester	½	12	*	74
A.P. US History	Year	1	11-12	*	74
A.P. World History	Year	1	11-12	*	74
A.P. Psychology I/II	2 Semesters	1	12	*	74

COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
DEPARTMENT: ENGLISH LANGUAGE LEARNERS (ELL)					
Language Arts 1 ELL	Year	1	9	*	75
Language Arts 2 ELL	Year	1	10	*	75
Expository Writing 1 ELL	Semester	½	11	*	75
American Literature ELL	Semester	½	11	*	75
Expository Writing 2 ELL	Semester	½	12	*	75
World Literature ELL	Semester	½	12	*	75
World History & Culture ELL	Year	1	11-12	*	75
U.S. History & Government ELL	Year	1	10-12	*	75
Modern History of Hawaii ELL	Semester	½	9-12	*	76
Participation in a Democracy ELL	Semester	½	9-12	*	76
Geography ELL	Semester	½	12	*	76
Global Studies ELL	Semester	½	12	*	76
ESOL 1A	Semester	½	9-12	*	76
ESOL 1B	Semester	½	9-12	*	76
ESOL 2A	Semester	½	9-12	*	76
ESOL 2B	Semester	½	9-12	*	76
DEPARTMENT: SPED					
Individualized Prescribed Program: (Certificate): Non-credit Courses					77
High School Diploma Program: Credit Courses					77
SENIOR PROJECT					
Senior Seminar Production	Semester	½	12		78
Senior Seminar Performance	Semester	½	12		78
Arts & Communication Capstone	Year	1	12	*	78
Business Capstone	Year	1	12	*	78
Health Services Capstone	Year	1	12	*	78
Industrial Engineering & Technology Capstone	Year	1	12	*	78
Public & Human Services Capstone	Year	1	12	*	78
Senior Seminar Summer Experience – Production	Semester	½	12	*	78
Senior Seminar Summer Experience - Performance	Semester	½	12	*	78
OTHER COURSES					
Exploring Technology	Semester	½	9-12		79
Driver and Traffic Safety Education	Semester	½	10-12	*	79
Yearbook Production 1-4	Year	1	10-12	(Learner's Permit Required) *	79
SCHOOL SERVICE					
Counselor's Aide	Semester	0	9-12	*	80
Office Aide	Semester	0	9-12	*	80
Registrar's Aide	Semester	0	10-12	*	80
Secondary School Teacher's Aide	Semester	0	9-12	*	80
Attendance Aide	Semester	0	9-12	*	80

*Recommendation made — See course description for further information