

REGISTRATION GUIDE

2024-25



COLLEGE & CAREER ACADEMIES OF
PEARL CITY HIGH SCHOOL

www.pchs.k12.hi.us

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Civil Rights Compliance Branch Hawaii State Department of Education P.O. Box 2360 Honolulu, Hawaii 96804 (808) 784-6325 or relay CRCB@k12.hi.us	Beth Schimmelfennig, Director Rhonda Wong, Compliance Aaron Oandasan, Title VI Toby Yamashiro, Title VII Nicole Isa-Iijima, Title IX Krysti Sukita, ADA/504
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Pearl City High School

2100 Hookiekie St.

Pearl City, HI 96782

Phone No.: (808) 307-5500

Fax No.: (808) 453-6521

www.pchs.k12.hi.us

Pearl City High School (PCHS) was established in 1971, graduating its first class in 1974. PCHS is located on the slopes of the Ko'olau Mountain range and overlooks historic Pearl Harbor. The primary feeder school is Highlands Intermediate School, which receives its students from eight area elementary schools: Kanoelani, Lehua, Manana, Momilani, Palisades, Pearl City, Pearl City Highlands, and Waiiau Elementary Schools. Pearl City High School is accredited by the Western Association of Schools and Colleges and is dedicated to high academic expectations for all students.

Pearl City High School offers a wide range of courses designed to meet the academic and career interests of its students. The required and elective programs together support all students in meeting academic standards and becoming college and career ready. PCHS also offers a myriad of co-curricular opportunities that enrich students' academic experiences. The variety of opportunities at PCHS are all intended to develop teamwork, humility, leadership skills, self-confidence, respect, self-discipline, and perseverance, and ultimately for students to embrace and epitomize the six General Learner Outcomes and to meet the challenges of the 21st century.

Vision of the PCHS GRADUATE

Pearl City High School graduates have the knowledge, skills, and attitudes to compete and thrive in the 21st Century.

Mission Statement

At Pearl City High School, we provide rigorous and authentic learning experiences, differentiated instruction, and collaboratively use data to increase student achievement through academies that honor an individual's college and career interests, choices, and goals.

Brand Promise

At PCHS, we take pride in the endless opportunities promised to us. We trust that our voices are heard and our passions explored. Our collaboration provides innovative, relevant, and real-life experiences. We are confident that we are prepared for our future.

General Learner Outcomes

- GLO 1: Self-Directed Learner (The ability to be responsible for one's own learning)
- GLO 2: Community Contributor (The ability to work well with others)
- GLO 3: Complex Thinker (The ability to engage in complex thinking and problem solving)
- GLO 4: Quality Producer (The ability to recognize quality performance and produce quality products)
- GLO 5: Effective Communicator (The ability to communicate effectively)
- GLO 6: Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Helpful Phone Numbers:

Principal	Joseph Halfmann	(808) 307-5500
Vice Principals	Liane Sataraka Academy of International Business & Design	(808) 307-5500
	Michael Sana Academy of Culinary Arts, Health Sciences & Leadership	(808) 307-5500
	Aaron Chung Academy of Technology & Design	(808) 307-5500
	Herman Leong , VP Instructional Support	(808) 307-5500
	Denise Canon , VP Student Support	(808) 307-5500
Counselors	Malamalama Ada Academy of International Business & Design - Grades 11-12	(808) 307-5522
	Brent Parks Academy of International Business & Design - Grades 9-10	(808) 307-5550
	Nikki Takai , Academy of Culinary Arts, Health Sci & Ldrshp - Grades 11-12	(808) 307-5605
	Rikki Omija Academy of Culinary Arts, Health Sci & Ldrshp - Grades 9-10	(808) 307-5523
	Reed Hisamoto Academy of Technology & Design - Grades 11-12	(808) 307-5518
	Kari Gervacio Academy of Technology & Design - Grades 9-10	(808) 307-5525
College & Career Counselors	Danalyn Murata Kayla Arakawa	(808) 307-5574 (808) 307-5524
Student Services Coordinator	Amy Naehu	(808) 307-5519
Athletic Director	Reid Shigemasa	(808) 307-5613
Student Activities Coordinator	Kyle Miyashiro	(808) 307-5552
Registrar	Laurene Kurata	(808) 307-5516
Attendance Office	Elizabeth Torcato	(808) 307-5506
Special Education	Elissa Soma Michelle Hopoi	(808) 307-5616 (808) 307-5663

CREDIT

Credit will be awarded as specified in the Authorized Courses and Code Numbers (ACCN) by the Department of Education, State of Hawaii. Only designated courses may be repeated for credit.

PROMOTION POLICY:

Grade 9 to Grade 10	Minimum of 5 credits
Grade 10 to Grade 11	Minimum of 11 credits
Grade 11 to Grade 12	Minimum of 17 credits

NEW STUDENT REGISTRATION

Student Enrollment at Pearl City High School

Students who are planning to enroll at PCHS must provide the following documentation **before** the enrollment process can begin:

1. Release papers from your previous school
2. Current TB clearance (within the last 12 months) and current physical exam for any out-of-state enrollees
3. Birth Certificate for students coming from a private school or out-of-state
4. Proof of residence in the PCHS district
- A. Students who reside with their parents in the PC district must provide a current utility bill or original rental agreement with the parents' name and PC High district address listed on it.
- B. Students who reside with their parents in a relative's residence in the PC High district must provide a **notarized** statement from the PC resident stating that the (name) parents and (name) student reside with them. Also, a current utility bill or original rental agreement of that PC resident must accompany the notarized statement.
- C. Students who reside with someone other than their parents in the PC High district and whose parents reside elsewhere must have an approved Geographic Exception.
- D. Students who reside out-of-district must have an approved Geographic Exception.

If the proper documentation is not provided, your child's enrollment may not begin. If you have questions about your Geographic Exception, please see an Administrator.

HEALTH REQUIREMENTS

The Hawaii School Attendance Law requires all students to meet certain health requirements before they may attend any school in the state. School is defined to include any day care center, child care facility, headstart program, preschool, kindergarten, elementary, secondary school, or special school, both public and private.

The health requirements are:

1. Physical Examination: Completed within one (1) year before school entry and performed by a U.S. Licensed MD, DO, APRN or PA.
2. Tuberculosis Clearance: Completed within one (1) year before school entry for children 12 months of age and older. The tuberculin PPD skin test or chest X-ray must be performed in the United States.
3. Immunizations: Immunizations required for school attendance DTaP, Hep A, Hep B, HPV, MCV, MMR, IPV, Tdap, Varicella.

More specific information may be obtained at the health room, registrar's office, or at the State Department of Health website, www.hawaii.gov/health and click on the Public Health Nursing link.

GENERAL REGISTRATION INFORMATION

Every student should plan his/her program carefully. What courses you take and how well you do in them will help you to realize your future educational and occupational goals.

For the best possible schedule, keep the following in mind:

1. All students must complete a registration form within the given time frame. Any student who fails to do so will be programmed by his/her counselor. Students will be scheduled for a SEVEN-period day.
2. Students should consider the following before selecting their courses: (a) graduation requirements, (b) personal, educational, and career plans, (c) Prerequisites for specific courses, and (d) interests and aptitudes. List your electives in order of priority; courses will be programmed in that order, based upon availability.
3. Students in grades 9 and 10 are not allowed to take more than one core course (English, Math, Science, Social Studies) within the school year. Exceptions must be approved by an administrator.
4. Be sure to discuss your choices with your parents/guardians. They must approve your course selections.
5. Every student has an equal opportunity to course offerings regardless of race, color, religion, sex, handicap, or national origin.
6. If you need help or have any questions, do not hesitate to ask your teacher, your counselor, or the registrar.

EARNING CREDITS

1. Students must be enrolled in a semester course for a minimum of 1 quarter + 3 weeks to earn 1/2 credit.
2. Students must be enrolled in a year course by the end of the first quarter and be enrolled in that class for a minimum of 3 quarters to earn 1 credit.
3. **Before enrolling in any non-DOE school course (e.g. summer school, correspondence/credit recovery courses, distance learning, e-school courses, etc.), please see your counselor to obtain approval. Courses taken without prior approval may not be granted credit.**

PROGRAM CHANGES

Students are scheduled according to their requests and teacher recommendations as indicated on their registration form. Students who DO NOT TURN IN THEIR REGISTRATION FORMS BY THE DUE DATE WILL BE PROGRAMMED BY THEIR COUNSELOR. We will NOT seek parents' signature or approval for registration forms. Requests for program changes will be denied (this includes elective courses).

Schedule changes will ONLY be allowed for the following reasons:

1. Course passed in summer school,
2. Incomplete or incorrect (misplaced ability level) schedules,
3. Early release (half-day due to employment or early admit to college),
4. Enrollment in special programs,
5. Repeated courses for which credit has been earned,
6. Prerequisite course not taken and/or passed.

Program changes for semester courses must be completed during the first TWO WEEKS of each semester. Any changes done after this time will result in loss of credit.

LATE ENTRY TO SCHOOL

Students who enter school without having attended school prior to the entrance date at PCHS should be given the opportunity to do make up work for the course. If make up work is not done, the student will be awarded "F" for the missed days of school (the highest F for the grading scale used by the teacher).

Students who enter school and have withdrawal grades from a prior school – teachers should average the grade(s) from the prior school with grade(s) earned at Pearl City High School, weighted on the length of time spent at each school.

Students who enter school and do not have withdrawal grades from a prior school because they were in school for less than 3 weeks should be given make up work for the course. Grades will be based on work done at Pearl City High School.

These guidelines also apply to students who enter Pearl City High School during the school year and have missed an extended number of school days. Students who miss numerous days during the transfer from one school to another will be awarded an "F" for those days missed (the highest F for the grading scale used by the teacher).

ACADEMIC REPORT TO PARENTS (REPORT CARDS)

The academic progress of each student is reported four times a year (October, January, April and June) through a report card. Report cards for **Quarters 1, 2, and 3 will be distributed to students to be taken home. The final report card will be mailed home by the end of June.**

In addition, attendance reports will be mailed home to the parents if the student has excessive absences. Progress reports may also be sent home when the teachers see a need for them.

DEMOGRAPHIC DATA (Address Changes, Telephone No. Changes)

If you have a new address or telephone number, please inform the registrar's office by filling out a Student Demographic Change Form. This is the best way for us to keep information updated.

If parents do not want information about their child printed in reports, publications, lists to other agencies, etc. a Non-Disclosure Form must be filled out and submitted to the registrar's office annually.

STUDENT IDENTIFICATION CARD

The purpose for a student identification card is to ensure students of Pearl City High School are readily identifiable for Safety and Security concerns. It will also help to immediately identify those unauthorized person(s), undesirables and trespassers on campus. In addition, the student identification card is encoded with a bar code which allows the student to purchase meals & borrow books from the school library.

ALL Pearl City High School students are required to have their ID card in their possession at all times during school hours. They must be able to show their ID card to any school personnel when asked to do so.

Identification cards which are lost, stolen, damaged, forgotten, or misplaced must be immediately replaced for a fee of \$5.00 per occurrence. Further information on the student identification card may be obtained at the Attendance Office.

GEOGRAPHIC EXCEPTIONS

Under Hawaii's laws, students are required to attend the school in the district in which their parents or legal guardians reside; however, permission to enroll at a school in another district may be granted at the discretion of the Department of Education. To obtain a geographic exception, the parents (or legal guardians) must complete the form and contact the administration of the desired school. The deadline for GE forms is on or around March 1 of the previous school year.

Geographic Exceptions that are approved are granted for the remainder of the student's enrollment at the school. Students who move outside the Pearl City district during the school year must obtain a Geographic Exception if they wish to complete the year at Pearl City High.

TEXTBOOK AND LIBRARY LOAN POLICY

1. A student who has outstanding library/textbook obligations will not be issued a textbook. The student will be provided the opportunity to use the textbook in the classroom and/or the library.
2. A student who has outstanding library/textbook obligations will have his/her library borrowing privileges suspended. However, all library resources will be available for use in the library.
3. Privileges will be restored upon clearance of obligations

TECHNOLOGY RESPONSIBLE USE GUIDELINES

Every student at Pearl City High School who uses the Internet must have a signed Technology Responsible Use Form (TRUF) on file. The form must be signed by both a parent/guardian and the student. Please contact Ernell Hallaman (307-5596) for more information.

SCHOOL SERVICE (Non- Credit)

Students may take ONE to TWO School Service classes if they have a total of 21 credits by the end of their junior year, with counselor & teacher approval. Subject to change by administration.

SUMMER SCHOOL

Summer school may be available to students who wish to take courses for remediation, make-up, or enrichment. The course offerings during the summer are dependent on student interest and enrollment and are not necessarily the same from summer to summer.

Enrollment is open to all students from grades 9 to 12, including those students who have successfully completed grade 8. A maximum of one (1) credit may be earned and any credit earned becomes part of the permanent high school record for the student.

IMPORTANT NOTE: Courses taken in summer do not guarantee placement into the next course during the regular school year. Students should register ahead to the next course on the assumption that he/she will satisfactorily complete the summer school course. If the student has any changes in his/her summer school plans or does not complete the course satisfactorily, he/she must notify the registrar's office immediately so that every effort can be made to adjust his/her registration for the next school year.

It is recommended that students who take and pass a summer school course come in during the scheduled summer schedule pick-up/course change period to ensure a correct schedule at the start of the school year.

EARLY RELEASE

Early release is available only for those seniors who meet one or more of the following criteria:

1. Currently have a job
2. Are enrolled and attending college classes
3. Are volunteering or interning at a business or organization

Student will need to satisfactorily meet credit requirements to earn a high school diploma. All credit recovery courses (e.g. Plato) must be completed prior to requesting for early release. Students must have consecutive classes - no breaks in periods during the day. See your counselor for details and eligibility.

EARLY ADMITTANCE TO COLLEGE/RUNNING START PROGRAM

Students who wish to enroll in classes at the University of Hawaii or at one of the community colleges while completing high school must see the post-high school counselor for requirements and deadlines. See page 13 for more information.

AP COURSES

Advanced Placement courses provide students the opportunity to learn in a rigorous, intense, and deeply challenging college-level environment. AP courses are designed to help build college skills and confidence and earning college credits while in high school saves you both time and money in college. All AP students are required to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores. Due to the heavy coursework, students are not recommended to take more than 2 AP courses per year.

AP Courses offered at Pearl City High School:

- AP Biology
- AP Calculus AB
- AP Pre-Calculus
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP Physics 1: Alg-Based
- AP Psychology
- AP Statistics
- AP World History: Modern
- AP Computer Science Principles
- AP 2D Art

HAWAII ONLINE COURSES (HOC)

These courses offer ACCN Carnegie units for graduation credits. The courses are served out to the students all across the State of Hawaii using a combination of the Internet (email, threaded conversation, Internet Relay Chat, Web Pages) video and the Educational/Public Access television channel. Students should be able to work independently and have good time management skills.

Students must complete HOC registration online via the counseling department website. The student's counselor will be consulted to ensure appropriate registration and placement.

Courses that are offered on campus may not be taken via HOC, except if taken during the summer session. HOC courses should be for enhancement or interest and should not be taken to fulfill graduation requirements, except for credit recovery.

Students may take up to TWO HOC courses per semester. All students taking HOC courses must be enrolled full-time at PCHS (7 classes during the school day). Students must have their own access to the internet and the Educational/Public Access television channel.

Enrollment and registration information for HOC can be found on the counseling page of the school website.

CREDIT RECOVERY

Students who need make-up credits must see their counselor for assistance.

TRANSCRIPTS

Transcript Request forms are available in the Registrar's Office or on our Pearl City High School website (print form, fill out completely, sign, and either mail or bring it in to the Registrar's Office).

- Processing time for a transcript request is 3 - 5 business days.
- Cost is \$1.00 per request (cash or money order only - no personal checks).
- An "official" transcript is mailed directly to a school or organization; hand-carried transcripts, or transcripts mailed to an individual, are marked "unofficial."

TRANSFER

A student withdrawing from Pearl City High School must obtain a "Request for Release" form from the Registrar's office. The completed form must be returned to the Registrar's office at least one week prior to the student's last day.

Withdrawing students are given a clearance form which must be signed by each of the student's teachers, the librarian, the account clerk, and the counselor. All books/equipment must be returned and financial obligations cleared. A release packet is given to the student to take to the new school. The student's official school records will be sent to the receiving school upon request from the new school. Students transferring during the summer months should arrange for their release prior to the end of the school year.

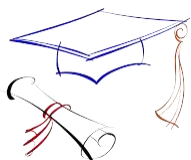
Students must be enrolled until the last 2 weeks of the school year to receive year-end grades.

2.0 ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES

All students who wish to participate in co-curricular activities must meet eligibility requirements as set by the Board of Education. The D.O.E. Parent & Athlete Handbook can be found at the Pearl City High School website (www.pchs.k12.hi.us) under "Athletics."

FOOD SERVICES

- Breakfast is served daily from 7:10 a.m. to 7:55 a.m. Breakfast is \$1.20, lunch \$2.75.
- Wiki breakfast will be available during first recess (\$1.20/\$2.40 for second breakfast).
- Students on the FREE lunch program are entitled to **one breakfast and one lunch daily at no charge**. Students on the REDUCED lunch program are entitled to **one breakfast (30¢) and one lunch (40¢) daily**, which will be deducted from their accounts for each first breakfast and first lunch of the day. FREE and REDUCED lunch participants will have **\$5.50 deducted from their accounts for any second lunch and \$2.40 for any second breakfast of the day**. *Please notify your student when notice of eligibility arrives. Many students qualifying for the free/reduced program are not aware of their benefits.*
- ID cards are required for all purchases in the cafeteria. It is school policy that all students & school personnel wear their ID tags throughout the day. For questions about your lunch account/balance, call the Attendance Office at (808) 307-5506.



GRADUATION REQUIREMENTS

From: <http://www.hawaiipublicschools.org/>

A Hawaii High School Diploma shall be issued to students who meet the following minimum course and credit requirements (Board of Education [Policy 102-15](#)):

CREDITS	HIGH SCHOOL DIPLOMA
ENGLISH	4 credits including: English Language Arts 1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing* (0.5 credit); and English Language Arts basic electives (1.5 credits)
SOCIAL STUDIES	4 credits including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
MATHEMATICS	3 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit)
SCIENCE	3 credits including: Biology 1 (1.0 credit); and science basic electives (2.0 credits)
<ul style="list-style-type: none"> • WORLD LANGUAGES (note 1) • FINE ARTS (note 2) • CAREER & TECHNICAL EDUCATION / JROTC (note 3) 	2 credits in one of the specified programs of study.
PHYSICAL EDUCATION (P.E.)	1 credit including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)
HEALTH	0.5 credit in Health Today and Tomorrow
PERSONAL TRANSITION PLAN	0.5 credit
ELECTIVES (Any Subject Area)	6 credits
TOTAL:	24 credits

*Or equivalent course.

Notes:

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

Honors Recognition Certificate Requirements

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

ACADEMIC HONORS:

- 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start/Early College math courses: Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus, Probability/Statistics, Introduction to College Mathematics, or Calculus. AND
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses. AND
- 2 credits minimum must be from AP/IB/Running Start/Early College courses (equivalent to credits for two college courses).

CTE HONORS:

- Completes an identified program of study
 - Earn a “B” or better in each required program of study course (this includes 2-3 CTE courses in sequence plus a state-identified academic course requirement)
 - Meet or exceed proficiency on performance-based assessments for corresponding program of study

Academy	Program of Study
Culinary Arts, Health Sci & Leadership	Nursing Services
Culinary Arts, Health Sci & Leadership	Diagnostic Services
Culinary Arts, Health Sci & Leadership	Culinary
Culinary Arts, Health Sci & Leadership	Education
Culinary Arts, Health Sci & Leadership	Hospitality & Tourism
International Business & Design	Digital Design 1 (formerly Graphic Design)
International Business & Design	Digital Video Technology (formerly Digital Media)
International Business & Design	Fashion Design & Artisan Design 1
International Business & Design	Business
Technology & Design	Architectural Design
Technology & Design	Cybersecurity
Technology & Design	Engineering Technology
Technology & Design	Natural Resources
Technology & Design	Residential & Commercial Construction

CTE Honors for the Class of 2025

PCHS students pursuing the CTE Honors Recognition Certificate will complete their performance-based assessments through their CTE course during their senior year. Students not enrolled in a designated CTE course are not eligible for the CTE Honors Recognition Certificate.

STEM HONORS:

- **4 credits of Math:** The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus, Probability/Statistics, Introduction to College Mathematics, or Calculus. AND
- **4 credits of Science:** Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.
- **Successful completion** of a **STEM Capstone Project** in one of the approved ACCN courses.

STEM Honors for the Class of 2025

PCHS students pursuing the STEM Honors Recognition Certificate will complete their STEM Capstone Project through either a designated CTE course or the STEM Capstone course during their senior year. Students not enrolled in a designated CTE course must enroll in the STEM Capstone course.

Students can complete their STEM Capstone Project requirements through the following designated CTE courses:

- Residential & Commercial Construction (RCC) Work-Based Learning
- Architectural Design (AD) Work-Based Learning
- Engineering Tech Work-Based Learning
- Natural Resources Management Work-Based Learning
- Cyber Work-Based Learning

Grade Point Average

This cumulative grade point average applies to all graduates:

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

Valedictorian Designation

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

- GPA of 4.0; and
- Earned and met the requirements of one of the Honor Recognition Certificates.
- Valedictorians will be named after the third quarter.

EARN COLLEGE CREDITS WHILE IN HIGH SCHOOL!

Running Start provides an opportunity for academically qualified students to enroll in college classes at the University of Hawai'i system during the fall, spring, and summer while earning both high school and college credits.

Regular tuition costs apply, however financial aid may be available to cover the cost of tuition and books for students who qualify to receive free or reduced lunch. Only specific courses weighted grade on a 5 point scale factors into your high school g.p.a.

Early College is an initiative that allows high school students to take college classes on their high school campus. It's available for grades 10, 11 & 12. Cost partially subsidized by PCHS. Students can earn both high school and college credits. Only specific courses weighted on a 5 point scale in your high school g.p.a.

Steps to participate in Running Start and/or Early College

Step 1: Meet with your counselor to determine course(s)

Step 2: Work with your counselor to apply for specific course(s). Needs to be accurate!

Step 3: Take the Edready placement test to determine if you qualify for the course or provide qualifying ACT, SAT, or SBAC scores

Step 4: Health Clearance (1 Tuberculosis Test – no later than a year from the 1st day of instruction of the class and 2 MMR immunization, 1 dose of Tetanus, 2 doses of Chicken pox/varicella)

Step 5: Turn in all necessary documents to the College & Career Center in the Administration Building

Apply at: www.hawaii.edu/dualcredit and apply.hawaii.edu

Advanced Placement Exams: Students may earn college credits by passing AP Exams in May of each year. Financially disadvantaged students may qualify to take the exams at reduced fees.

Summer Scholar is a program at the UH Manoa for students who want to take a summer course at Manoa after their 10th or 11th grade year. Must have a 3.5 g.p.a. Students earn college credits only. Details at: www.outreach.hawaii.edu/summerscholar/

Early Admit allows qualified 11th or 12th graders to take college classes at the University of Hawaii systems campuses during the summer, fall, and spring terms while still in high school. Students earn **college credits only**. Regular tuition costs apply.

Be aware that if you fail or withdraw from a college course after their deadline to withdraw, it may affect you getting financial aid once you enter college after high school.

Also, college course grades taken in the Spring of your 12th grade year, will not arrive in time for graduation or Honors Certificate purposes.

Visit the PCHS College & Career Center, A102

Ms. Danalyn Murata, PCHS College & Career Counselor at (808) 307-5574

Ms. Kayla Arakawa, PCHS College & Career Counselor at (808) 307-5524

INFORMATION FROM THE COLLEGE & CAREER COORDINATOR

Specific Courses are Required for Entrance Into College

Example: University of Hawaii at Manoa's Admissions Requirements:

1. Cumulative GPA of 2.8, SAT or ACT scores*, rank in top 40% of class.
*For the 2021-22 academic year, test scores are optional.
2. Geometry and Algebra 2, 3 sciences (biology, chemistry, physics recommended). Two years of a foreign language not required, but strongly recommended.

Recommended Schedule of When to Take the College Entrance Tests

- 10th grade: PSAT (practice for the SAT) in October
 11th grade: ACT free in February for all 11th graders
 SAT 2nd semester – May or June. Go to sat.org/register
 12th grade: Re-take the SAT and/or ACT as early as possible

Requirements For Participating in College Athletics

It is your responsibility to register for the appropriate, “approved” core courses required for participation in college athletics. See the next page in this guide for the PCHS approved course list. Go to www.NCAA.org/playcollegesports for specifics.

Division I Academic Requirements	Division II Academic Requirements
<p><u>Complete 16 core courses in the following areas:</u></p> <ul style="list-style-type: none"> • 4 years of English • 3 years of math (Algebra 1 or higher) • 2 years of natural/physical science (1 year lab if offered) • 1 year of additional English, math or natural/physical science • 2 years of social studies • 4 years of additional courses (any area above, foreign language or comparative religion/philosophy) <p><u>Full Qualifier:</u></p> <ul style="list-style-type: none"> • Complete 16 core courses: <ul style="list-style-type: none"> ○ 10 of the 16 core courses must be completed prior to the seventh semester (senior year) of high school and cannot be retaken for higher grade improvement. ○ 7 of the 10 core courses must be in English, math or science • Earn a core-course GPA of at least 2.3 • Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see NCAA website) <p><u>Academic Redshirt:</u> (Students may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year.)</p> <ul style="list-style-type: none"> • Complete 16 core courses • Earn a core-course GPA of at least 2.0 • Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale 	<p><u>Complete 16 core courses in the following areas:</u></p> <ul style="list-style-type: none"> • 3 years of English • 2 years of math (Algebra 1 or higher) • 2 years of natural/physical science (1 year lab if offered) • 2 years of social studies • 3 additional years of English, math or natural/physical science • 4 years of additional courses (any area above, foreign language, or comparative religion/philosophy) <p><u>Full Qualifier:</u></p> <ul style="list-style-type: none"> • Complete 16 core courses • Earn a core-course GPA of at least 2.0 • Earn an SAT combined score of at least 820 or an ACT sum score of at least 68 <p><u>Partial Qualifier:</u> (Can practice at home facility, receive athletic scholarship first year, but cannot compete first year. Can play 4 seasons if academic eligibility is maintained)</p> <ul style="list-style-type: none"> • Complete 16 core courses • Earn a core-course GPA of at least 2.0 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Earn an SAT combined score of at least 820 or an ACT sum score of at least 68
<i>Revised 09/2016</i>	
<p><u>Nonqualifier</u> – College-bound student-athletes cannot practice, receive athletic scholarships or compete during their first year of enrollment at an NCAA Division I and II school. Can play 4 seasons if academic eligibility is maintained.</p>	

National Association of Intercollegiate Athletics Eligibility – go to playnaia.org

National Junior College Athletic Association Athletics – go to njcaa.org

NCAA Initial Eligibility Clearinghouse Information

Pearl City High School's NCAA Approved Core Courses (as of 08/2022)

ENGLISH

ENG LANG ARTS 1 GR 9
ENG LANG ARTS 2 GR 10
ENG LANG ARTS 3 GR 11
ENG LANG ARTS 4 GR 12
ENGLISH / AP
EXPOSITORY WRITING 1
EXPOSITORY WRITING 2

SOCIAL SCIENCE

AP PSYCHOLOGY I
AP PSYCHOLOGY II
AP WORLD HISTORY: MODERN
AM PROBLEMS
ANTHROPOLOGY ECONOMICS
GEOGRAPHY HAWAIIAN
STUDIES HIST OF THE PACIFIC
MOD HISTORY OF HAWAII
PART IN A DEMOCRACY
PSYCHOLOGY
SOCIOLOGY
US HIST & GOVT I
WORLD HISTORY/CULTURE

MATHEMATICS

ALGEBRA 1
ALGEBRA 2
ALGEBRA 3
ANALYTIC GEOMETRY
CALCULUS/AP
GEOMETRY
PRE CALCULUS
STATISTICS
TRIGONOMETRY
PRE CALCULUS/AP

NATURAL/PHYSICAL SCIENCE

AP BIOLOGY
AP PHYSICS 1 ALGEBRA-BASED
BIOLOGY
AP CHEMISTRY
CHEMISTRY
EARTH SCIENCE
HUMAN PHYSIOLOGY
INTEGRATED SCIENCE
MARINE SCIENCE
PHYSICAL SCIENCE
PHYSICS

ADDITIONAL CORE COURSES

FRENCH 1
FRENCH 2
FRENCH 3
FRENCH 4
HAWAIIAN 1
HAWAIIAN 2
HAWAIIAN 3
HAWAIIAN 4
JAPANESE 1
JAPANESE 2
JAPANESE 3
JAPANESE 4
SIGN LANGUAGE 1
SIGN 2 LANGUAGE 2
SPANISH 1
SPANISH 2
SPANISH 3
SPANISH 4

ACADEMY OF CULINARY ARTS, HEALTH SCIENCES, & LEADERSHIP

Leadership through Service



COLLEGE & CAREER ACADEMIES OF
PEARL CITY HIGH SCHOOL

Vision

The Academy of Culinary Arts, Health Sciences, and Leadership graduates are ethical professionals leading our community and providing quality services.

Mission

The Academy of Culinary Arts, Health Sciences, and Leadership provides relevant learning experiences through a rigorous interdisciplinary curriculum enriched by community partnerships and prepares all students for college and career readiness.

To support our academy vision and mission, all students are required to wear our CAHSL Academy polo shirt weekly from the start of the school year and throughout the duration of their time in our Academy. In addition, all students enrolled in a program of study (Culinary Arts, Sustainable Hospitality & Tourism Management, Teaching as a Profession, Diagnostic Services, or Nursing Services) will be required to fulfill 10 hours of community service each semester to promote our academy motto, "Leadership through Service." Further details will be provided by our CAHSL program of study teachers.

PUBLIC & HUMAN SERVICES				
SUBJECT	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
CTE	SEE TABLE BELOW FOR PUBLIC HUMAN SERVICES CTE COURSE OFFERINGS			
LANGUAGE ARTS	English LA 9	English LA 10	English LA 11 or AP English Language	English LA 12 or AP English Literature
MATHEMATICS	Algebra 1 or Geometry	Geometry, MOW2, or Algebra 2	Next Level Math Course	Elective
SCIENCE	Integrated Science	Biology	Science Elective	Elective
SOCIAL STUDIES	U.S. History	World History	Modern Hist. of HI / Part. In a Democracy	Social Studies Elective *
ELECTIVE / OTHER	PE Lifetime Fitness / Health	PE Lifetime Activities / Financial Literacy	Elective	Elective
ELECTIVE / OTHER	Elective	Elective	Elective	Elective

* Psychology/Sociology or AP Psychology highly recommended

CTE Course Offerings – Public & Human Services

PROGRAM OF STUDY	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
CULINARY	Foundations of Culinary Arts	Culinary Arts: Food Preparation	Advanced Culinary Arts: Pastry and Savory Kitchen Restaurant Operations	Culinary Arts: Work-Based Learning
EDUCATION	Foundations of Education	Teaching as a Profession 1	Teaching as a Profession 2	Teaching as a Profession: Work-Based Learning
HOSPITALITY	Foundations of Sustainable Hospitality & Tourism Management	Sustainable Hospitality & Tourism Management 1	Sustainable Hospitality & Tourism Management 2	Sustainable Hospitality & Tourism Management: Work-Based Learning

**This table is for Class of 2027 and beyond (2025-2026 CAHSL students will receive registration information separately)*

Culinary Arts Program of Study

TTU1000 Foundations of Culinary Arts

Foundations of Culinary Arts is an introductory course designed to inform students about careers in the food prep and service industries or related fields, basic nutritional and cooking concepts, and the history and influence of culture on food. This Level 1 course serves as the foundation course for the Culinary Arts program of study. Upon completion of the course, a proficient student will demonstrate proper safety protocols in a commercial kitchen and proper use of small and large equipment and supplies. The student will also correctly convert measures and have foundational knowledge of nutrition and cooking techniques and the role of culture in food creation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Community service hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTP2000 Culinary Arts: Food Preparation

Prerequisite: Credit in Foundations of Culinary Arts

Culinary Arts: Food Preparation is the second course in the Culinary Arts program of study designed to inform and expose students to various basic food preparation methods and considerations found in commercial kitchens and restaurants. Upon completion of this course, a proficient student will possess a working knowledge of commercial kitchen safety and sanitation, menu planning, influence of culture on cuisine, basic cooking principles, food preparation skills and methods, and basic platter and table preparation. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Culinary Arts related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTV3000 Advanced Culinary Arts: Pastry and Savory

Prerequisite: Credit in Culinary Arts: Food Preparation

Advanced Culinary Arts: Pastry and Savory is the third course in the Culinary Arts program of study designed to further students' practice with food preparation in the culinary industry. Upon completion of the course, a proficient student will be able to demonstrate safe practices in a commercial kitchen, the fundamentals of pastry/dessert creations and the fundamentals of meat preparation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Culinary Arts related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTR4000 Kitchen Restaurant Operations

Prerequisites: Credit in Advanced Culinary Arts: Food Preparation and instructor's signature required.

Kitchen & Restaurant Operations is the fourth course in the Culinary Arts program of study and designed to prepare students for entry into the field of food service and culinary cuisine. Upon completion of the course, a proficient student will demonstrate an understanding of risk management, front- and back-of-the-house operations, and the hypothetical management of a culinary event from start to finish. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. ***Culinary Arts related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTR4100 Culinary Arts: Work-Based Learning

Prerequisites: Approval of current CTE/Culinary instructor required.

Culinary Arts: WBL is the capstone course in the Culinary Arts program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in food prep and service, restaurant operations, and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in culinary arts, necessary steps toward applying for a postsecondary program, necessary steps toward

applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce. ***Culinary Arts related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

Hospitality & Tourism Program of Study

TTH1000 Foundations of Sustainable Hospitality & Tourism Management

Foundations of Sustainable Hospitality & Tourism Management is an introductory course designed to inform students about careers in the hospitality and tourism industries, as well as basic hospitality and tourism business concepts, including sustainable practices and the influence of culture and communications. This course serves as the foundation course for the Sustainable Hospitality & Tourism Management (SHTM) program of study. Upon completion of the course, a proficient student will have foundational knowledge of different sectors of the hospitality industry, including industry influences, and the importance of sustainable practices. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Community service hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTO2000 Sustainable Hospitality & Tourism Management 1

Prerequisites: Credit in Foundations of Sustainable Hospitality & Tourism Management

Sustainable Hospitality & Tourism Management 1 is the second course in the Sustainable Hospitality & Tourism Management program of study designed to inform students about business practices and operations, as well as customer service and professionalism, for businesses in the hospitality and tourism industries. Upon completion of the course, a proficient student will be able to demonstrate front-of-the-house customer service and professionalism knowledge and skills, explain and apply back-of-the-house business operations and human resources, distinguish various types of businesses, and develop a high-level business proposal. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Hospitality & Tourism related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTO3000 Sustainable Hospitality & Tourism Management 2

Prerequisite: Credit in Sustainable Hospitality & Tourism Management 1

Sustainable Hospitality & Tourism Management 2 is the third course in the Sustainable Hospitality & Tourism Management program of study designed to inform students about marketing applications and approaches for the hospitality industry and its various sectors. Upon completion of the course, a proficient student will be able to summarize and demonstrate the role of marketing and marketing strategies across the industry, including the outline and development of a marketing plan and a small business plan. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Hospitality & Tourism related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TTO4100 Sustainable Hospitality & Tourism Management Work-Based Learning

Prerequisites: Approval of current CTE/Hospitality instructor required.

Sustainable Hospitality & Tourism Management: WBL is the capstone course in the Sustainable Hospitality & Tourism program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in hospitality and tourism and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in hospitality and tourism, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize

a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce. ***Hospitality & Tourism related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

Teaching as a Profession Program of Study

TEF1000 Foundation of Education

This is an introductory course designed to inform students about careers in education and learning support professions including teaching, counseling, and areas of specialization in education. This course serves as the foundation course for the Teaching as a Profession (TAP) (PreK-12) and Learning Support Professionals (LSP) programs of study. Upon successful completion of the course, students will have a foundational knowledge of human development, an understanding of course standards and curriculum, the history of public education, and required ethical and professional responsibilities. Students will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Community service hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TEF2000 Teaching as a Profession 1

Prerequisite: Credit in Foundation of Education

This second-year course in the Teaching as a Profession (TAP) (PreK-12) program of study is designed for students who are interested in teaching in the classroom. This course covers components on instruction, teaching strategies, student learning, English learner and special populations, and educational technology. Upon successful completion of the course, students will have a fundamental understanding of the trajectory of learning and be prepared for the application of these concepts. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. ***Education related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TEF3000 Teaching as a Profession 2

Prerequisite: Credit in Teaching as a Profession 1

This is the third course in the Teaching as a Profession (TAP) (PreK-12) program of study designed for students who are interested in teaching in the classroom. This course covers components of instruction and student learning, classroom management, and concepts of higher-order thinking. Upon completion of the course, a proficient student will be prepared to take the capstone course, Teaching as a Profession WBL, and further their studies at the postsecondary level. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. ***Education related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

TEF4100 Teaching as a Profession: WBL

Prerequisites: Approval of current CTE/Teaching as a Profession instructor required.

Teaching as a Professional: WBL is the capstone course in the Teaching as a Professional (TAP) (PreK-12) program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The WBL experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in PreK-12 education. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in PreK-12 education, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary. ***Education related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt to be worn weekly.***

HEALTH SCIENCES				
SUBJECT	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
CTE	SEE TABLE BELOW FOR HEALTH SCIENCES CTE COURSE OFFERINGS			
LANGUAGE ARTS	English LA 9	English LA 10	English LA 11 or AP English Language	English LA 12 or AP English Literature
MATHEMATICS	Algebra 1 or Geometry	Geometry, MOW2, or Algebra 2	Next Level Math Course	Next Level Math Course
SCIENCE	Biology	Advanced Health Services	Chemistry	Physics
SOCIAL STUDIES	U.S. History	World History	Modern Hist. of HI / Part. In a Democracy	Social Studies Elective
ELECTIVE / OTHER	PE Lifetime Fitness / Health	PE Lifetime Activities / Financial Literacy*	Elective	Elective
ELECTIVE / OTHER	Elective	Elective	Elective	Elective

**This table is for Class of 2028 and beyond (2025-27 CAHSL students will receive registration information separately)*

CTE Course Offerings – Health Sciences

PROGRAM OF STUDY	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE (Select One)
NURSING SERVICES	Foundations of Health Services	Advanced Health Services	Nursing Services 1	Nursing Services 2 Medical Assisting Nurse Aide* (2 consecutive periods)
DIAGNOSTIC SERVICES	Foundations of Health Services	Advanced Health Services	Diagnostic Services 1	Diagnostic Services 2

**This table is for Class of 2028 and beyond (2025-2027 CAHSL students will receive registration information separately)*

Health Sciences Programs of Study (Nursing & Diagnostics Services)

THF1000 Foundation of Health Services

Requirement: Concurrent enrollment in Biology

This first-year course is designed for students who plan to pursue careers in the healthcare industry. Using a multidisciplinary approach, students will gain essential knowledge and skills about healthcare systems, ethics, safety practices, legal systems, preventive care, employment expectations, and cultural awareness and sensitivity in dealing with patients and healthcare personnel. Students will learn to apply effective communication skills and technologies in the delivery of healthcare. **Community service hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly. A \$20 lab fee is required for BLS CPR AED and Heartsaver First Aid Certification.**

THA2000 Advanced Health Services

Prerequisite: Credit in Foundations of Health Services

Advanced Health Services is the second course for the Diagnostic Services and Nursing Services programs of study. It is designed to provide students with an understanding of the structures and functions of the human body, and the physiological integration of the organ systems to maintain homeostasis. Upon completion of the course, a proficient student will be able to characterize the functions of various organs and body systems and their interplay with one another in the human body. **Community service hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly.**

THD3000 Diagnostic Services 1

Prerequisite: Credit in Foundations of Health Services

This is the third course in the Diagnostic Services program of study designed to advance student learning on diagnostic services, including medical laboratory, phlebotomy, radiology, and cardiovascular. Upon successful completion of the course, students will be able to describe specific processes in the fields of medical laboratory, phlebotomy, radiology, and cardiovascular, and demonstrate knowledge of safety protocols and specific skills functions in each area. Students will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. ***Healthcare related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly.***

THD4000 Diagnostic Services 2

Prerequisite: Credit in Diagnostic Services 1

This is the fourth course in the Diagnostic Services program of study designed to prepare students for continued education and training after graduation. Upon completion of the course, a proficient student will be able to demonstrate advanced learning in the medical laboratory, phlebotomy, radiology, and cardiovascular fields of diagnostic services. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. ***Healthcare related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly.***

THS3000 Nursing Services 1

Prerequisites: Credit in Foundations of Health Sciences and Advanced Health Services

This is the third course in the Nursing Services program of study and is an applied course designed to develop the skills necessary for a career in nursing. Upon successful completion of the course, students will be able to assess, monitor, evaluate, and report patient/client health status, apply safety and wellness protocols, and communicate effectively with the patient and family members. Students will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. ***Healthcare related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly.***

THS4000 Nursing Services 2

Prerequisite: Credit in Nursing Services 1

This is the fourth course in the Nursing Services program of study designed to inform and develop the skills necessary for a career in nursing, including awareness of varying levels of occupations and credentials available in the field. Upon completion of the course, a proficient student will be able to demonstrate patient care and wellness techniques, infection control protocols and basic nursing responsibilities associated with various healthcare facilities. ***Healthcare related volunteer or job shadow hours are required throughout the year (10 hours per semester). Students are responsible to purchase their own academy polo shirt and solid black medical scrub top and bottom to be worn weekly.***

THS4100C Nurse Aide

Prerequisites: "C" or better in Foundations of Health Services, Advanced Health Services, formal application, and interview process required. Enrollment is not guaranteed.

This course is designed for students interested in pursuing nurse aide training. The curriculum will be delivered by registered nurses from Hawaii Pacific Health and held in our Health Science Program of Study classroom. Students will learn basic bedside skills necessary to work in an acute care setting. In addition, this course will provide a Certificate of Completion in Nurse Aide from Hawaii Pacific Health and does not provide coursework to become a certified nurse aide (CNA). In order to obtain the Certificate of Completion, students must meet the 120 hours of didactic instruction and clinical lab experience with a passing score of 80% or higher. During the spring semester, the course will focus on capstone projects. Students will work together to solve problem-based learning challenges using real-world issues. If a student is able to secure employment as a nurse assistant during this time, they may choose to apply for an early release pass and attend their job site during this class period (as approved by CAHSL Academy Principal). Continuation of medical scrub uniform and academy polo shirt worn weekly will be required.

THS4100M Medical Assisting 1

Prerequisites: "C" or better in Foundations in Health Services and Advanced Health Services and Nursing/Diagnostic Services 1, instructor's signature, formal application, and interview process required. Enrollment is not guaranteed.

This course provides students with an opportunity to obtain medical assistant training and certification through a partnership with Hawaii Pacific Health with the expectation that students will seek employment upon completion of the program. Classes are held at Waipahu High School, Pearl City High School, and a Hawaii Pacific Health outpatient clinic, including on Saturdays. Must provide their own transportation. Estimated program fee: \$1,500 (program deposit, books, medical equipment, uniform, etc.).

ACADEMY OF INTERNATIONAL BUSINESS & DESIGN

Innovate. Inform. Inspire.



Vision

Graduates of the Pearl City High School’s Academy of International Business and Design will be able to communicate effectively with a global audience by applying principles of business and design through a variety of arts and media.

Mission

Pearl City High School’s Academy of International Business and Design provides meaningful opportunities in a dynamic learning environment that emphasizes real-world career experiences to help prepare students for college and career planning.

BUSINESS					
PROGRAM OF STUDY	SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	LANGUAGE ARTS	English LA 9	English LA 10	English LA 11 or AP English Language	English LA 12 or AP English Literature
	MATH	Algebra 1 or Geometry	Geometry, MOW2, or Algebra 2	Next Level Math Course	Next Level Math Course or Global Elective
	SCIENCE	Integrated Science	Biology	Science Elective	Science Elective or Global Elective
	SOCIAL STUDIES	U.S. History	World History	Mod Hist of HI / Part In a Democracy	Economics/ American Probs
BUSINESS	CTE	Foundations of Business and Marketing	Principles of Business	Financial Management	Financial Management WBL
	ELECTIVE / OTHER	PE Lifetime Fitness / Health	PE Lifetime Activities / Financial Literacy	Global Elective	Global Elective
	ELECTIVE / OTHER	Global Elective	Global Elective	Global Elective	Global Elective

**This table is for Class of 2027 and beyond (2025-2026 IBAD students will receive registration information separately)*

Business Program of Study

TBB1000 Foundations of Business and Marketing

Foundations of Business & Marketing is an introductory course designed to inform students about careers in various sectors of business, as well as basic business concepts. This Level 1 course serves as the foundation course for the Business Management, Entrepreneurship, Financial Management, Marketing Management, and Supply Chain and Logistics Technology programs of study. Upon completion of the course, a proficient student will have foundational knowledge of business and business-related occupations and concepts, including management, finance, marketing, and entrepreneurship and how each intertwines. As part of a student’s program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

TBP2000 Principles of Business***Prerequisite: Credit in Foundations of Business and Marketing***

Principles of Business (Principles of Finance and Economics) is the second course for the Financial Management program of study designed to inform students about the basics of economics, finance, and accounting. Upon completion of the course, a proficient student will have a basic knowledge of finance and economics, accounting principles and taxation issues, and consumer credit and protection. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk.

TBF4000 Financial Management***Prerequisite: Credit in Principles of Business***

Financial Management (Accounting) is the third course in the Financial Management program of study designed to inform students about basic procedures of accounting. Upon completion of the course, a proficient student will demonstrate various accounting and basic business transactions, apply the full accounting cycle, analyze financial data, and explain ethical behavior in the accounting field. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk.

TBF4100 Financial Management WBL***Prerequisites: Approval of current CTE/Business instructor required.***

Financial Management: WBL is the capstone course in the Financial Management program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to aspects of financial management and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in banking/finance and financial advisement, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce. Items suggested for the portfolio are denoted with an asterisk.

ARTS & COMMUNICATION					
PROGRAM OF STUDY	SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	LANGUAGE ARTS	English LA 9	English LA 10	English LA 11 or AP English Language	English LA 12 or AP English Literature
	MATH	Algebra 1 or Geometry	Geometry, MOW2, or Algebra 2	Next Level Math Course	Next Level Math Course or Global Elective
	SCIENCE	Integrated Science	Biology	Science Elective	Science Elective or Global Elective
	SOCIAL STUDIES	U.S. History	World History	Modern Hist. of HI / Part. In a Democracy	Senior Social Studies Elective
FASHION DESIGN	CTE	Foundations of Fashion and Artisan Design	Fashion and Artisan Design 1	Fashion and Artisan Design 2	Fashion and Artisan Design WBL
DIGITAL MEDIA		Foundations of Creative Media	Digital Video Technology	Film and Media Production	Film and Media Production WBL
GRAPHIC DESIGN			Digital Design 1	Digital Design 2	Digital Design WBL
	ELECTIVE / OTHER	PE Lifetime Fitness / Health	PE Lifetime Activities / Financial Literacy	Global Elective	Global Elective
	ELECTIVE / OTHER	Global Elective	Global Elective	Global Elective	Global Elective

**This table is for Class of 2027 and beyond (2025-26 IBAD students will receive registration information separately)*

Arts & Communication

(Digital Design & Digital Video Technology)

TCC1000 Foundations of Creative Media

Foundations of Creative Media is an introductory course designed to inform students about careers in creative media, including digital design and digital film production. This Level 1 course serves as the foundation course for both the Digital Design and Film & Media Production programs of study. Upon completion of the course, a proficient student will be able to explain what comprises the creative media industry sector, explain principles of digital design and its influences, demonstrate basic knowledge of digital camera and video equipment, and create a digital photo collection using design and equipment knowledge. A student will also be able to describe various occupations and outline the steps necessary to advance in specific careers. As part of the student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab fee is \$25, funds will go towards ink, paper and other supplies.**

Digital Design Program of Study (formerly Graphic Design)

TCD2000 Digital Design 1

Prerequisite: Credit in Foundations of Creative Media

Digital Design 1 is the second course in the Digital Design program of study designed to introduce students to the digital design process and the creation of basic design work and page layouts reflective of the process. Upon completion of the course, a proficient student will be able to explain artistic intent and influence, summarize ADA guidance, apply design software techniques, conceptualize and create photographs and illustrations of increasing complexity, and produce basic single and multi-page layouts. As part of the student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab fee is \$25, funds will go towards ink, paper and other supplies.**

TCD3000 Digital Design 2

Prerequisite: Credit in Digital Design 1

Digital Design 2 is the third course in the Digital Design program of study designed to prepare students for advanced design work in the field of digital design. Students will utilize various design software (development and editing) programs and camera/lighting equipment in varying degrees of complexity to create web and 3-dimensional works. Upon completion of the course, a proficient student will be able to create a basic web page layout, conceive and create 3-dimensional models, develop an animation storyboard and apply the principles of animation in the creation of 3-dimensional animation, and produce a digital artwork collection to showcase. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab fee is \$25, funds will go towards ink, paper and other supplies.**

TCD4100 Digital Design Work-Based Learning

Prerequisites: Approval of current CTE/Digital Design instructor required.

Digital Design: WBL is the capstone course in the Digital Design program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in the digital design industry. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in digital design, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce. **Lab fee is \$25, funds will go towards ink, paper and other supplies.**

Fashion & Artisan Design Program of Study

TCO1000 Foundations of Fashion and Artisan Design

Foundations of Fashion & Artisan Design is an introductory course designed to inform students about careers in fashion and craftwork design. This Level 1 course serves as the foundation course for the Fashion & Artisan Design program of study. Upon completion of the course, a proficient student is able to explain the impact of fashion and craftwork on art, explain and utilize design elements, and create simple fashion or craftwork design artifacts. A student will also be able to describe various occupations and outline the steps necessary to advance in specific careers. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are responsible for their own sewing supplies as needed.**

TCA2000 Fashion and Artisan Design 1

Prerequisite: Credit in Foundations of Fashion and Artisan Design

Fashion and Artisan Design 1 is the second course in the Fashion and Artisan Design program of study designed to introduce students to typical design process, artistic impressions, and small business marketing. Upon completion of the course, a proficient student will be able to explain artistic intent, demonstrate basic fashion and craftwork applications, applied mathematics, freehand and CAD design processes, and basic business marketing and communications. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are responsible for their own sewing supplies as needed.**

TCA3000 Fashion and Artisan Design 2

Prerequisite: Credit in Fashion and Artisan Design 1

Fashion and Artisan Design 2 is the third course in the Fashion and Artisan Design program of study designed to prepare students for advanced work in the fields of fashion and craftwork and small business principles. Upon completion of the course, a proficient student will demonstrate small business concepts and produce showcase artifacts in fashion or craftwork. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are responsible for their own sewing supplies as needed.**

TCA4100 Fashion and Artisan Design Work-Based Learning

Prerequisites: Approval of current CTE/Fashion & Artisan Design instructor required.

Fashion & Artisan Design: WBL is the capstone course in the Fashion & Artisan Design program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in fashion and craftwork design. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in fashion and craftwork design, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

Digital Video Technology Program of Study (formerly Digital Media)

TCV2000 Digital Video Technology

Prerequisite: Credit in Foundations of Creative Media

Digital Video Technology is the second course in the Film & Media Production program of study designed to introduce students to the post-production process for digital film/video. Upon completion of the course, a proficient student will be able to demonstrate basic digital video and audio recording skills, video and audio uploading and editing techniques, and explain the film production process from concept to completion. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$25, funds will go towards SD cards, batteries, and other supplies.**

TCP3000 Film and Media Production

Prerequisite: Credit in Digital Video Technology

Film & Media Production is the third course in the Film & Media Production program of study designed to introduce students to industry and equipment skills used in film production. Upon completion of the course, a proficient student will demonstrate basic production plan process skills including script writing, storyboard creation, stage setting, lighting equipment and video/audio recording and production editing. A proficient student will also demonstrate basic safety knowledge and protocols that are followed throughout a production process. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$25, funds will go towards SD cards, batteries, and other supplies.**

TCP4100 Film and Media Production Work-Based Learning

Prerequisites: Approval of current CTE/Digital Video Technology instructor required.

Film & Media Production: WBL is the capstone course in the Film & Media Production program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in film and media production. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in film and media production, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce. **Lab Fee is \$25, funds will go towards SD cards, batteries, and other supplies.**

ACADEMY OF TECHNOLOGY & DESIGN

Building a Better Future



COLLEGE & CAREER ACADEMIES OF
PEARL CITY HIGH SCHOOL

Vision

Graduates of Pearl City High School's Academy of Technology and Design successfully interact in a technological environment to achieve their personal, educational, and workplace goals. As lifelong learners, they work cooperatively to create a better, sustainable society for future generations with their innovative ideas.

Mission

Pearl City High School's Academy of Technology and Design provides meaningful opportunities for all students in a dynamic learning environment which emphasizes real-world career experiences and college opportunities to create responsible, ethical, and successful global citizens.

INDUSTRIAL & ENGINEERING TECHNOLOGY					
PROGRAM OF STUDY	SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	LANGUAGE ARTS	English LA 9	English LA 10	English LA 11 or AP English Language	English LA 12 or AP English Literature
	MATH	Algebra 1 or Geometry	Geometry, MOW2, or Algebra 2	Next Level Math Course	Next Level Math Course or Global Elective
	SCIENCE	Integrated Science	Biology	Science Elective	Science Elective or Global Elective
	SOCIAL STUDIES	U.S. History	World History	Modern Hist. of HI / Part. In a Democracy	Senior Social Studies Elective
	ELECTIVE / OTHER	PE Lifetime Fitness / Health	PE Lifetime Activities / Financial Literacy	Global Elective	Global Elective
	ELECTIVE / OTHER	Global Elective	Global Elective	Global Elective	Global Elective
ARCHITECTURAL DESIGN	CTE	Foundations of Architectural Design	Architectural Design 1	Architectural Design 2	Architectural Design Work-Based Learning (WBL)
CYBER SECURITY		Foundations of Computer Systems and Technology	Networking 1	Cyber 1	Cyber Work-Based Learning (WBL)
ENGINEERING TECHNOLOGY		Foundations of Engineering Technology	Engineering Technology 1	Engineering Technology 2	Engineering Technology 3 Engineering Technology WBL
NATURAL RESOURCES		Foundations of Agriculture, Food, & Natural Resources	Natural Resources & Wildlife Management 1	Natural Resources & Wildlife Management 2	Natural Resources WBL
RESIDENTIAL & COMMERCIAL CONSTRUCTION		Foundations of Construction	Residential and Commercial Construction 1	Residential and Commercial Construction 2	Residential and Commercial WBL

**This table is for Class of 2027*

Architectural Design Program of Study

TAF1000 Foundations of Architectural Design

This introductory course is the foundation for the Architectural Design program of study. Upon successful completion of this course, students will have foundational knowledge of architectural design process, sketching and technical drawing techniques, and basic tool usages in computer-aided software. Students will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students are introduced to 3D printing/modeling software to represent design concepts. **Lab Fee is \$20, funds will go towards a notebook, 3D plastic filaments and other classroom supplies.**

TAA2000 Architectural Design 1

Prerequisite: Credit in Foundations of Architectural Design

This second-year course in the Architectural Design program of study is designed to equip students with the knowledge and skills to be successful in various fields of architecture. Upon successful completion of this course, students will have a fundamental understanding of requirements to become an architect, including urban planning, landscape design and restoration architecture, as well as compliance with applicable federal rules and regulations. Learning activities include: design, spatial visualization and techniques, sketching and use of digital tools, shape and size description, auxiliaries, rotation, pictorial drawings, computer-aided design, and the creation of two dimensional and three dimensional models for problem solution. Students continue 3D printing (plastic and liquid resin) and are introduced to 3D sculpting. Students are introduced to building information management (BIM) software, gaining experience with Autodesk Revit and Chief Architect. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$20, funds will go towards liquid resin supplies and other classroom supplies.**

TAA3000 Architectural Design 2

Prerequisite: Credit in Architectural Design 1

This third-year course in the Architectural Design program of study is designed to provide students with the opportunity to apply skills learned in previous courses and continue to strengthen their individual design process and aesthetics across a series of real-world applications. Upon successful completion of this course, students will have foundational knowledge on various types of architecture, including sustainable architecture and architectural standards for various building types as well as design constraints such as topography, site, analysis, client wishes. Instruction is designed to provide experiences with computer aided design and other industry standard tools to create solutions to real-world problems. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. While 3D printing and sculpting are continued, students are introduced to 3D scanning. **Lab Fee is \$20, funds will go towards the liquid resin supplies and other classroom supplies.**

TAA4100 Architectural Design Work-Based Learning

Prerequisites: Approval of current CTE/Architectural Design instructor required.

This capstone course in the Architectural Design program of study is intended to provide a practicum experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in architecture and architectural design. Students will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce.

Lab Fee is \$5, funds will go towards PLTW notebook.

Cybersecurity Program of Study

TIF1000 Foundations of Computer Systems and Technology

This course is part of the Industrial Engineering & Technology Cybersecurity program. Each student will need to finish the entire program in order to earn their CTE Program of Study Completion. Digitization is transforming the world every day making cybersecurity even more crucial. As more and more organizations transition to operating online, there is an increased need for data storage, transfer and accessibility by various methods. It becomes critical for students to understand the cybersecurity implications of global digital transformation.

TIF2000 Networking 1

Prerequisite: Credit in Foundations of Computer Systems and Technology

This course will cover knowledge and skills required to implement defined network architectures with basic network security. Successful students will be able to configure, maintain and troubleshoot network devices using the tools to troubleshoot and understand the features and purposes of network technologies. Students will be able to make basic solution recommendations, analyze network traffic and gain familiarity with protocols and media.

Local Area Networking prepares students to understand and apply technology concepts & processes that are the cornerstone for our Cybersecurity program. Group and individual activities engage students into creating ideas, developing innovations and engineering practical solutions. **There is a \$10 lab fee that will go towards antistatic wipes, antistatic wristbands, antistatic placemats, safety goggles and compressed air.**

TIY2000 Cyber 1

Prerequisite: Credit in Networking 1

As a cybersecurity professional, you will have a key role in helping your organization or client manage cybersecurity risks. As part of that role, it is necessary to consider the impact of digital transformation and cybersecurity risk management.

This course will apply skills from local area networking and contextualize its impact on cybersecurity. This knowledge becomes indispensable in a constantly changing digital landscape.

The course covers the fundamental knowledge and skills in cybersecurity and will develop the students' ability to examine and analyze cybersecurity for organizations. Topics include: Cybersecurity principles, cryptography basics, threats and vulnerabilities, access control and identity management, networks, application, data and host security.

TIY4100 Cyber Work-Based Learning (WBL)

Prerequisites: Approval of current CTE/Cyber instructor required.

A Capstone Project reflects the culmination of knowledge, skills, and attitudes by senior students in the Industrial and Engineering 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 seniors 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.

Engineering Technology Program of Study

Recommended Core Sequence of Courses:

SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
MATH	Algebra 1 Summer School Geometry	MOW 2	Algebra 2	Algebra 3
	Geometry	Algebra 2	Algebra 3/Pre-Calculus	AP Pre Calculus
	Algebra 2 Honors	AP Pre Calculus	AP Calculus A/B	See Counselor E-school AP Calculus B/C
SCIENCE	Integrated Science	Biology	Physics	Chemistry
	Integrated Science	Biology	Chemistry	AP Chemistry
SOCIAL STUDIES	U.S. History	World History	Modern Hist. of HI / Part. In a Democracy	Economics/American Problems

TAE1000 Foundations of Engineering Technology

This introductory course is designed to inform students about careers in engineering and serves as the foundation for the Engineering program of study. Upon successful completion of this course, students will have foundational knowledge of engineering design process, sketching and technical drawing techniques, and foundational elements to engineering and the role of math. Students will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students will also be developing problem solving and decision making skills related to impacts of society. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. Students are introduced to 3D printing/modeling software to represent design concepts. **Lab Fee is \$20, funds will go towards a notebook, 3D plastic filaments, and other classroom supplies.**

TAE2000 Engineering Technology 1

Prerequisite Credit in Foundations of Engineering Technology

This second-year course in the Engineering program of study is designed to equip students with the knowledge and skills to be successful in various fields of engineering. Upon completion of this course, a proficient student will have foundational understanding of the role of static and hydraulic in design, internal and external considerations in engineering design, and civil and mechanical engineering. Students will demonstrate technical knowledge and skills through continued technical drawing and models of varying complexity. The use of an engineering notebook will be incorporated to document their work and introduce technical writing, the use of math and science knowledge and skills throughout the course. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$30, funds will go towards project materials, VEX robotic equipment, other classroom supplies, and a program of study collared shirt (\$20).**

TAE3000 Engineering Technology 2

Prerequisite: Credit in Engineering 1 and concurrent enrollment in or completion of Algebra 2

This third-year course in the Engineering program of study is designed to provide students with the opportunity to apply skills learned in previous courses and continue to grow and strengthen their individual engineering design process. Upon successful completion of this course, students will have additional concepts of engineering, such as kinematics and kinetics, electrical, advanced drawings, and the opportunity to apply learned knowledge and skills across design projects. Students will apply their knowledge of science, engineering and math, to develop skills in problem solving, research, and design while learning strategies for design process documentation, technical writing, collaboration, and presentation. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$20, funds will go towards a notebook, VEX robotic equipment, other equipment, and classroom supplies.**

TAE4000 Engineering Technology 3

Prerequisite: Credit in Engineering 2 and concurrent enrollment in or completion of Algebra 2 and Physics

This fourth-year course in the Engineering program of study provides students with the opportunity to apply academic and technical skills learned in previous courses through individual and team projects. Upon successful completion of this course, students will have additional concepts of engineering, such as kinematics and kinetics, electrical, advanced drawings, and the opportunity to apply advanced technical drawing and engineering design techniques to civil and mechanical engineering challenges. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$20, funds will go towards VEX robotic equipment, project materials, and classroom supplies.**

TAE4100 Engineering Technology Work-Based Learning

Prerequisites: Approval of current CTE/Engineering Technology instructor required.

This capstone course in the Engineering program of study is intended to provide a practicum experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in engineering. Upon successful completion of this course, students will be able to discern multiple pathways to a career in engineering, necessary steps towards applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Students will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce. **Lab Fee is \$5, funds will go towards PLTW notebook**

Natural Resources Program of Study

TAO1000 Foundations of Agriculture, Food, & Natural Resources

This first-year course serves as the foundation course for the Natural Resources Management program of study. Upon successful completion of the course, students will have foundational knowledge of various agriculture-related, and natural resources-related career fields, as well as ecosystems, food systems, the reproduction systems of plants and animals, modern and traditional techniques for agriculture and resources management, sustainability, conservation, environmental advocacy and solutions for protecting our 'āina. Students will get hands-on experience in a variety of locations including the classroom, laboratory, on-campus and off-campus. Students will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students will have the opportunity to earn their OSHA 10 General Industry Certification. **Suggested Science Elective: Environmental Science**
Requirements: long sleeve shirt, long pants and closed toed shoes, safety glasses, face mask, and work gardening gloves. Membership in the school's FFA chapter is required. Lab Fee is \$15 (\$20 for students' membership in State & National FFA CTSO and the remainder of the funds will go to the classroom and outdoor lab supplies).

TAT2000 Natural Resources & Wildlife Management 1

Prerequisite: Credit in Foundations of Agriculture, Food, and Natural Resources

This second-year course in the Natural Resources Management program of study covers careers in natural resources and wildlife management, ecosystems, human impacts, and common practices, and Environmental Protection Laws. Students will dig a little deeper to the topics from Foundations course that focus on Natural Resources and add several topics that include: Wildlife management, invasive and endangered plants and animals, and watershed health. Students will explore and develop solutions to real-world issues that affect our communities. Students will get hands-on experience in a variety of locations including the classroom, laboratory, on-campus and off-campus. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students will have the opportunity to earn their OSHA 30 General Industry Certification.

Suggested Science Elective: Environmental Science

Requirements: long sleeve shirt, long pants and closed toed shoes, safety glasses, face mask, and work/ gardening gloves. Lab Fee is \$20 (\$11 for students' membership in State & National FFA CTSO and the remainder of the funds will go to the classroom and outdoor lab supplies).

TAT3000 Natural Resources & Wildlife Management 2

Prerequisite: Credit in Natural Resources & Wildlife Management 1

This third-year course in the Natural Resources Management program of study continues to build on the topics from Wildlife Management 1 and adds an introduction into Global Information Systems. Students will start to develop their own special interest projects that they will continue throughout the remainder of the program. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Suggested Science Elective: Environmental Science**

Requirements: long sleeve shirt, long pants and closed toed shoes, safety glasses, face mask, and work/ gardening gloves
Lab Fee is \$20 (\$11 for students' membership in State & National FFA CTSO and the remainder of the funds will go to the classroom and outdoor lab supplies).

TAH4100 Natural Resources Management Work-Based Learning

Prerequisites: Approval of current CTE/Natural Resources & Wildlife Management instructor required.

This capstone course in the Natural Resources program of study is intended to provide a practicum experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in natural resources. Upon successful completion of this course, students will be able to discern multiple pathways to a career in natural resources, necessary steps towards applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Students will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce. **Lab Fee is \$20 (\$11 for students' membership in State & National FFA CTSO and the remainder of the funds will go to the classroom and outdoor lab supplies).**

Residential and Commercial Construction Program of Study

TCF1000 Foundations in Construction

This first-year course serves as the foundation for the Residential & Commercial Construction and Mechanical, Electrical, and Plumbing (MEP) Systems program of study. Students will be able to employ tools safely, explain building systems and materials, and interpret basic construction drawings to complete projects, demonstrating proper measurements, and application of mathematical concepts. Students will learn to read and understand drawing plans to construct required projects, and will develop, design, and construct a wood project for personal use. Students are required to wear provided safety glasses. Students will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Covered shoes required. Lab Fee is \$15, funds will go towards building materials and other classroom supplies.**

TCR2000 Residential and Commercial Construction 1

Prerequisite: Credit in Foundations in Construction.

This second-year course in the Residential and Commercial Construction program of study will help students develop an understanding of the different phases of a construction project from start to finish. The main course of study includes classroom and shop or field site experiences that deal with erecting, installation, maintenance or repair of building and structures using assorted materials such as metal, wood, concrete, or composition products. Instructions are provided in various skill activities such as cutting, fitting, fastening and finishing various materials. Learning experiences will also involve use of a variety of hand tools and portable power tools, blueprint reading, scale model building and field projects. Upon successful completion of this course, students will be able to demonstrate knowledge and skills in the early phases of building construction, including site layout, concrete and floor to ceiling systems. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$15, funds will go towards building materials and other classroom supplies. Covered shoes required.**

TCR3000 Residential and Commercial Construction 2

Prerequisite: Credit in Residential and Commercial Construction 1

This third-year course in the Residential and Commercial Construction program of study is designed to allow students to develop an understanding of the different phases of a construction project from start to finish. Upon successful completion of this course, students will be able to demonstrate knowledge and skills in the later phases of building construction, including roofing systems, exterior finishing, stair framing systems, masonry systems, and MEP systems. Students will be able to perform masonry work, frame roofs, install shingles on roofs, apply exterior finishes, and build and install stairs, while safely employing tools and interpreting construction drawings to complete projects. Students will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Lab Fee is \$15, funds will go towards building materials and other classroom supplies. Covered shoes required.**

TCR4100 Residential and Commercial Construction Work-Based Learning

Prerequisites: Approval of current CTE/Residential & Commercial Construction instructor required.

This capstone course in the Residential & Commercial Construction program of study is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in construction and construction management. Upon successful completion of this course, students will be able to discern multiple pathways to a career in construction, necessary steps towards applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Students will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce. **Lab Fee is \$15, funds will go towards building materials and other classroom supplies. Covered shoes required.**

Global Electives

EXS1400/EXS1500 Computer Science A/B

Global Elective, Grades 10 - 12

Computer Science A/B will utilize Code.org Computer Science Discoveries Curriculum.

The first semester of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. The second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways.

ECS9800 AP Computer Science Principles

Prerequisite: Credit in Computer Science A/B and instructor approval (Mr. Ordonez, Room D205)

Global Elective, Grades 10 – 12

This is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

CORE COURSES & GLOBAL ELECTIVES

ENGLISH LANGUAGE ARTS

The Common Core State Standards (CCSS) four standards of English Language Arts — reading, writing, speaking & listening, and language — will be integrated into each course to provide students with a balanced English program. All students must meet all minimum requirements (reading, writing, speaking & listening, and language) set for each section before being promoted to the next English phase.

The department will continue to group students homogeneously (when appropriate and/or available) in Advanced Placement (AP) and Honors, and Reading Lab sections (the Reading Labs are for grades 11 and 12 only and if available). The student's present English teacher will determine the level placement for the next English phase. If a student or parent does not concur with the teacher's assessment, the student must undergo a re-evaluation during a specified period. If a student fails to be reassessed during this designated time, the student must abide by the teacher's original placement. **Students are required to purchase their own workbooks, composition tablets, and other supplemental readings.**

The English department strongly discourages students from taking English during the summer for enrichment or advancement reasons. As a summer offering, English is primarily a remedial course.

ENGLISH LANGUAGE ARTS 1 (LCY1010) – Required Grade 9

This course stresses an understanding of various forms of texts. In addition, writing skills will be developed with assignments that require writing for a particular purpose and audience. A more mature writing style will also be encouraged through a study of language structure and techniques in generating and combining sentences. One formal speech is required.

ENGLISH LANGUAGE ARTS 2 (LCY2010) – Required Grade 10

The primary focus for 10th grade English is **Cultural Literacy**. Through the exposure of diverse literature, the students will attempt to gain multiple perspectives and an appreciation for cultural understanding and awareness through the recognition of literature as a reflection of beliefs, values and traditions. Along with the exposure to this type of literature, the students will also focus on continuing to increase their knowledge of literary elements, vocabulary, grammar, research, writing, and oral communication skills. ELA 2 is both a lot faster paced and contains more rigorous coursework than ninth grade.

Therefore, the students will be encouraged and expected to manage their time more wisely, maintain an organizational system for their assignments, and put more effort into this course.

ENGLISH LANGUAGE ARTS 3 (LCY3010) – Required Grade 11

This course provides a balanced program of reading, writing, and oral communication. All of the eleventh-grade benchmarks are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Selections are not restricted to British and American authors and include the writings of minorities and other cultures. The study of language includes both the description of language and its role in communication as well as the construction of meaning.

ADVANCED PLACEMENT (AP) ENGLISH: LANGUAGE AND COMPOSITION (LAY6010)

This course engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, in becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

ENGLISH LANGUAGE ARTS 4 (LCY4010)

This course stresses selections from British literature including Beowulf, Chaucer, Shakespeare, Milton, the 16th-18th century writers, the Romantics, Victorians, and moderns. Relevant terminology (imagery, symbolism, tone, style, etc.) will be covered. Essays that analyze the structure of literary works and literary elements will be written. This course includes objectives of English Language Arts 3.

ADVANCED PLACEMENT (AP) ENGLISH: LITERATURE AND COMPOSITION (LAY6100)

This course engages students in the careful reading and critical analysis of literary texts. All language arts benchmarks are addressed in this course. Students read representative works from various genres and periods, concentrating on works of recognized literary merit. In discussions and in their writing, students' experience, interpret, and evaluate what they have read. Readings include but are not limited to the following: *Hamlet*, *The Canterbury Tales*, *Paradise Lost*, *Moby Dick*, and *A Portrait of an Artist as a Young Man*. They will learn to use modes of discourse and to recognize the assumptions underlying rhetorical strategies. Through discussing, listening, reading, but chiefly through the experience of their own writing, students will become more aware of language. Students will pay for supplemental reading and all field trips.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

ENGLISH GLOBAL ELECTIVES

The following courses are English electives and may NOT be used for English credit requirement.

BEGINNING ACTING (FTA1300)

This introductory course emphasizes the development of the students' ability to express themselves freely, the establishment of personal criteria for critical evaluation of drama activities, and the exposure to the theater through the study of various phases of play production. The latter portion of the class focuses on creative dramatics, improvisations, performance of short scenes, playwriting, and singing.

INTERMEDIATE ACTING (FTA2000)

Body and vocal exercises are continued with emphasis on some basic acting principles. Stage business and movement, pointers on characterizations, interpretation and analysis of roles, and vocal and emotional projection are taught. Students are given opportunities for practice, guidance, and training in these areas and perform in directed class scenes. Exercises in sensory awareness and concentration are also continued. The course further emphasizes learning discipline and concentration in the art of acting. Work in freeing the body and vocal projection is continued with more intensive work on special acting techniques. Timing and pacing are studied and practiced through improvisations and performing scenes from various plays. Character, line, and play analysis are integral parts of this course. Students are expected to try out for school and community plays. **Prerequisite: Credit in Beginning Acting**

ADVANCED ACTING (FTA3000)

This course emphasizes learning discipline and concentration in the art of acting. Work in freeing the body and vocal projection are continued with more intensive work on special acting techniques. Characterization; physical, vocal, and emotional projections; timing; and pacing are studied and practiced through improvisations and performing scenes from various plays. Character, line, and play analysis are integral parts of this course. Students are expected to audition for school and community plays. **Prerequisite: Credit in Intermediate Acting**

YEARBOOK PRODUCTION 1, 2 (XYY8610, XYY8630) – Prerequisite: Instructor approval (Ms. S. Velligas, K201)

Students will assume specific responsibilities based on interests and performance. Work will involve planning, designing layouts & cover, identifying and developing a theme, planning the sales campaign, and distribution. Computer skills will be utilized for record keeping and data entry, as well as for word processing and layout design using online software. Some after school, weekend, and holiday work is involved. Students must have the yearbook instructor's approval.

YEARBOOK PRODUCTION 3, 4 (XYY8650, XYY8670) – Prerequisite: Instructor approval (Ms. S. Velligas, K201)

Students will plan, schedule, and supervise other students. They will edit and check the final material to be submitted to the plant. Students must have the yearbook instructor's approval.

ENGLISH LEARNER (EL) ELECTIVES

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1A/1B (NEI1020J/NEI1025J)

0.5/0.5 credit, Grades 9-12

In this beginning-level course, non-native English speakers will improve basic interpersonal communication skills (BICS). Content will focus on reading, writing, speaking, and listening skills that will improve the students' ability to communicate in English. Content will also focus on cognitive academic language proficiency (CALP). Specific attention will be given to oral language proficiency, and reading and writing in English, specifically decoding strategies and comprehension skills. Students will be placed in this course based on EL Coordinator recommendation, WIDA Access scores, or ICY status.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 2A/2B (NEI1030J/NEI1035J)

0.5/0.5 credit, Grades 9-12

In this middle-level course, non-native English speakers will improve their basic interpersonal communication skills (BICS). Content will focus on reading, writing, speaking, and listening skills that will improve the students' ability to communicate in English. Content will also focus on cognitive academic language proficiency (CALP).

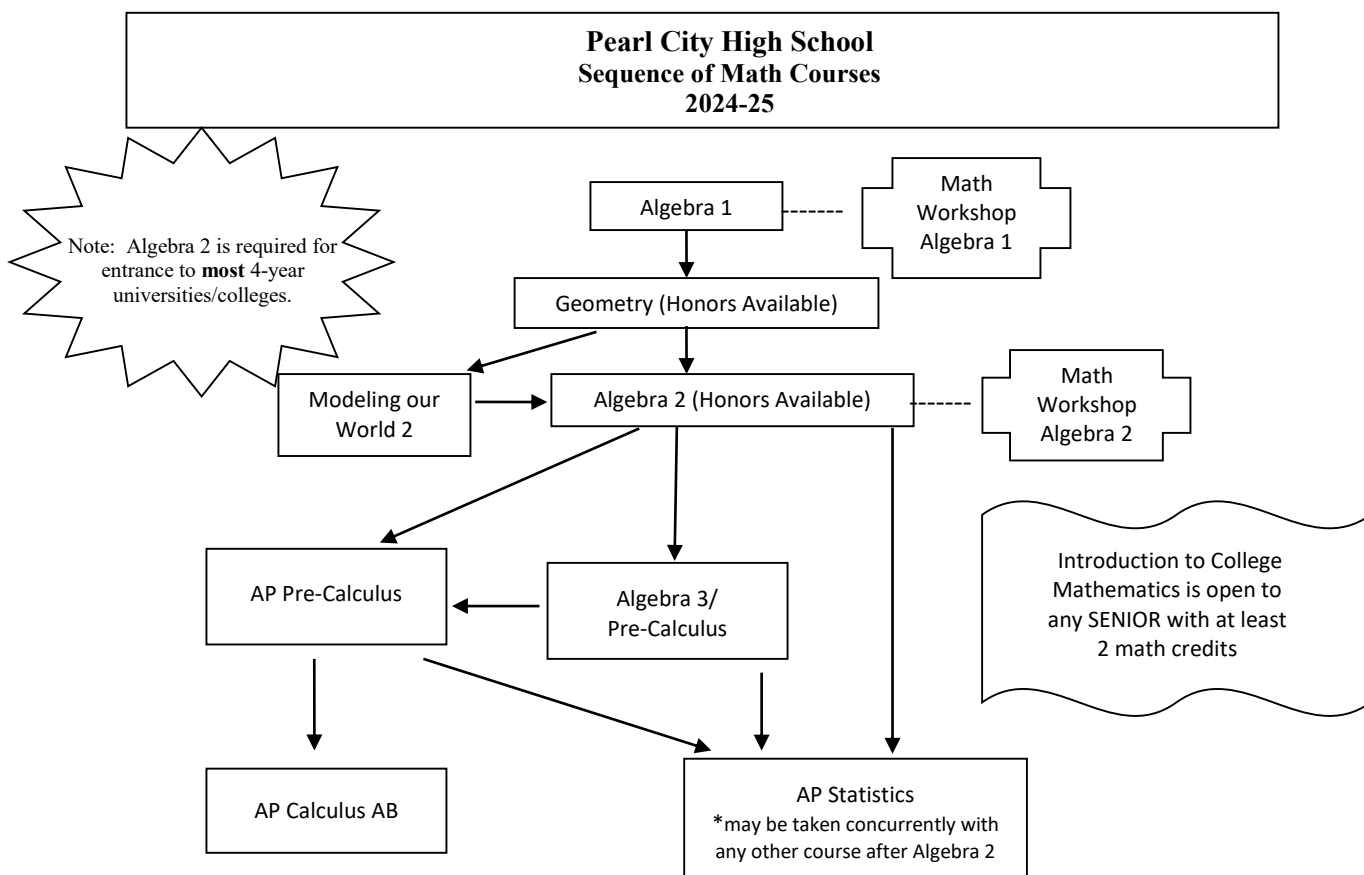
Specific focus will be on reading and writing in English; special attention will be given to English grammar, defining words in the context of a larger text, and recognizing auditory cues in spoken English language. Students will also be exposed to more complex text and speaking opportunities. Students will use their core-content classes as a baseline for developing specific content-related vocabulary and academic language. This course will also address nuanced English language such as humor, idioms, and analogies. Students will be placed in this course based on EL Coordinator and teacher recommendation. Students interested in this course can inquire with Ms. Kalika Ayin in room D202.

MATHEMATICS

*****ALL math courses require approval from the current math teacher.*****

PCHS has a variety of offerings in mathematics to aid students in gaining their three math credits required for graduation. The flowchart below details the sequence of courses that students may take to gain these credits. Students who are not presently enrolled in a math course are to see the Math Department Chairperson in D204 and all others should consult with their current math teacher to choose a course of study that will best meet their needs. Also, students should follow up with colleges to determine which courses above Algebra 2 are considered to be higher level math courses.

> The Mathematics Department strongly discourages students from taking Algebra 1 or Algebra 2 during the summer for advancement. Algebra 1 and Algebra 2 are offered during the summer for those who have failed during the regular school year. <



ALGEBRA 1 (MAX1155)

Content of this course focuses on modeling with functions, linear functions, quadratic functions, solving equations and inequalities in two variables (including systems of equations), and analyzing bivariate data to identify and explain apparent relationships. Learning opportunities will support students to understand and describe symbolic, graphical, numeric (tabular) and verbal representations of important mathematical ideas. Conceptual understanding, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course. All Algebra 1 students are required to take the state End-Of-Course Exam that will be worth 15 percent of the student's final grade. (Recommendation Guidelines: credit in 8th Grade Math)

MATHEMATICS WORKSHOP – ALGEBRA 1 (MSW1009A/MSW1009B)

This course is designed for students that struggle in math and need extra support to strengthen their understanding of concepts in Algebra 1. (Recommendation Guidelines: Taken concurrently with Algebra 1)

→ This course is an ELECTIVE credit and NOT a math credit! ←

GEOMETRY (MGX1150)

Recommendation Guideline: credit in Algebra 1

This course emphasizes the understanding and use of relationships among points, lines, and figures. These include properties of various figures; relations among lines such as parallelism, intersections, concurrence and perpendicularity; and relations among figures such as congruence, similarity, symmetry and rigid motions. This course also includes deductive reasoning, right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three-dimensional figures, coordinate geometry, and transformations. A compass, ruler, and protractor are required. Students are encouraged to use a scientific calculator; TI-30 series is recommended.

MODELING OUR WORLD 2 (MAX1180)

Recommendation Guidelines: credit in Algebra 1 and Geometry

In this course, students build mathematical models of real-world applications, using a functions approach that imparts a deeper grasp of the concepts and enables them to see their world from a mathematical perspective. In doing so, they will also reinforce their algebra and geometry skills. For students that leave Algebra 1 with an unstable foundation in algebraic thinking, this reinforcement helps to clarify their mathematical understanding and empowers them for success in Algebra 2.

ALGEBRA 2 (MAX1200)

Recommendation Guidelines: B or higher in Algebra 1, C or higher in Geometry, and approval from current math teacher.

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, and permutations and combinations. All Algebra 2 students are required to take the state End-Of-Course Exam that will be worth 15 percent of the student's final grade. Students are encouraged to use a scientific calculator; TI-30 series is recommended.

MATHEMATICS WORKSHOP – ALGEBRA 2 (MSW1011A/MSW1011B)

This course is designed for students that struggle in math and need extra support to strengthen their understanding of concepts in Algebra 2. (Recommendation Guidelines: Taken concurrently with Algebra 2)

➔ **This course is an ELECTIVE credit and NOT a math credit!** ←

AP STATISTICS (MCX1050)

Recommendation Guidelines: credit in Algebra 1, Geometry, and Algebra 2; may be taken concurrently with any other math course after Algebra 2. AP Statistics introduces 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. AP Statistics is a separate branch of mathematics that is different from Geometry with minimal Algebra. AP Stats is not a typical math class; it has mostly word problems with an emphasis on data comprehension, analysis, and application and less on solving equations. There is more reading, memorization, and writing in the course. A graphing calculator is required; Texas Instruments TI-83 or TI-84 is highly recommended.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

INTRODUCTION TO COLLEGE MATHEMATICS (MIC1200)

This course prepares students for any non-STEM college level math. Introduction to College Mathematics will focus upon topics from the Algebra, Functions, Geometry and Statistics domains of the Common Core State Standards with an emphasis on mathematical modeling and quantitative reasoning. Students will extend their understanding of high school mathematics concepts and apply that understanding in real-world problem solving situations and in purely mathematical contexts. (Recommendation Guidelines: This course is open to any senior with at least two math credits)

ALGEBRA 3 / PRE-CALCULUS (MAX1310/MCX1020)

Recommendation Guidelines: credit in Algebra 1, Geometry, and Algebra 2

This course is designed to strengthen algebraic concepts and skills from Algebra 2 and incorporates the appropriate use of technology. Content includes linear, polynomial, power, rational, exponential, logistic, logarithmic, trigonometric, parametric, and polar functions. Other topics include inequalities, modeling, real and complex numbers, vectors, and matrices. Students are expected to acquire and use a graphing calculator (TI-83 Plus or TI-84) throughout the course.

AP PRECALCULUS (MCA1030)

Recommendation Guidelines: A in Algebra 2 and approval from current math teacher

AP Precalculus centers on functions modeling dynamic phenomena. Students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science and data science. It is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses. Modeling is a central instructional theme for the course and includes formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), with the application of the function type to a variety of contexts. This course includes the study of Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, vectors and Matrices. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

ADVANCED PLACEMENT (AP) CALCULUS AB (MCA1040)

Recommendation Guidelines: credit in Trigonometry/Analytic Geometry

This course is an AP Calculus course that is comparable to one semester of a college-level course in differential and integral calculus. Students are expected to have strong backgrounds in Algebra, Geometry and Trigonometry. Topics include those recommended by the AP program of the College Board and elementary functions. A graphing calculator (TI-84) is required.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

For Seniors interested in pursuing a STEM Honors Recognition Certificate:

XAT1000 STEM Capstone, grade 12

This course (or an approved WBL CTE course – see page 12) is required for students interested in pursuing a STEM Honors certificate. STEM Capstone is self-directed and project-based. Students are expected to demonstrate skilled or masterful levels for all STEM Competencies as they address the following major outcomes for the course:

Research: Conduct research to reflect upon and determine a project to address a specific community need.

Design: Design, build, test, refine, and deliver a solution to address the need.

Reflection: Engage in ongoing reflection throughout all levels of the project design and its impacts on the local and global community.

Technology: Learn to use technologies with the aid of online self-guided tutorials, student mentoring, and/or professional assistance arranged by the course facilitator. Accessible technology may include, but is not limited to; probe-ware, biotechnology, bio-agricultural systems, computer-aided design, 3-D modeling, architectural design, animation, games design, surveying and mapping (GPS), Geographic Information Systems, programming, database applications, web page design, digital photo and video editing.

Career Skills: Acquire career-building skills. Skills include reflection on and integration of personal values with career interests, strategic resume development, and enhancing job search capability.

Project-based learning experiences will specifically address skills with STEM fields. Successful projects will integrate the practice and development of specific skills from all four areas -- Science, Technology, Engineering Design, and Mathematics. STEM Capstone projects will address all four areas of STEM and will directly reflect meet or exceed levels of all STEM Competencies.

SCIENCE

The Pearl City High School Science Department offers students the opportunity to learn how to use the scientific process to acquire, integrate, extend, and apply scientific knowledge to a wide array of fields. Students learn how to identify problems, ask questions, perform experiments, analyze data, think critically, and draw conclusions. Students are provided the opportunity to develop an understanding of the basic concepts of physical and life sciences in our college-preparatory program.

While three credits are required of all students for graduation, the Science Department strongly recommends that students take four credits of science coursework. To meet the wide range of abilities and interests of Pearl City High School students, the department offers Advanced Placement courses, as well as essential courses that emphasize an investigative approach with a lesser mathematical emphasis.

INTEGRATED SCIENCE (SAH2003), Grade 9 Required

This is an introductory high school science course focused on scientific inquiry and practices, with a specific focus on preparing students for future high school science courses. Students will be provided with extended opportunities to study issues, topics, and themes in greater depth including, but not limited to, Life and Environmental Sciences, Physical Science, and Earth and Space Sciences.

BIOLOGY (SLH2203), GRADE 10 Required

The curriculum for this course is based on incorporating themes and skills from the Next Generation Science Standards (NGSS). The goal of this course is to place emphasis on 21st century skills of phenomena based learning, critical thinking, collaboration, and problem solving. Application of these skills will be integrated with Biology content which is the study of life ranging from the microscopic level of DNA, genes, and cells to the wide diversity of plants and animals that inhabit the planet. The focus of Biology will be to understand the complexities of the various hierarchies of life, as well as find the unifying patterns and functions that tie them together. Students are expected to take an End of Course Exam aligned with the standards and practices of NGSS. This course is a requirement for graduation.

AP BIOLOGY (SLH8003), Grade 10-12 - Satisfies Biology graduation requirement

Prerequisites: Completion of Integrated Science with B or better and approval of J. Stoerger (A-201).

AP Biology is for the highly motivated student with a strong interest in the rapidly changing field of Biology. AP Biology offers the foundational knowledge, lab and inquiry experience of an introductory college-level Biology course. This course has been redesigned to meet the College Board curricular requirements, which emphasize the Four Big Ideas – Evolution, Cellular Processes, Genetics and Information Transfer, and Ecology. **A scientific calculator is required.**

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

CHEMISTRY (SPH3503), Grade 10, 11 or 12

Prerequisites: Completion of Integrated Science and Algebra 1 with a C or better and approval of current science instructor.

This is a college-preparatory course designed to develop basic concepts of chemistry through coursework and laboratory investigations. The course uses qualitative and quantitative study to explore chemistry theories and concepts. Topics include, but are not limited to atomic theory, chemical reactions, chemical bonding, properties of gasses, kinetic theory, thermodynamics, acids/bases, and equilibrium. **A scientific calculator is required.**

AP CHEMISTRY (SPH5003), Grade 12

Prerequisites: Completion of Chemistry with B or better and approval of A. Ferro (L-402).

This course is an equivalent of the general chemistry course usually taken during the first college year and helps to prepare students for the AP exam. The laboratory experience is equivalent to that of a typical college-level course in chemistry.

Emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and independent study. Concepts and principles studied in depth include atomic theory and structure, chemical bonding, nuclear chemistry, gasses, liquids and solids, solutions, stoichiometry, reaction types, equilibrium, kinetics, thermodynamic relations, and chemical calculations.

AP CHEMISTRY (continued)

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

PHYSICS (SPH5603), **Grade 11 or 12**

Prerequisites: Completion of Integrated Science and Algebra 1 with a C or better & approval of current science instructor.

This is a college-preparatory course designed to develop basic concepts of physics through coursework and laboratory investigations. The course involves the study of major concepts and laws of physics, and provides the students with a foundation for understanding at a conceptual level, the natural phenomena, and technological devices encountered in everyday experience. Physics will include a study of Newton's Laws, momentum and energy, the structure of matter, thermodynamics, wave motion, electromagnetism, light, relativity, and the quantum nature of the atomic and subatomic world. **A scientific calculator is required.**

AP PHYSICS 1: ALG-BASED (SPH7505), **Grade 12**

Prerequisites: Completion of Algebra 2 with B or better, OR completion of Physics with B or better and approval of J. Holtzmann (L-401)

This course is an algebra-based, college level physics course that explores topics such as Kinematics, Circular Motion, Gravitation, Energy, Momentum, Simple Harmonic Motion, Torque and Rotational Motion. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students should be proficient in Geometry and Algebra II. Completion of summer homework is required. **A scientific calculator is required.**

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

MARINE SCIENCE (SEH2503), **Grade 10, 11, or 12**

Marine Science is a course that will provide a foundation in oceanography and marine biology. The science of understanding Earth's oceans integrates basic scientific concepts and principles of geography, geology, chemistry, physics and biology.

Lesson topics include formation of Earth and its oceans, plate tectonics, distribution of sediments, properties of seawater, ocean currents, marine ecology/habitats and environmental issues.

ENVIRONMENTAL SCIENCE (SIH3603), **Grade 10, 11, or 12**

This course is dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. The course examines the scientific principles behind natural phenomena, resource cycles and our impact on those natural cycles, and potential solutions for the resulting consequences of resource mismanagement and exploitation. It integrates major topics in earth and life sciences to make sense of natural phenomena, using local and global current events. Topics include: Ecosystems, Human Impact on Environment and its systems, Resources and Energy Cycling, Climate Change, and local issues affecting our islands. Students will investigate solutions to mitigate negative human impacts on our environment and design solutions to complex real-world problems. Concepts can be explored through inquiry based laboratory exercises and environmental assessment techniques.

HUMAN PHYSIOLOGY/ADV HEALTH SERVICES (SLH7503), **Grade 10, 11 or 12**

Prerequisites: Completion of Biology with C or better and approval of current science instructor and J. Morton (A-202).

This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Course content will include biochemistry, neural and hormonal homeostatic control mechanisms, as well as study of the musculoskeletal, circulatory, respiratory, digestive, urinary, lymphatic, integumentary, reproductive, and endocrine organ systems.

For Seniors interested in pursuing a STEM Honors Recognition Certificate, see page 41

SOCIAL STUDIES

- Grade 9: U.S. History & Government
- Grade 10: World History and Culture
- Grade 11: Modern History of Hawaii/Participation in Democracy
- Grade 12: Psychology/Sociology
Economics/American Problems
Anthropology/Geography
Hawaiian Studies/Pacific Island Cultures
AP Psychology
AP World History: Modern

US HISTORY AND GOVERNMENT (CHU1100)

This course is a study of the historical development of the U.S. focusing on the people and events that have shaped the growth of the nation. Topics include immigration, urbanization, Progressivism, Imperialism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. **Grade 9.**

WORLD HISTORY AND CULTURE (CHW1100)

This course is a study of the historical development of the world focusing on major western civilizations and selected cultures from around the world that have contributed to the development of modern cultures. **Grade 10.**

PARTICIPATION IN A DEMOCRACY/MODERN HAWAIIAN HISTORY (CGU1100/CHR1100)

This course integrates the study of the history of modern Hawaii with the study of American government and the citizen's role in the democratic process. The emphasis will be on the process of government, how it is related to the social, economic, physical environment and the rights, responsibilities and roles of a citizen. This course is a Social Studies graduation requirement.

Grade 11.

ANTHROPOLOGY (CSD2400)

Anthropology covers the approaches to studying mankind, gathering evidence, genetics and evolution, the emergence of primates up to modern humans, as well as early development of culture and civilization.

GEOGRAPHY (CSD2100)

A study of physical and cultural geography. It emphasizes how the natural environment is related to and affects people and society. Particular attention is focused upon the role and importance of Geography in present world community affairs.

ECONOMICS (CSD2500)

This course develops the economic concepts and analytical tools necessary to understand the major economic problems confronting individuals, the nation and the world today. It emphasizes a way of thinking about economic issues using relevant factual and institutional information and applying these to understand significant problems. Students will see how economic principles affect their current and future lives. Students will participate in a Junior Achievement Applied Economics program. A school-to-work/career theme is included.

AMERICAN PROBLEMS (CGU2200)

American Problems focuses on selected issues and problems affecting American society in contemporary times. The course emphasizes problem solving and decision making. Topics include, but are not limited to, global warming, stem cell research, bankruptcy, and America's political and economic involvement around the world. Students will investigate topics that interest them within the scope of problems facing our country and its citizens.

PSYCHOLOGY (CSD2200)

This is a study of behavior to help students gain insight into the behavior of other individuals and groups, as well as to equip them to effectively understand their behavior. Some topics covered are: history of psychology, research methods, learning, psychological disorders and therapies.

SOCIOLOGY (CSD2100)

Sociology is the scientific study of human society and social behavior. Some topics covered are: social organization, sociologist perspectives, cultural diversity, socializing the individual, deviance and social control, racial and ethnic relations, gender, age and health.

HAWAIIAN STUDIES (CER2200)

A study of the Hawaiian people and the unique contributions made by them to the culture of contemporary Hawaii. Attention is focused on an in-depth study of the origins of the Hawaiian people and the culture of the ancient Hawaiians. This course must be taken with Pacific Island Cultures and is open to seniors.

PACIFIC ISLAND CULTURES (CER2300)

This course is designed to offer students insight into the rich heritage of the Pacific Islander. To instill realistic pride, the course introduces the cultural aspects through its history, language, music and arts. This course must be taken with Hawaiian Studies and is open to seniors.

AP PSYCHOLOGY (CSA2500)**Prerequisite: AP instructor approval (Mr. Tsutsui, M202)**

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.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

AP WORLD HISTORY: MODERN (CHA6300)**Prerequisite: AP instructor approval (Ms. Beauchamp, B407)**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connects; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organizations, and technology and innovation.

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

HEALTH & PHYSICAL EDUCATION

- Create your cutting edge to looking good and feeling good!
- Formulate your foundation to Career and College readiness.
- Experience practical, real life applications of knowledge and skills with fun and challenging projects.
- Choose your direction and degree of challenge.

GRADUATION REQUIREMENTS

HEALTH TODAY AND TOMORROW, (HLE1000), 1 semester – REQUIRED for Graduation

Course covers understanding concepts of making proper choices in addressing Risky Behaviors, Decision-Making and Problem, Accessing Information, Internal and External Influences, Advocacy, Self-Management, Interpersonal Communication, HCPSIII HEALTH Standards. Students in this course develop and practice skills that will promote and protect the health of self and others. Students engage in in-depth discussion and exploration of current issues and health trends for teens.

Grade 9, paired with PE Lifetime Fitness.

PHYSICAL EDUCATION LIFETIME FITNESS (PEP1005), 1 semester - REQUIRED for Graduation

Course focuses on developing health-related personal fitness by exposing students to a wide variety of fitness sources and modalities. Course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in fitness and wellness. Course meets HCPS III Physical Education Standards and Benchmarks. **Grade 9, paired with Health Today and Tomorrow.**

PHYSICAL EDUCATION LIFETIME ACTIVITIES (PEP1010), semester course - REQUIRED for Graduation

Course develops and strengthens skill-related physical movement forms, concepts, and principles through a variety of fitness and sports experiences. Course should empower learner to actualize a vision of themselves as competent movers with activity and skills-related fitness, knowledge, and desire to become life-long participants in sports or skill related fitness and wellness. Course meets HCPS III Physical Education Standards and Benchmarks. **Grade 10, paired with Financial Literacy – see p. 54.**

PHYSICAL EDUCATION GLOBAL ELECTIVES

WEIGHT & RESISTANCE TRAINING 1A/1B (PWP 1210/1220), semester courses

WEIGHT & RESISTANCE TRAINING 2A/2B (PWP 1230/1240), semester courses

Prerequisites: must pass Weight Training 1A/1B with a “C” or better for Weight Training 2A/2B. (Grade 10-12)

Course is designed to emphasize safety, etiquette, body mechanics in movement forms, concepts, and principles through basic skills in weight and resistance training. Course meets HCPS III Physical Education Standards and Benchmarks.

Projects align to Career Pathways and College readiness. Course does not fulfill Physical Education graduation requirement.

PHYSICAL FITNESS FOR LIFE 1A/1B (PFP1310/1320), semester courses

PHYSICAL FITNESS FOR LIFE 2A/2B (PFP1330/1340), semester courses

Prerequisite: Instructor approval (K. Bicoy, F102/103) required (Grades 11-12)

Course designed to emphasize higher level fitness and strength development in Health and Skill-related Fitness. Course is project-based, emphasizing leadership and uses dynamic body weight as well and resistance training modalities. Pre- requisite: Completed Physical Education Lifetime Fitness requirement for graduation. Recommended: Completion of Weight and Resistance Training, 1A1B.

TEAM SPORTS 1 / TEAM SPORTS 2 (PTP 1640/1650), semester courses

Course is designed to strengthen physical movement forms, concepts, principles, and skills through participation and applications in a variety of team sports. Course meets HCPS III Physical Education Standards. Projects align to Career Path of Public and Human Services, however, course open to students of all academies. Course does not fulfill Physical Education graduation requirement. (Grade 9-12)

RECREATIONAL LEADERSHIP / TEAM SPORTS 3 (PLP 1710/PTP1660), semester courses

Prerequisite: Instructor approval (Mr. M. Pang, BLR)

Course looking for enthusiastic students wanting hands on opportunity in Public and Human Services Career Pathways project applications. (Course open to students of all academies.) Project applications involve: Organizing Sport Activities, Coaching, Officiating, Sport Management, Event Coordination, Sport Skill Workshops and clinics, Wellness Advocacy. (Grade 10-12)

BODY CONDITIONING 1A/1B (PBP1110/PBP1120), semester courses

BODY CONDITIONING 2A/2B (PBP1130/PBP1140), semester courses

Prerequisites: Passing grade for PE Lifetime Fitness and instructor approval (K. Bicoy F102/103)

Recommended: Weight Training 1A/1B

Course designed for varsity athletes and students exploring careers in sports conditioning and sports medicine. Course includes strategies to improve body condition, pre-habilitation, on-season, post-season, off-season training. Students will be introduced to sports psychology, rehabilitative exercise, massage therapy, athletic training and other related careers.

FINE ARTS

All Fine Arts courses are Global Electives.

The Art Department offers unique opportunities for all students interested in exercising their imagination and problem solving skills. Students interested in a career in art can take a sequence of courses. People who enjoy using their unique way of thinking find the arts appealing and useful in all areas of life.

Photography 1 (FVP1000)

This is a beginning course to photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, film processing, contact printing, and enlarging. Darkroom safety procedures are also introduced. This course focuses on Visual Arts Content Standards 1, 5, and 6, while integrating other Fine Arts Standards. Students must have their own 35mm point and shoot film camera and digital camera. **Course lab fee of \$40.00 is required for all students (includes photographic paper and film).**

Photography 2 (FVP2000)

Prerequisites: Credit in Photography 1 and teacher approval required.

This is an intermediate course covering advanced exposure techniques involving measured and controlled light and time, the use of filters, and film development for specific requirements. Individual projects include experiences in print toning, architectural compositions, and photo for news coverage. Techniques using a SLR/DSLR camera will be covered. This course will introduce the use of digital imaging techniques and strategies. **Course lab fee of \$40.00 is required for all students (includes photographic paper and film).**

Photography 3 (FVP3000)

Prerequisites: Credit in Photography 1, Photography 2 and teacher approval required.

This is an advanced course that further develops skills and techniques learned in Photography I and II and offers new ideas and techniques utilized in contemporary photography. It is designed to emphasize the use of imaging processes as creative and vital forms of visual communication. Individualized studies will stress experimentation and research in specialized areas of interest such as multimedia presentations. Development of a portfolio of images is strongly encouraged. The instructor is to select Visual Arts Standards appropriate for the student, while integrating other Fine Arts Standards. **Course lab fee of \$40.00 is required for all students (includes photographic paper and film).**

Directed Study in Art Problems (FVP1000P)

Prerequisite: Teacher approval required

This is a course designed for art students wishing to pursue a degree/career in the visual arts. Opportunity is provided for in-depth study in a selected mode of expression. The student will be required to produce a portfolio of work. **Course lab fee of \$40.00 is required for all students (includes photographic paper and film).**

Drawing & Painting 1 (FVQ1000)

In this introductory course students explore a variety of media such as pencil, pastel, charcoal, watercolor, and acrylics with an emphasis on drawing, painting, and design. The study of art history and artists will provide a foundation for students to discuss and evaluate their own work in a supportive atmosphere. **Course fee of \$20.00 is required for all students.**

Drawing & Painting 2 (FVQ2000)**Prerequisite: Credit in Drawing & Painting 1**

This intermediate course offers students the opportunity to expand on previously learned skills. Students are encouraged to develop thematic concepts for their work. **Teacher approval required. Course fee of \$20.00 is required for all students.**

Drawing & Painting 3 (FVQ3000)**Prerequisite: Credit in Drawing & Painting 2**

This advanced course offers students the opportunity to self-direct their studies in the field of drawing and painting to expand on previously learned skills. Students are encouraged to take risks with materials, develop thematic concepts for their work, and to self-assess their work. **Teacher approval required. Course fee of \$20.00 is required for all students.**

Directed Study in Art Problems (FVD1000AA)**Prerequisite: Teacher approval required**

This is a course designed for art students wishing to pursue a degree/career in the visual arts. Opportunity is provided for in-depth study in a selected mode of expression. The student will be required to produce a portfolio of work. **Course fee of \$20.00 is required for all students.**

Ceramics 1 (FVL1000)

This is an introductory course that presents clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving coil, slab, and free form modeling are explored. Glazing techniques and other methods of surface decoration are introduced. **Course fee of \$20.00 is required for all students.**

Ceramics 2 (FVL2000)**Prerequisite: Credit in Ceramics 1**

This intermediate course offers students the opportunity to expand on previously learned skills. Students are encouraged to develop thematic concepts for their work and to self-assess their work. **Teacher approval required. Course fee of \$20.00 is required for all students.**

Ceramics 3 (FVL3000)**Prerequisite: Credit in Ceramics 1**

This advanced course offers students the opportunity to self-direct their studies in the field of ceramics. Students are encouraged to take risks with materials, develop thematic concepts for their work, and to self-assess their work. **Course fee of \$20.00 is required for all students.**

Directed Study in Art Problems (FVD1000AA)**Prerequisite: Teacher approval required**

This is a course designed for art students wishing to pursue a degree/career in the visual arts. Opportunity is provided for in-depth study in a selected mode of expression. The student will be required to produce a portfolio of work. **Course fee of \$20.00 is required for all students.**

General Art 1 (FVB1000)

This course helps students to explore a variety of media and techniques for personal expression and provides further opportunities for them to apply the elements and principles of design in imaginative solutions to visual problems. Students will experience a variety of activities and will learn some cultural history regarding different art and media techniques.

Course fee of \$20.00 is required for all students

General Art 2 (FVB2000) / General Art 3 (FVB3000)**Prerequisites: Credit in General Art 1/General Art 2 and teacher approval required**

Course fee of \$20.00 is required for all students.

AP 2D Design (FVA3000)

Prerequisites: Grades 10-12 and teacher approval (Ms. J. Lum, K302)

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

All AP students are **required** to take the AP Exams in May (approximately \$98 per exam) and may earn college credit for the course by achieving qualifying scores.

MUSIC

All Music courses are Global Electives.

BAND 1 (FMB2000) Prerequisite: Approval from the lead band director

This course is for students who have had the equivalent of two previous years' experience in a band class. For students who do not fulfill this Prerequisite, acceptance into this course may also be gained through conference and/or audition with the lead band director. This course seeks to develop students in three basic categories: skills; knowledge; and character. Students will also be presented with basic aspects of music theory, aural training, and music history. The difficulty of literature at this level will range from grade 1 through 4. Expectations include: completing written homework, in class assignments, involvement in rehearsals outside of scheduled class time, and participation in all scheduled concerts. Students will also be asked to play at various school and community activities. The lead band director will be responsible for assigning students to the ensemble that will best suit the student's abilities, and fit the instrumentation needs of the ensemble.

BAND 2 (FMB3000) Prerequisite: Approval from the lead band director

This course follows Band 1 and is primarily for sophomores with 3 years of experience in Band. As the next course in the sequence, further refinement of skills and expectations of greater attention to detail are required of students at this level. The difficulty of literature at this level will range from grade 1 through 6. The lead band director will be responsible for assigning students to the ensemble that will best suit the student's abilities, and fit the instrumentation needs of the ensemble.

BAND 3 (FMB4000) Prerequisite: Approval from the lead band director

This course is primarily for juniors with 4 years of previous band experience in a secondary school. As the next course in the sequence, further refinement of skills and expectations of greater attention to detail are required of students at this level. The difficulty of literature at this level will range from grade 1 through 6. Students will be expected to mentor younger students and assist each other in active problem solving with regard to learning the music at hand. They will also be expected to assume greater responsibilities in leadership roles within the band. The lead band director will be responsible for assigning students to the ensemble that will best suit the student's abilities, and fit the instrumentation needs of the ensemble.

BAND 4 (FMB5000) Prerequisite: Approval from the lead band director

This course is primarily for seniors with 5 years of previous experience in a secondary school. As the final course in the sequence, students at this level are expected to demonstrate a high level of refinement in skills and attention to detail. The difficulty of literature at this level will range from grade 1 through 6+. Greater emphasis will be placed on leadership roles, conducting, and other aspects of creating excellence within the organization. The lead band director will be responsible for assigning students to the ensemble that will best suit the student's abilities, and fit the instrumentation needs of the ensemble. (Prerequisite: Approval from the lead band director)

MARCHING BAND (0.5 credit)

Prerequisites: Concurrent enrollment in band class and approval from lead band director

The Marching Band is a performance-based ensemble that provides students the opportunity to extend their musical knowledge and ability onto the marching field. The marching band occurs only during the fall semester, and students are required to participate in all rehearsals, performances, and football games. Other performances such as parades and other community services will also be required. (*AFTERSCHOOL- Open to Band and Flag/Rifle [color guard] members*)

GUITAR 1 (FMF1000) No Prerequisite

This course is designed to help students develop guitar performance skills while learning music fundamentals. Students develop folk performance skills such as strumming accompaniments to pop music. They perform as soloist and in ensembles while participating in a variety of musical activities. Activities include analyzing, singing, composing, listening, and evaluating. Students supplement the repertoire of the course with selections of interest to them.

GUITAR 2 (FMF2000) Prerequisite: Credit in Guitar 1

This course is designed to help the intermediate guitar student continue their performance skills while applying musical fundamentals. Students will refine guitar performance skills through numerous performances. They perform as soloist and in ensembles while participating in a variety of musical activities. Activities include weekly performances, chord structure tests, original compositions and learning music from the 60's through the 90's era. Students supplement the repertoire of the course with selections of interest to them.

GUITAR 3 (FMF3000) Prerequisite: Credit in Guitar 2**GUITAR 4 (FMF4000) Prerequisite: Credit in Guitar 3**

These courses are designed to help the advanced student master guitar performance skills while continuing to apply musical fundamentals. Students will focus on recording original compositions per semester. Activities include advanced composing, arranging, evaluating, and analyzing. Students will develop skills in creating compositions, arrangements, and professional recording. Students will also improvise accompaniments for songs. Students will supplement the repertoire of the course with selections of interest to them.

PIANO 1 (FMK1000) No Prerequisite

This is an introductory course designed to provide students with the opportunity to develop skills in piano playing. Student will be involved with performing, listening to, and evaluating piano. No prior piano experience or music skills needed. **Course fee of \$15 required for all students.**

PIANO 2 (FMK2000) Prerequisite: Credit in Piano 1**PIANO 3 (FMK3000) Prerequisite: Credit in Piano 2**

This course is designed to assist students in furthering their skills in piano playing. Students will be further involved in performing, listening to, and evaluating piano music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards. **Course fee of \$15 required for all students.**

CHORUS 1 (FMC1000) No Prerequisite

A performance based class that provides students the opportunity to develop their singing technique through both solo and ensemble experiences. Students will also learn music fundamentals including note-reading, phrasing, and musicality as well as learning how to take care of themselves as they are the instrument itself. Students may be asked to purchase a uniform depending on student interest and show requirements. Students are also expected to attend rehearsals outside of regular class period - after school, lunch, evenings, weekends. Non-class rehearsals are called as needed -- most rehearsals will occur during class.

CHORUS 2 (FMC2000) Prerequisite: Credit in Chorus 1**CHORUS 3 (FMC3000) Prerequisite: Credit in Chorus 2****CHORUS 4 (FMC4000) Prerequisite: Credit in Chorus 3**

These intermediate and advanced chorus classes provide students an opportunity to further develop their singing technique by refining the skills learned in Chorus 1 and are expected to exhibit further detail in the aspects of note-reading, phrasing, musicality, dynamics, and contour. Students may be asked to purchase a uniform based on student interest and show requirements. Students are also expected to attend rehearsals outside of the regular class period – after school, lunch, evenings, weekends. Non-class rehearsals are called as needed -- most rehearsals will occur during class.

MUSIC TECH 1 (FMM3000) No Prerequisite

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

MUSIC TECH 2 (FMM4000) Prerequisite: Credit in Music Tech 1

MUSIC TECH 3 (FMM5000) Prerequisite: Credit in Music Tech 2

MUSIC TECH 4 (FMM6000) Prerequisite: Credit in Music Tech 3

These intermediate and advanced Music Technology classes provide students an opportunity to further develop their musical and technological skills. Students will continue to refine skills and are expected to exhibit further detail in their work. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

DIRECTED STUDIES IN MUSIC (FMD1000) Prerequisite: Instructor approval required

These courses are designed for students who wish to become future music educators and/or polish and refine skills in public music presentation through various mediums. Students at this level will be expected to mentor younger members of the band as well as to serve as positive role models for behavior and performance expectations. Expectations will include regular attendance at rehearsals and participation in all performances and functions.

WORLD LANGUAGES

All World Languages courses are Global Electives.

IMPORTANT THINGS YOU SHOULD KNOW

- Candidates for admission to most universities are strongly advised to take **THREE to FOUR** years of the **same** world language in high school. Students are encouraged to see PCHS college/career counselors about individual university requirements, though many will require at least two years of the same world language for admission.
- Many universities require four semesters of a second language in order to graduate, regardless of your selected major.
- Universities offer a language placement test. Successful completion of this exam could result in 3 to 12 credits being awarded as an entering freshman.
- Two years of the same world language will fulfill one of the requirements for a high school diploma in the State of Hawaii.
- World Languages are relevant to **ALL CAREER PATHWAYS**. Knowledge of a World Language makes you a more attractive candidate in the competitive job market.
- During certain years, World Language teachers organize trips to countries where the target languages are spoken. French students can register for trips to France & Switzerland. Japanese language students visit Japan. Spanish students travel to Spain or other Spanish-speaking countries.
- Language students have the opportunity to earn the Hawaii State Seal of Biliteracy displaying a high proficiency of Spanish, French, or Japanese in correlation with English or Hawaiian.
- **Teacher approval is required for advancement to World Languages Levels 2-4.**

FRENCH

Did you know these facts about the French language?

1. *Worldwide, next to English, FRENCH is the language most often chosen as an international language.*
2. *FRENCH is spoken by over 125 million people -- in Europe, in Canada, in Africa, in the Pacific, in the Caribbean and even in Southeast Asia. It is the first or second language in more than 40 countries.*
3. *With more than 40% of English words of FRENCH origin, the study of the FRENCH language will increase your English vocabulary and improve your understanding of English grammar.*
4. *FRENCH is the language of culture, opening the door to art, music, dance, fashion, cuisine, literature and cinema.*
5. *In business, French is #3 after English and Mandarin.*

FRENCH 1 (WEF1000)

Bonjour! This is a basic course where you will be introduced to common vocabulary terms, simple sentence structure through exercises and activities, which will develop skills in listening, reading, writing and speaking the French language. You will find French easy to learn because the vocabulary is so similar to that of the English language. You'll be exposed to a culture different from your own through videos, discussions, food-tasting and field trips. (Purchase of workbook required)

FRENCH 2 (WEF2000) Prerequisites: Credit in French 1 & instructor approval

Salut! Ca va? In this course, you will build on what you have learned in Level I. You will learn how to express yourself orally and in written assignments in the past tense and sentence structure becomes more sophisticated. Cultural activities continue.

FRENCH 3 (WEF3000) Prerequisites: Credit in French 2 & instructor approval

Continuons le français! If you intend to enroll sometime in a four-year college, continuing your study in the same language can only be to your advantage. Grammatical structures are more challenging at this level. Students will engage in role-playing to improve conversational skills and in activities involving reading and writing skills. Cultural activities continue. (Purchase of workbook required)

FRENCH 4 (WEF4000) Prerequisites: Credit in French 3 & instructor approval

Vous êtes arrivés! At this level, you should have mastered most of the grammar needed to succeed at the university level. You are exposed to a wider range of vocabulary and will work on refining speaking skills and writing skills. Cultural activities continue.

HAWAIIAN

Aloha mai kākou! Learning a new language is always fun and exciting. Learning Hawaiian is also fun and exciting because you are learning about the language and the people of these islands. Wouldn't it feel good to know how to correctly pronounce street names? And understand what it means? In ka papa 'ōlelo Hawai'i, Hawaiian Language class, you learn this and much more. Be a part of the pride of the islands and a culture that lives through ALOHA . . . "E Ola Mau Ka 'Ōlelo Hawai'i."

HAWAIIAN 1 (WPH1000)

Aloha. This is a beginning course in 'ōlelo Hawai'i. At this level you will be introduced to Hawaiian grammar, phonetics, and culture through everyday speaking and writing practice.

HAWAIIAN 2 (WPH2000) Prerequisites: Credit in Hawaiian 1 & instructor approval

Aloha no! This course is the next stepping stone in 'ōlelo Hawai'i. At this level you will develop new skills – structures, vocabulary, and cultural attributes, to build upon the material learned in Level 1. This course emphasizes oral practice and demonstration.

HAWAIIAN 3 (WPH3000) Prerequisites: Credit in Hawaiian 2 & instructor approval

Welina mai 'oukou . . . This course will help develop those critical thinking skills in Hawaiian language. You will analyze the language with the concentration and focus on speaking fluently.

HAWAIIAN 4 (WPH4000) Prerequisites: Credit in Hawaiian 3 & instructor approval

This level is an in-depth continuation of the Hawaiian grammar and concepts of the other levels. It will give you the deeper understanding of the language and culture through media and technology.

JAPANESE

Do you like watching anime and dramas, listening to J-POP, reading manga or playing Nintendo games? Want to ride the shinkansen to visit iconic places in Japan and eat oishii food? If you say yes to any of the above, take Japanese!

- *Over 130 million people speak Japanese and it is ranked as one of the top 10 languages in the world.*
- *The 1.8 million Japanese visitors to Hawaii feel comfortable due to the large number of Japanese speakers in our workforce. Person who can speak Japanese could earn a higher wage (\$1.00+ per hour) and have a higher chance of getting a position in the customer service industry.*
- *Recently, more and more companies in Japan are seeking English/Japanese bilingual workers to handle international business. Students can work in Japan to advance their language skills and careers at the same time.*

Does Japanese seem difficult? Don't be afraid! The teachers will guide and assist you at a comfortable pace. While it is necessary to learn letters, vocabulary and grammar, sensei(s) always try to make learning fun and painless through a variety of techniques and activities. No textbooks or workbooks required.

JAPANESE 1 (WAJ1000)

An introduction to a modern, dynamic language that is a valuable skill in an increasingly competitive, global society. Students will develop basic language skills of listening, speaking, reading, and writing. Hiragana and Katakana (Japanese syllabary) will be introduced. Students will acquire language through various activities including games and stories. Students will be able to hold friendly conversations in addition to writing about themselves and their daily routines.

JAPANESE 2 (WAJ2000) Prerequisites: Credit in Japanese 1 & instructor approval

Japanese 2 is a continuation of Japanese I and is designed as a stepping stone for the student who is interested in pursuing a college education, is planning to seek a career in the business industry, or is just interested in increasing their knowledge of Japanese. More grammar, vocabulary, and some Kanji will be introduced. A wide variety of cultural activities such as origami, calligraphy, Japanese foods, singing, etc. will be included.

JAPANESE 3 (WAJ3000) Prerequisites: Credit in Japanese 2 & instructor approval

Level 3 introduces a variety of activities including creating realistic and meaningful conversations, skits, group projects, arts and culture etc., where students can apply their knowledge and skills of Japanese. More complex structures and additional vocabulary will be presented. Students are expected to read and write approximately 75 kanji.

JAPANESE 4 (WAJ4000) Prerequisites: Credit in Japanese 3 & instructor approval

At this level, students are expected to apply their structural knowledge of Japanese in everyday conversational situations. Role playing, cultural demonstrations, individualized research and reports, literature, school to work activities, and an additional 100 kanji will be covered. Seal of Bilingual exam items are also introduced. This course is highly recommended for the student who is interested in advancing his/her skills in Japanese or is planning to continue studying Japanese in college.

SPANISH

All this about Spanish?! WOW!!!

1. Spanish is the 2nd most commonly spoken native language in the world--over 435 million people worldwide!
2. Texas, California, Arizona, New Mexico, Utah, Nevada, and parts of Colorado and Wyoming used to be part of Mexico before the Mexican-American War in 1846.
3. "Español" is also referred to as "castellano" depending on the region where it is spoken.
4. Panama Hats are traditional hats of Ecuador.
5. Traditionally and still today in many cities and towns across the Spanish-speaking world, "siesta" time is an important part of the day. Shops and restaurants are even closed during this "nap" time!

SPANISH 1 (WES1000)

Did you know that there are over 21 Spanish-speaking countries in the world today and over 38 million Spanish speakers in the United States alone? Next to English, Spanish is the 2nd most spoken language at home! Just about all colleges and universities offer Spanish and taking a foreign language is highly recommended for those who are college bound! Useful vocabulary, grammar structure, and a focus on the present tense are incorporated in daily practice through listening, reading, writing, and speaking activities. Cultural elements play an important role through videos, crafts, music, etc. (Purchase of workbook required)

SPANISH 2 (WES2000) Prerequisites: Credit in Spanish 1 & instructor approval

This course is a continuation of Spanish 1 with further development of listening, reading, writing, and speaking skills. Cultural activities continue and students begin to identify with the Spanish Culture. By the end of level II, students will have developed the necessary skills to handle simple every day survival tasks in the target language. (Purchase of workbook required)

SPANISH 3 (WES3000) Prerequisites: Credit in Spanish 2 & instructor approval

Two years of language study is not enough! College bound students should definitely continue in their language study. For students who continue with the third year, Spanish will take on a new meaning and an increased level of language development. (Purchase of workbook required)

SPANISH 4 (WES4000) Prerequisites: Credit in Spanish 3 & instructor approval

You'll read an interesting selection of stories by great Hispanic authors. Story-telling, persuasive speeches, informative speeches, original oratory, as well as basic conversations will help you to become less hesitant in speaking. College preparation is emphasized. A field trip that is unique to this level is planned. (Purchase of workbook required)

MISCELLANEOUS

FINANCIAL LITERACY (XFL1010)

This course is designed to help students develop the capacity for financial literacy by describing, analyzing, and evaluating many financial topics that most students will directly experience. Financial literacy, or financial capability is the capacity, based on knowledge, skills and access, to manage financial resources effectively. The course aims to develop this capacity, to have appropriate access to and understanding of financial products, services, and concepts, so as to empower individuals to make informed choices, avoid pitfalls, know where to go for help, and take actions to improve their present and long-term financial well-being.

COLLEGE PREPARATORY SKILLS (AVID)

This course is designed to assist students with college preparatory course work with emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research. It is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID). **Prerequisite: Acceptance into Pearl City High School's AVID program. See current AVID teacher, Mr. Miyashiro (B201), for more information.**

LEADERSHIP TRAINING

Student council and class officers are assigned to respective advisors for leadership training. **Approval of supervisor required.**

DIRECTED STUDIES

Directed Studies require the sponsorship of a Pearl City High School faculty member and approval by a Vice-Principal, and a description of the work to be undertaken, which, in turn, requires planning in advance of the registration period. While a Directed Studies project normally is student-initiated, early interaction with a school faculty member is essential in the development of a mutually acceptable project description. At a minimum, such a description should contain an outline of the study topic, specification of the work to be done and the materials to be read, the type and frequency of faculty-student contact, and a statement of the evaluative criteria to be used by the faculty member.

SCHOOL SERVICE

Under the supervision of a teacher or counselor, students participate in servicing other students, teachers, and the school. Seniors are allowed to take **ONE - TWO** School Service class if they have earned a total of 21 credits by the end of their junior year. **Teacher and counselor approval required. Subject to change by administration.**

IMPORTANT NOTE for SCHOOL SERVICE: Students must qualify for the opportunity to enroll in a school service period. Students must be in good standing in regards to academic progress and behavior. If a student is unable to secure a supervising teacher, they are required to enroll in a course for credit.

GLOBAL ELECTIVES

Level 1/Introductory Courses for All Students

Grade 9 – 12

Fine Arts – see pages 47-51

Photography 1 (*FVP1000*)

Drawing & Painting 1 (*FVQ1000*)

Ceramics 1(*FVL1000*)

General Art 1 (*FVB1000*)

Guitar 1 (*FMF1000*)

Piano 1 (*FMK1000*)

Chorus 1 (*FMC1000*)

Music Tech 1 (*FMM3000*)

Beginning Acting (*FTA1300*)

Physical Education – see pages 46-47

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

World Languages - see pages 51-54

French 1 (*WEF1000*)

Hawaiian 1 (*WPH1000*)

Japanese 1 (*WAJ1000*)

Spanish 1 (*WES1000*)

Grades 10 – 12

CTE

Computer Science A/B (*EXS1400/EXS1500*) p. 35

Yearbook – S. Velligas approval required, K201 (*XY8610*) – see p. 37

Physical Education – see pages 46-47

Weight Training 1A/1B (*PWP1210/PWP1220*)

Grades 11 & 12

CTE – see pages 16 - 35

Foundations of Business & Marketing

Foundations of Creative Media

Foundations of Fashion & Artisan Design

Foundations of Culinary

Foundations of Education

Foundations of Health Services

Foundations of Hospitality & Tourism Management

Foundations of Agriculture, Food, & Natural Resources

Foundations of Architectural Design

Foundations of Engineering Technology

Foundations of Construction

Foundations of Computer Systems & Technology

Physical Education – see p. 46-47

Body Conditioning 1A/1B – K. Bicoy approval required, F102 (*PBP1110/PBP1120*)

Physical Fitness Life 1A/1B - K. Bicoy approval required, F102 (*PFP1310/PFP1320*)

SPECIAL EDUCATION

Special Education students who complete graduation requirements, which includes the completion of a program of regular and/or adapted courses of 24 credits, will receive a high school diploma. For students who are unable to complete the regular graduation requirements, the Certificate of Completion of an Individually Prescribed Program (IPP) option is available. The determination to work toward a Graduation Diploma or a Certificate of Completion is made at an IEP conference.

COMMUNITY-BASED INSTRUCTION (CBI)

The purposes of this program are to provide students with functional, standards-based knowledge and skills to use to access and utilize the resources in their community. In addition, the student outcomes for this series of courses include, but are not limited to (a) the ability to self-advocate, (b) the development of daily living and social skills, appropriate behaviors and attitudes, and (c) demonstrate increased independence and mobility in their community. The activities must be linked to the students' goals and objectives and should support the students' post-school outcomes of the transition plan in the IEP. They must be authentic, challenging and age-appropriate and are not field trips. The course descriptions below are general and not meant to limit planning to specifically what is described; the scope of the activities is dependent on the readiness level of each student as determined by the IEP.

PREPARATION THROUGH ACADEMICS FOR COMPETITIVE EMPLOYMENT (PACE)

The PACE program is a class for students who plan to seek competitive employment, alternate education, and/or training. PACE provides functional academics, functional work academics/skills, on and off campus work experience and community workplace ready skills. Program differentiation is provided based on students IEP goals and objectives and vocational goals. Report cards will reflect "S" for satisfactory progress towards meeting goals and "U" for unsatisfactory progress towards appropriate goals. Grades are based on IEP goals and objectives towards a certificate of completion. Off campus work experience is the goal for Juniors and Seniors. For consideration for PACE placement, students should have the realistic possibility to be independently place in the community for job experiences. Credits are not earned towards a high school diploma.

Notice of Language Assistance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Marshallese / Kajin Majôl) Elañne ejabwe am melele kajin Pälle, ewōr am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjelāik lok principle eo an jikuul eo am ñan melele ko rellap lok.