Academy Course Listing

2018 - 2019
The following 2018 – 2019 course information will assist you in understanding our credit requirements for graduation and our programming procedures. Punahou awards a diploma to each student who earns at least 22 credits during four years of high school and who meets the course requirements described below. It is the responsibility of each student to take all required courses needed to meet graduation requirements.

A full-time student in the Punahou Academy (Grades 9 through 12) must be enrolled in at least five half-credit courses per semester (excluding PE and JROTC), four of which must be letter graded.

All semester grades, with the exception of Credit/No Credit courses, are weighed equally to compute Grade Point Average (GPA). With the exception of School Year Abroad (SYA) and Global Online Academy (GOA) courses, only graded courses taken at Punahou are reflected in Punahou’s GPA. Each course earns one-half credit per semester except JROTC, which earns one-half credit per year; ASPE, which earns one-quarter credit per quarter; and Marching Band, which earns one-quarter credit per year.
**Graduation Requirements**

It is the responsibility of each student to take all required courses and to be accountable for meeting graduation requirements.

A student needs to earn a total of 22 credits in the following subject areas.

**English**
Four credits

**Language**
Two credits

**Mathematics**
Three credits

**Physical Education**
Two credits

**Science**
Two credits

**Social Studies**
Three and one-half credits

**Visual and Performing Arts**
Two credits

**Other Courses**
Three and one-half credits

Any course that exceeds departmental requirements for graduation or those courses that are not identified as meeting departmental requirements for graduation.

**Credit/No Credit Option Courses (CR/NC)**

Students are permitted to enroll in specified courses on a Credit/No Credit option basis. The objective of this privilege is to encourage students to extend their academic horizons in courses of interest, which will benefit their general education, without the pressure of letter grades.

Students may elect Credit/No Credit status in any course if graduation requirements have been met in the subject area for which they wish to declare CR/NC. In order to earn a credit (CR), students must meet the teacher's expectations, which shall be no less than a C (2.00) grade, unless otherwise announced. Advanced Placement courses may not be taken CR/NC.

Some independent study and teaching assistant courses must be taken for CR/NC, but they still count toward the credit requirement for graduation. In addition, all PE courses may be taken CR/NC.

In any semester, a student must be enrolled in a minimum of five or a maximum of six half-credit courses, excluding PE. Four courses must be taken on a graded basis. Declaration of CR/NC status by students must be made by the deadline stated in the Academy Daily Bulletin each semester.

**Programming Process**

At class assemblies, the deans brief students about graduation requirements and course offerings.

In February, deans meet with individual students to enroll them in courses. At the end of the third quarter, a list of the selected courses is made available. Changes from that point on will depend on availability; some courses will be closed and changes will not be possible.

Although students may choose from many courses, they must choose carefully. With as few exceptions as possible, Punahou programs, schedules, and staffs courses according to demand. This accommodation rarely happens in other schools, and it requires that the course request counts be accurate.

Course offerings depend upon sufficient enrollment and available staff. Some combinations of courses may result in scheduling conflicts and in some cases students may have to alter their course selections.

**Global Online Academy (GOA) Programming**

Registration for online courses offered through GOA is done during general course registration with the deans.

Students may enroll in only one GOA course per semester and, due to limited class size, selection may be by lottery if necessary. Preference is given to juniors and seniors.

Students may also register for the related Summer School course as described for each program in the relevant academic department section. This is done during course programming with deans.

**Travel and Study Abroad Programming**

In order to make the necessary travel arrangements, the application deadlines for these programs vary. Please read the Travel and Study Abroad section in this catalog for specifics. Students may contact their deans or Wo International Center, depending on the program, for more information and an application.

Students must also register for the related Summer School course as described for each program in the relevant academic department section. This is done during course programming with deans.

**Summer School Programming**

Students may register for a total of one (1) credit during the summer as long as class times do not conflict. For example, they may take a 1/2 credit course in Art or PE along with an English or Social Studies course. The exception is they may not register for both an English course and a Social Studies course. If they enroll in a one (1) credit Math or Science course, they may not sign up for an additional Summer School course.

Summer School registration for credit-bearing courses takes place during course programming with the deans in February. Registration for non-credit courses, including SAT Prep, Driver Education, Music School and Dance School courses, is completed through the Summer School Office.

Summer School courses may sometimes be overenrolled and, because of limited space, students are not guaranteed their first choice in course selection. In such cases, priority is given to seniors first, then juniors and so on. All things being equal, a lottery may be held to determine which students are placed in a particular course.

All course offerings are subject to sufficient enrollment.

Please check the Summer School section in this catalog for the dates and times courses will be offered.
Graduation Requirements

Students must earn two credits in the Visual and Performing Arts. All Art Department courses may be taken to fulfill the Visual and Performing Arts requirement or general elective credit. Courses taken to fulfill the Visual and Performing Arts graduation requirement must be taken for a grade; courses taken for general elective credit may earn either a grade or Credit/No Credit.

Course Offerings

Drawing I
Drawing I is an introductory course which focuses on developing skills through the exploration of various drawing materials such as graphite, charcoal, ink, pastel, watercolor and mixed media. Students learn to develop basic skills and use a variety of media with an emphasis on process, creativity and innovation. Drawing is a fundamental activity in the visual arts, which involves critical thinking, learning to ask questions and making judgments.

Open to Grades 9, 10, 11, 12. No Prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Drawing II
Drawing II is a natural extension of Drawing I. Having learned the basic skills of drawing, students are given the opportunity to further express their ideas and feelings and to develop their own themes. Students have the opportunity to produce artwork on a range of surfaces using a variety of drawing media including graphite, charcoal, ink, pastels, watercolor and mixed media. Drawing II is designed to deepen experience, develop self-confidence, instill understanding, and encourage growth in artistic capability in the art student.

Open to Grades 9, 10, 11, 12. Prerequisite: Drawing I. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Life Drawing
In Life Drawing, students learn basic drawing skills and are encouraged to develop a personal style. Students of all skill levels have the opportunity to produce works of art based on the human form, using a variety of drawing media including graphite, charcoal, pen and ink, pastels, watercolor and acrylic paint on a variety of surfaces. The wide range of artistic abilities and interests among students is accommodated through individualized attention, critique and discussion. Guidance is given to those students wishing to strengthen their art portfolio with drawings of the human form.

This course allows students to draw from live nude models. This is a privilege in the Academy and provides excellent drawing opportunities for the serious and mature student.

Open to Grades 10, 11, 12. Prerequisite: Drawing I recommended but not required. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit. Lab fee.

The Visual Art curriculum extends beyond skills, techniques and concepts. The faculty provide environments that promote purposeful exploration towards the creation of visual expressions. The goal is to have students develop the habits of mind and practice that allow them to become curious, confident and resilient individuals devoted to creating value in the world and in the lives of the people around them.
Painting I
Painting I is an introductory course which teaches basic painting skills and includes the study of value, color, space and texture. Through the experience of several paintings, students become familiar with these elements and explore their relationships. Students learn to stretch and prepare canvas, in addition to being introduced to a variety of painting surfaces.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Painting II
Painting II is a natural extension of Painting I. Students are introduced to the traditional method of painting using oil paint and various mediums. Having learned the basic skills of painting, students apply techniques and processes with more confidence and intent. Connections between historical, contemporary, and the students’ paintings are discussed. Painting II is designed to deepen experience, develop self-confidence, instill understanding and encourage growth in the artistic capabilities of the art student.

Open to Grades 9, 10, 11, 12. Prerequisite: Painting I. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Printmaking
Printmaking is a 21st century studio art course. It blends art skills, including drawing and design, with history, theory and studio practice of printmaking. Drawing is an essential, learnable tool for artists and one that students can practice to gain confidence and proficiency. This course explores drawing and mark-making through various printmaking media, with an emphasis on newly developed and environmentally friendly working methods.

Students have the opportunity to create the print matrix and make original print editions using: stencil methods; photo-based processes, such as intaglio-type and solarplate; mono-type; mezzotint; drypoint; engraving; and digital printmaking.

The course deepens students’ understanding of visual art through studio experimentation, immersion in popular visual/contemporary culture, analysis of art and development of personal vision. Films, museum and gallery visits, slide discussions and study of contemporary texts complement the studio instruction.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Black and White Film Photography
Black and White Film Photography serves as a comprehensive technical primer on black and white still photography using film. Through lectures, demonstrations, discussions, critiques and lab activities, students master basic skills which include operation and maintenance of a camera system, darkroom procedures, negative archiving and photo retouching.

Students are assigned six assignments in which film is exposed, developed, proofed and printed. Each student needs a manual exposure control camera (i.e. 35mm SLR) or a camera with the ability to override automatic exposure of the shutter speed and aperture. New cameras start at $250 and used ones (in good condition) from $100 and up. Students can buy and sell their cameras at the beginning of the semester online, at local camera stores or from each other. The photo teacher (Alex Sellarque, asellarque@punahou.edu) will help to facilitate communication if students need a camera or want to sell theirs.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Color Digital Photography
Color Digital Photography serves as a comprehensive technical primer on color still photography using modern digital technology. Through lectures, demonstrations, discussions, critiques and lab activities, students master basic skills which include operation and maintenance of a camera system, computer import and export procedures, digital archiving and photo retouching using Adobe Bridge and Photoshop.

Students are given six assignments in which a digital photograph is taken, imported, organized, proofed, enhanced and printed on inkjet and dye sublimation printers, then saved to disk. Each student needs a camera that can shoot RAW files with controls to manually adjust the shutter speed, aperture and ISO. All DSLR (Digital Single Lens Reflex) cameras fit this requirement.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Photography II
Photography II utilizes the student’s technical knowledge to apply an understanding of processes for narrative and aesthetic outcomes. Assignments focus on mastering black and white and color techniques while synthesizing composition and culture in authentic photography as well as manipulated visual images. All work is printed as 16” x 20” enlargements with the intent to exhibit in the annual Kirsch Gallery show.

Students may choose to either shoot film or RAW digital files. Film students produce black and white in the darkroom and color assignments by scanning processed film, importing it into Adobe Bridge and then working with Photoshop before printing to a large format inkjet color printer. Digital students work entirely with digital media. An optional field trip opportunity off-island is typically offered once a year. Each student needs either a film or digital camera.

Open to Grades 9, 10, 11, 12. Prerequisite: One of the following: Black and White Film Photography or Color Digital Photography. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Digital Art
Digital Art offers a unique approach to understanding basic visual language. Computer applications and tools allow students to explore new ways of conceiving and constructing works of art. At the same time, the course provides a deeper understanding of art and its basic principles through assignments designed to integrate with and build upon foundation art skills, especially drawing and design.

The course teaches fundamentals of technology-based art, including basics of digital photography, digital drawing with a Wacom tablet, iPad, C.A.D., 3-D printing and animation. Students engage in manipulation and creation of digital imagery using computer software including: Photoshop, Flash, SketchUp and various creative apps. Digital Art is designed to expand understanding of visual art through technology, historical and cultural context, and formal art analysis and critique.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Digital Video
Digital Video combines cinema/television literacy with artistic production. Culture and art are examined through assignments which emphasize elements such as framing, perspective, movement, audio and editing while using conventions of documentaries, short narratives and experimental visual essays to communicate ideas.

During the initial quarter, students learn to independently use video camcorders, record sound, and edit with a non-linear video computer application.

During the following quarter, students work collaboratively in assigned and self-assigned teams on projects that challenge their creative, social, technical and management skills. Students learn to synthesize linear processes, such as script writing, scheduling and edit lists, with non-linear editing tools. Videos are screened and critiques involve discussions around pretext, subtext and context. Student videos are exhibited in an annual Kirsch Gallery show. Each student needs a video camcorder or D-SLR with video recording capability. A tripod is preferred, but optional.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. No lab fee.

Introduction to Ceramics: Handbuilding
This course focuses on handbuilding as a process of making ideas come to life. With a certain amount of relaxed concentration and serious play, students experiment with four major techniques: pinch, coil, slab, and sculpture-in-the-round. In addition, tooling, finishing, glazing and firing are experienced. Students come to a deeper understanding of their creative process by focusing on their physical work with clay. There is ample opportunity for individual expression within and beyond the requirements.

Each student must keep a sketchbook. Students write and sketch, which may be subjective, reflective and descriptive. Historical and cultural perspectives are introduced and may require research, group discussion, written observation, peer review and evaluation.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Introduction to Ceramics: Wheel Throwing I
This course concentrates on wheel throwing as a discipline to align the mind, body and the material. The methods described, demonstrated and taught are a combination of Western and Eastern traditions in pottery. In addition, modern and popular expansions are presented. The aim of this course is to give students an introduction to the techniques of wheel work in the context of a holistic environment, where body-mind integration, awareness and full participation are essential. There is ample opportunity for individual expression within and beyond the requirements.

Together with “throwing,” which means “turning” of a completely symmetrical pot from a lump of clay on the wheel, tooling, finishing, glazing and firing techniques are learned. Each student must keep a sketchbook/journal in which he/she develops reflections, along with drawings of other ceramic works and class notes. Students also explore historical and contemporary ceramic art.

Open to Grades 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Ceramics: Wheel Throwing II
Advanced wheel throwing continues the challenge of expression through sculptural as well as functional forms. Centering takes on additional significance as the student seeks to find the center of the aesthetic gesture, trimming away all that is not needed to find the essence of craft brought to art form.

In this contract course each student uses wheel and handbuilding methods to complete several major assignments, including a sculpture piece, a lidded jar, a teapot and a student-designed work. A sketchbook of designs, forms, glaze and chemical notes and aesthetic and historical reflections are a part of the course.

Open to Grades 10, 11, 12. Prerequisite: Wheel Throwing I. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Glass Blowing I
The course teaches students to form hot glass by off-hand blowing techniques. Students study a variety of shapes and proportions and apply them to functional, decorative and expressive forms. Color, optic molds, surface applications, grinding, polishing and sand blasting are presented as modifications of basic forms. Students focus on craftsmanship and purposeful control, while being encouraged to personalize their work.

The course consists of two lectures and three hours of lab per cycle with the option to use open lab time for additional hot and cold glass work. Grading is based on mastery of basic forming techniques in hot glass and on additional credits earned through optional work, design, research and critiques of studio glass. Keeping a notebook is required.

Open to Grades 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Glass Blowing II
In this course, students use glass as a creative medium. Advanced techniques in glass forming and decorating are presented and practiced as students prepare personally expressive pieces of glass.

Students explore the expressive possibilities of glass through practice assignments and then create presentation groups based on design elements and function. They are expected to keep a journal and to complete critical studies of studio glass.

Open to Grade 11, 12. Prerequisite: Glass Blowing I and consent of instructor. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Metals-Jewelry I
Metals-Jewelry I is an introduction to the techniques of design and metalsmithing essential to making small-scale sculpture and jewelry. Students develop skills through exploration of traditional and emergent digital processes. Traditional use of the jeweler’s saw, soldering, polishing, simple forming, wax work, mold making and bronze casting are complemented through a series of digital explorations in 3-D scanning, modeling and printing. The evidence of the process consists of finished pieces using silver, bronze, brass, copper, cardboard and ABS plastic.

The course emphasizes development of a personal aesthetic through design as well as mastery of techniques and a sense of excellence in craft. Visual research and drawings are required in the process of developing each assignment. A sketchbook is required.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Metals-Jewelry II
Building on techniques from Metals-Jewelry I, students continue to develop a personal aesthetic at a small scale. Advanced design and metal forming techniques are explored as well as attention to research related to historical and contemporary design, sculpture and jewelry. Individual choices in technical and conceptual areas to pursue lead to an emerging personal aesthetic for students.

Students choose to create projects using bronze, brass, copper, cardboard, ABS plastic and other related materials. They develop working plans for each major assignment based on self-directed criteria. A sketchbook is required.

Open to Grades 9, 10, 11, 12. Prerequisite: Metals-Jewelry I. Semester course (spring semester only). One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Sculpture
Students are asked to think, design and create in three-dimensional space. Design and composition of three-dimensional objects are explored. Students work with concepts of construction and expression as they explore the qualities of line, space, texture and form using a variety of techniques and ideas. They experience a range of materials including, but not limited to, clay, plaster, fiber and found objects.

The study of sculptors throughout history, including a focus on contemporary artists, is an important aspect of this course, helping to inspire and inform the decisions that students make in their own work.

There is ample opportunity for individual expression within and beyond the requirements. Each student must keep a sketchbook. Students write and sketch, which may be subjective, reflective and descriptive. Historical and cultural perspectives are introduced and may require research, group discussion, written observation, peer review, and evaluation.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Studio Art
Studio Art is a non-media specific art course focusing on strengthening the creative process and defining the creator’s unique and original voice. Catering to a diverse group of students working in 2-D, 3-D and 4-D, with varying levels of art-making experience, the class’ core unifying principle is the concept of what it means to be creative and how to create meaningful work. Students are encouraged to experiment and explore ideas through a variety of media to develop skills to go from being a rule-taker to a rule-maker. The course structure is centered around the individual student exploring ideas with the teacher as a facilitator. Class time is devoted to discussions on creative strategies, what to do when you don’t know what to do, critiques, field trips and visiting artists. The teacher aids the student in finding strategies of art-making that match the student’s learning style. Students end the semester with the presentation of a portfolio of images of the work done for this course. All students are welcome: both students who have a focus in mind as well as those seeking to find a focus in their work.

Open to Grades 10, 11, 12. Prerequisites: At least two studio art courses. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

Advanced Placement Art Studio
Students who are serious about preparing a body of artwork for an Advanced Placement Committee and for college admission presentations find this course useful. Students expand and explore their understanding of the world of Art. Three areas of emphasis for the portfolios are developed during the year course: quality of work, concentration of work and breadth of work. By examining their own thought processes and developing their own ideas, students create works for a visual portfolio. They explore a variety of art media to challenge and define themselves as artists. Students are required to submit a portfolio to the College Board for evaluation for Advanced Placement credit. The fee for this evaluation will be charged to the student’s account.

Open to Grades 10, 11, 12. Prerequisites: At least two studio art classes. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.

English 2A/2B: Visual Storytelling
Visual Storytelling explores the intersection of the visual arts with the English language. In this course, students foster composition and communication skills as the means to gain a better understanding of themselves and the world around them. Within every individual is an artist and a storyteller, and students will try their hands at personal essays, autobiographical comics and self-portraiture to develop these abilities. By honing the foundational skills required to think critically about, and engage creatively with, images and words, students give their imaginations expression through these powerful media. In so doing, they will be better equipped to tell the story of who they are as well as analyze verbal and visual media more broadly. A sketch journal is required for this course.

Semester 1 – Design and Line: In this semester, students develop the fundamentals of reading and writing alongside drawing and the design process. Together, students study conventional and graphic narratives to build their analytical skills and draw inspiration for creating and analyzing their own work, both written and drawn. The first semester of the course will conclude with a collaborative ‘zine or course exhibition.

Semester 2 – Color and Quality: In this part of the course, students develop the fundamentals of reading and writing alongside painting and color theory. Together, students study conventional and graphic narratives to build their analytical skills and draw inspiration for creating and analyzing their own work, both written and painted. The second semester will conclude with student-designed quality projects of their own making.

Open to Grade 10. Prerequisite: English 1. Year course. One credit in English, one credit in Visual and Performing Arts. Satisfies English requirement for Grade 10. Lab fee.

Arts & Letters (Visual Arts (ID))
This course assumes that every human being is creative and that development of imagination is good for the soul. As students walk through the doors of the Arts and Letters classrooms, they become poets, writers and artists. Meeting with both an English teacher and an Art teacher, students study art as viewers and creators, with an emphasis on how art springs from experience and how experience is altered by art. The art section of the course focuses on a variety of media including artists’ books and printmaking. Professional artists and writers provide examples for inspiration and analysis. Students examine art in local museums and galleries and seek to understand the function of art and literature in our school community.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One credit: one-half credit in English, one-half credit in Art. Satisfies English and Visual and Performing Arts graduation requirements or general elective credit. Lab fee.

Independent Art Studio
Independent Art Studio is an advanced course of self-directed studio work under the guidance of a sponsoring teacher. Media availability is limited so students must confer with, and receive permission from, a sponsoring teacher before enrolling in this course. A contract for the course is developed by the student, and approved by the teacher and Department Head prior to the beginning of the semester. This course is appropriate only to those few independent students whose projects do not fit in the Studio Art course.

Open to Grades 11, 12. Prerequisites: All level I and II courses available in the medium to be studied, and permission of the sponsoring teacher. Each Art Department teacher may accept no more than four Independent Art Studio students in one semester. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement if taken for a grade or general elective credit if Credit/No Credit. Lab fee.
Graduation Requirements:
1. Four credits are required for graduation.
2. Students should earn 2 credits total in English in their junior and senior years.
3. Every student must take one American Literature course.

Course Offerings

**English 1**
Students in this course read, write about and discuss literature in ways that lead them to think more deeply about themselves, others and the world around them. In doing so, students progress toward mastery of selected Aims of a Punahou Education. Mastery is a lifelong endeavor, and competence in these areas represents an early step in students’ lifelong journey. Thus, students receive frequent feedback meant to spur thinking and growth. Please note that in the Poetry/Drama semester, feedback is the main means of communicating student progress, as grades are given only at the end of the quarter and the semester. In order to progress toward competence, students must engage in asking questions of significance about their reading, the work they are doing and themselves. They consider questions such as the following: Who am I? How can reading and writing help me understand myself and this world? What do I value and why? What do I convey about myself through my use of language? What understanding of the world do I convey to others through my use of language?

Open to Grade 9. Year course. One credit. Satisfies English requirement for Grade 9.

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The goal of the Academy English Department is to teach students to read compassionately, think exactingly, write clearly and gracefully, and act with the compassion, exactitude, clarity and grace they derive from their engagement with the English language and with literature. We believe that offering students a wide variety of curricular challenges with language and literature will increase their capacity for perception, feeling, reason, and tolerance; nourish their imaginations; and inspire their actions.

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<th>GRADE 9</th>
<th>ENGLISH 1</th>
<th>2 SEMESTERS</th>
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<td>GRADE 10</td>
<td>ENGLISH 2A/2B</td>
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<td>GRADE 11</td>
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<td>or GRADE 12</td>
<td>One of the following</td>
<td>American Literature Courses:</td>
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<td>American Studies (2 semesters)</td>
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Any of the courses in this column may also be taken as an additional elective once the American Literature requirement has been fulfilled.
English 2A/2B
This course focuses on the development of critical thinking skills applied to the study of literature. Students explore the interconnections between reading, writing, and thinking. One emphasis is on reading as writers: that is, students read with specific attention not only to the content (what the writer has said) but also to elements of craft (how the writer has managed to say it). A second emphasis is on writing as readers: students write about what they read and write in the genres they are studying. A third – and primary – emphasis is on learning to think: students are asked to monitor and reflect upon the decisions they make while they are reading, writing, and thinking, and to make a conscious effort to refine their critical thinking skills.

Open to Grade 10. Prerequisite: English 1. Year course. One credit. Satisfies English requirement for Grade 10.

English 2A/2B – Visual Storytelling
(English (ID))
Visual Storytelling explores the intersection of the visual arts with the English language. In this course, students foster composition and communication skills as the means to gain a better understanding of themselves and the world around them. Within every individual is an artist and a storyteller, and students will try their hands at personal essays, autobiographical comics and self-portraiture to develop these abilities. By honing the foundational skills required to think critically about, and engage creatively with, images and words, students give their imaginations expression through these powerful media. In so doing, they will be better equipped to tell the story of who they are as well as analyze verbal and visual media more broadly. A sketch journal is required for this course.

Semester 1 – Design and Line: In this semester, students develop the fundamentals of reading and writing alongside drawing and the design process. Together, students study conventional and graphic narratives to build their analytical skills and draw inspiration for creating and analyzing their own work, both written and drawn. The first semester of the course will conclude with a collaborative ‘zine or course exhibition.

Semester 2 – Color and Quality: In this part of the course, students develop the fundamentals of reading and writing alongside painting and color theory. Together, students study conventional and graphic narratives to build their analytical skills and draw inspiration for creating and analyzing their own work, both written and painted. The second semester will conclude with student-designed quality projects of their own making.

Open to Grade 10. Prerequisite: English 1. Year course. One credit in English, 1 credit in Visual and Performing Arts. Satisfies English requirement for Grade 10. Lab fee.

American Literature –
American Voices: Celebrating Culture through Literature
This course focuses on both traditional and emerging literary voices of minority/ethnic cultures in America, including Chicano/Latino, Native American, African American, and Asian American writers. Students read poems, short stories, essays, and novels from these cultures; in addition, they write about the literature read and experiment with their own crafting.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

American Literature –
The Jazz Age and the Lost Generation: 1920s America
The 1920s brings to mind a fascinating array of cultural associations: flappers, bootleggers and jazz, to name a few. It was the first decade in which American popular culture captured the attention of the world. For better or for worse, many of the decade’s characterizing traits are still present in American politics and culture today. From a literary standpoint, the Roaring Twenties did not disappoint. This course looks at some of America’s most celebrated authors and their works. Students examine the cultural setting in which they wrote and the philosophical questions that gave our modern era the name “The Age of Anxiety.” What do these authors have to say about finding meaning in a world where the value of all traditional idols – God, man, reason, science, progress – is uncertain? How do they define the American identity, or answer the age-old question “What is the meaning of life?” Students analyze Fitzgerald’s novel The Great Gatsby along with several short stories by Hemingway, Faulkner, Wharton and Hughes, and poetry by Eliot, Cummings and Pound. Readings are accompanied by a study of jazz music, modern art and clips from 1920s films.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

American Literature –
Nature
“I went into the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

– Henry David Thoreau, Walden

Literature asks us to more carefully reflect on who we are and how we live. In this course students analyze a variety of texts that invite the contemplation of the questions and answers nature has provided for generations of American writers and artists. Beginning with the early Americans, students consider ways in which native cultures relate to the land in fundamentally different ways from Western cultures. Students then move forward in the American tradition, analyzing various texts to consider the answers the natural world provides and the questions it elicits. Although the core of this course is rooted in a careful study of various American texts, students also reflect on contemporary environments, considering the connection to current environmental initiatives in Hawai‘i today and how these influence one’s own personal relationships with the land. Students participate in a hands-on, experiential garden lab where they develop direct relationships with the land. Students participate in a hands-on, experiential garden lab where they develop direct relationships with the land. Students participate in a hands-on, experiential garden lab where they develop direct relationships with the land.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
American Literature – Survey: Dream and Disillusion

John Winthrop saw the New World as “the City upon the Hill,” Ralph Waldo Emerson called America “a poem for our eyes,” and Walt Whitman heard America “singing.” Other writers, however, have characterized that song as the Sirens’ song. Mark Twain’s Huckleberry Finn decides to “light out for the territory,” having seen the American civilization, its hypocrisy, immorality and racial and social divisiveness “up close and personal;” Nick Carraway, having witnessed the insubstantiality of what the American has become and the destruction it has wrought, can only nostalgically imagine the wonder of the Dutch sailors when they first saw this “fresh, green breast of the New World.” Langston Hughes asked, “What happens to a dream deferred?” The course examines literature which looks both at the idealism of those who dreamed of the possibilities of America and the disillusionment of those who have had their dreams dashed by the realities of the American experience. Mark Twain’s The Adventures of Huckleberry Finn and F. Scott Fitzgerald’s The Great Gatsby serve as anchors for the course, which includes readings from across the American literary spectrum.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

American Literature – Writing the Self

The American Dream encompasses the idea that America allows everyone, no matter how they begin life, the opportunity to become what they dream about. For generations, authors have created these new selves in writing, defining their new identity through language. Autobiographical genres provide the unique opportunity for writers to create who they are through literature. By studying the various autobiographies, memoirs and narratives written by various Americans, students explore the opportunities the practice of self reflection allows. Additionally, students examine how writers of other genres borrow from autobiographical approaches in their own explorations. Students spend much of the semester writing their own autobiographies in various forms, borrowing inspiration from the authors studied.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

American Literature – The American Short Story

“We tell ourselves stories in order to live.” Joan Didion

The American short story has a rich history, with style, content and form that reflects the general literary history of the United States. Writers from Irving, Hawthorne and Poe to London, Gilman, Fitzgerald, Hemingway, Paley, O’Connor, Carver, Bartheleme, Moore, Giles and Saunders have contributed to the lively genre, and there are no signs of the genre waning. First devoted to gothic sensibility, horror and mystery, over time the form has transcended those styles, first becoming more and more realistic, then more and more reflective and eventually experimental, with a shape and style that defies easy description. Originally included in newspapers and cheap magazines, stories are now published in online formats and traditional ones, and in lengths ranging from 100 words to 10,000 words. The online form has allowed for much greater interaction between author and reader, even to the point where a reader can “comment” on a story with his or her own point of view, and claim a kind of authorship. This course focuses on writers whose work captures the varied content and style of American writing throughout American literary history, helping students to not only read more carefully, but also encouraging them to write thoughtfully as they respond to the readings, and to evaluate the works of other students with compassion and support.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

American Literature – American Studies (English (ID))

American Studies is an interdisciplinary course that analyzes selected aspects of American culture from varied perspectives (historical, poetic, and artistic). Students learn to think carefully and deeply about historical events and about literary and other texts. They are asked to examine their own assumptions as well as the assumptions of writers, historians, essayists and observers. They learn to question, to generate theories, to select valid evidence to test theories, and to question again. They learn to listen thoughtfully and to participate reflectively.

Students are expected to read extensively and thoughtfully both for class discussion and during unscheduled time. Since writing is an excellent process for developing critical thinking skills, essays and writings of various kinds, including short pieces of historical research, are expected at least once a week. Standards of clarity, evidence, craftsmanship and logic are expected.

Although lectures and textbooks provide a historical “context,” the course is not designed to lead to the College Board Achievement test or the AP Exam in United States History. Taking such tests would not be precluded, but would require independent study on the part of the student. Instead of emphasizing chronology, the course focuses thoughtfully on selected aspects of American culture and history.

Open to Grades 11, 12. Prerequisites: English 2 and a Social Studies Gateway course. Year course. Two credits: one credit in English and one credit in Social Studies. Satisfies English and Social Studies graduation requirements.

Arts & Letters (English (ID))

This course assumes that every human being is creative and that development of imagination is good for the soul. As students walk through the doors of the Arts and Letters classroom, they become poets, writers and artists. Meeting with both an English teacher and an Art teacher, students study art as viewers and creators, with an emphasis on how art springs from experience and how experience is altered by art. The art section of the course focuses on a variety of media including artists’ books and printmaking. Professional artists and writers provide examples for inspiration and analysis. Students examine art in local museums and galleries and seek to understand the function of art and literature in the school community.

Open to Grades 11, 12. Prerequisites: English 2. Semester course. One credit: one-half in English, one-half in Art. Satisfies English and Visual and Performing Arts graduation requirements or general elective credit. Lab fee.
The Bible as Literature
While the Bible is an essential religious text, it also serves as a touchstone for understanding Western philosophy and culture. All learning goals in this course are centered upon providing students with opportunities to develop competency in three of the Aims of a Punahou Education: Critical and Creative Thinking, Effective Written and Oral Communication, and Collaboration. Students think critically and creatively in response to questions such as “How does a reader’s belief system shape their understanding of a text?” “What is the difference between understanding and belief?” “What is the effect of our beliefs on how we live our lives?” “What can we learn about ourselves from studying spiritual literatures?” “How might reading spiritual literatures influence the way we live and solve problems in today’s world?” To demonstrate and apply what they are learning, students write in a variety of genres such as poetry, mythology and analytical essays. Students also keep an Insight Journal in which they explore their own spiritual, ethical and emotional inner landscapes. Students collaborate and create group presentations to practice oral communication skills, and to enhance depth and breadth of understanding.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

British Literature
“Literature is news that stays news.” Chaucer’s knights swinging their swords in the name of Mars and Diana; John Donne, contemporary of Shakespeare, opening his heart in a love sonnet dedicated to the Christian God; Alexander Pope, poet of rationalism, challenging one to see, in lines of wonderful symmetry and grace, that “whatever is, is right”; through the supernatural haze of a fever dream, Samuel Taylor Coleridge, poet of Romanticism, stealing shadowy glimpses of the sublime – together, students excavate these and other important literary landmarks from times medieval to modern. Students hone their critical and aesthetic sensibilities while attempting to understand an important strand of a common intellectual heritage. In particular, an examination of how the conception of love – that “ever-fixed mark / That looks on tempests and is never shaken” – has been influenced by the history and culture of a small island roughly 7,200 miles away. Literature is news that stays news: it’s time to get up-to-date.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Buddhist Philosophy and the Game of Go
Patience, humility, resilience, tenacity, awareness, focus: these are the defining characteristics that mark successful Go players and Buddhists. Developed in China somewhere around 4,000 years ago, Go is arguably the most fascinating and strategically sophisticated game ever created. The rules of Go are very simple, and players can learn the basics in a matter of minutes. However, to play well requires a lifetime of devotion and patience. There are strong parallels between Buddhist philosophical concepts and successful Go strategies. Even though the two developed independently from each other, the overlap and insight provided by coupling the two are quite extraordinary. The game provides a valuable physical metaphor for understanding Buddhist philosophy in action; similarly, applying The Four Pillars of Buddhist philosophy (Impermanence, Nothingness, Interconnectedness and Non-attachment) leads to improvement as a player as well as a comprehensive outlook on ethical decision-making and self-reflection. This course is also part of an iPad pilot program, involving the use of interactive electronic textbooks and apps designed to enhance student understanding of these two fascinating topics.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Creative Writing
Creative writers use language as a medium of exploration, as a way of coming to understand what kind of world this is and how people have chosen to live in it. This course explores the way writers create lives and the ways in which readers’ lives are enhanced by writing. Teachers and students in this course assume that every human being has the potential to be creative in some way and explore ways in which we can develop this creative spirit to become better writers, better readers, better thinkers, and better members of communities. Literature in this course serves as a model for excellent writing.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Creativity and Composition (English (ID))
Creativity is not something that some people are born with and others are born without. All humans have the capacity for creativity, and this course teaches and cultivates imagination and the ability to apply creativity to artistic work. The course is interdisciplinary, focusing on music and creative writing. Guided by artists and teaching professionals in each field, students discover tools for composing songs, poems, stories, essays and other artistic products. Students read critical and creative work, listen to music, view biopics and other films, experiment with language and music, and work on interdisciplinary projects designed by teachers. Through these activities, students not only improve their writing and music skills but also develop tools for applying creativity to many aspects of their lives.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One credit: one-half in English, one-half in Music. Satisfies English and Visual and Performing Arts graduation requirements.

Crime and Punishment
This course examines the nature and limits of punishment – in America and the world – by focusing on these essential questions: What is punishment? What is the relationship between punishment and justice? What are the appropriate limits of punishment? What is the place of forgiveness, reconciliation, mercy when responding to a crime? What can we learn about politics, law and culture in the United States from an examination of our punishment practices? How do our responses to punishment differ from punishment practices in other countries?

Texts include a variety of genres: from short stories and novels to dramas, essays and judicial opinions.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
**Fiction and Film**

The design of this course is focused on developing the skills to deconstruct and understand both visual and narrative patterns. With this in mind, the course approaches film using the auteur theory, or the idea of camera-stylo (camera pen), to establish a strong parallel between the creative, purposeful and intentional construction of film to achieve an artistic goal that is also found in literature. Exploring film and literature through this lens in turn lays the foundation and provides the tools for a student’s own creativity.

A list of recurring and central questions this course seeks to address are as follows:

- What are some of the defining characteristics of a successful story?
- How do both fiction and film work to establish character types or genres?
- To what purpose is the establishment of these patterns? Is it purposeful?
- Do these patterns shape our cultural values or are they born from them?
- If you control the story, do you control the truth?
- Can a book or film work against its stated purpose?
- How important is a director’s/writer’s intention?
- To what extent is a director/writer an artist?
- What tools and devices are available in film? In writing?
- What are the limits of narrative structure? And, what is one’s responsibility to his/her subject?
- What narrative opportunities are provided by film? Where does film fail?
- Which is more potent: the image or the word?

_open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement._

**Ideas in Western Literature**

Perhaps this course should be re-titled Questions in Western Literature, or possibly even Uncertainty 101. What’s real and what’s not? Are we free? What determines our actions – nature or nurture? In today’s morally relativistic world, how do we know what’s right? And where does our thinking even come from? These are a few of the questions that arise from engagement with an eclectic selection of texts spanning nearly 3,000 years of Western literature. These seminal works, each of which explores in some way the relationship between knowledge and action, include The Book of Job, Plato’s Allegory of the Cave, Frankl’s Man’s Search for Meaning, Kafka’s Three Parables, Sartre’s No Exit, Dostoevsky’s Grand Inquisitor, Shakespeare’s Hamlet, and Stoppard’s Rosencrantz and Guildenstern Are Dead. Philosophical inquiry becomes both subject matter and process in this course, as students are encouraged not only to reflect (through discussion and a series of focused writing assignments and critical thinking exercises) on the authors’ ideas, but, as well, to explore their own questions with clarity, depth, breadth and self-awareness. The hope is to create a classroom atmosphere in which students can acknowledge that they won’t always figure out the answers, but can be surprised and enhanced by the exploration itself.

_open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement._

**Identity and Culture**

What makes a person an individual? Our driver’s licenses tell us that our identities are defined by our hair color, eye color, weight, address, and identification numbers; but we all know that we each are so much more. In what ways are our personalities defined by cultural factors? In this course students seek to answer at least three broad questions: What is identity? How is identity influenced by culture? What does literature have to tell us about these issues? Students study ways in which human beings have grouped, stereotyped and categorized each other, and we consider how communities affect individuals, how individuals influence communities. Literature from a variety of contemporary writers provides fuel for explorations, and students are expected to explore their own identities and cultures in their conversations, fictions, and analytical work.

_open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement._

**Journalism**

The shifting media landscape poses unprecedented challenges for producers and consumers of news information. This intense, real-time course requires students to think and write like journalists, and to submit their work for publication in the Academy newspaper, Ka Punahou. Developing media literacy skills and the ability to write concisely and with clarity creates the platform for an ideal English course in which students write for a real purpose and audience while collaborating with a team of other students and being coached by a teacher. Students who take journalism write extensively in all newspaper formats, including objective news writing, opinion pieces, reviews and interviews. To supplement and inform the work on writing, students read extensively from daily newspapers, essay collections and magazines, and hear from a number of guest speakers. Students get significant training in peer editing and work collaboratively to improve and strengthen their writing.

_open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement._
Junior English Honors

Junior English Honors is a challenging course designed to serve students who feel they may someday pursue a college or graduate degree in the field of literature or the humanities. Students who take this course should come into it with a high degree of interest, skill and intrinsic motivation in literary studies. Students read complex literary texts and engage in intensive analytical discussions in class. Junior English Honors puts particular emphasis on analytical writing and on developing a deeper understanding of how meaning is achieved through elements of style such as syntax, narrative technique and figurative language. Students learn about (and practice using) literary theories or “lenses” as they are a means to understanding the diverse ways people can read and find meaning in literary texts. Enrollment in this course should be done carefully in consultation with English Department faculty and deans.

Open to Grade 11. Prerequisite: English 2. One-half credit. Satisfies English graduation requirement.

The Lyric Essay

Imagine if you could fashion a piece of writing the way a great designer fashions a piece of clothing; imagine if you could create writing that fit you well, made sense to others and aspired to originality and artfulness. Imagine if you could play a piece of writing the way a great athlete plays a sport or how a great musician plays an instrument; imagine if you could create writing that reflected understanding of the rules while also reflecting an original style, an ability to improvise.

In this course students look at the lyric essay as an art form that aims to match what is said with how it is said. Students look at form and content and how they work together. It is tempting to say that the lyric essay is an essay that is not afraid to break rules, but it is probably more accurate to say that the lyric essay is written by people who want to figure out exactly how to say something worth saying.

While “lyric essay” is a relatively new term, examples of the form have been around a long time. Christ’s “Sermon on the Mount” in the New Testament is a lyric essay of sorts. Lao Tzu’s Tao Te Ching could be read as a lyric essay, as could Martin Luther King’s “Letter from a Birmingham Jail.” Virginia Woolf, David Foster Wallace, John McPhee, Joan Didion, Alice Walker, Barry Lopez, James Baldwin, Pauline Kael, Erma Bombeck, Amiri Baraka, Jenny Boully, Maggie Nelson, Annie Dillard, Joy Harjo, Lewis Thomas, David Quammen, Gore Vidal, William F. Buckley, Pauline Kael, Erma Bombeck, Amiri Baraka, Lester Bangs, Edward Abbey, Chuck Klosterman, Hunter S. Thompson, Nora Ephron, Angela Davis and Garrett Hongo might be included on our reading list. In this class students do what lyric essayists do: put imaginations on the page.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Magical Realism

Magical realism is an aesthetic style or genre of fiction in which magical elements appear as natural, everyday events. In these novels and short stories, magic is commonplace, while what one might call “realistic” events may appear to be strange or incomprehensible. Ghosts, whirlwind ascensions, psychic abilities, men turning into fish and children born with pigs’ tails are presented in a straightforward style that asks the reader to accept them as natural and unremarkable things.

Magical Realism in literature is a global phenomenon. It thrived in places where western and non-western cultures and belief systems coexisted as a result of long periods of social contact. For example, in Latin America and the Caribbean, Native American and African systems of thought closely cohabited for centuries with the European cultures of Spain, France and England. A new kind of blended perception of reality was born; one that mixed bits of this and bits of that to make a new recipe for what could be called “reality.”

Students study literature from across the globe, written by a very diverse group of people who nonetheless shared a common need to find a new way to tell the truth through magic, mystery and by way of constantly broadening assumptions about what is possible. Anyone interested in reading and writing about the more “fantastic” or “magical” aspects of human thought and experience will enjoy the work of this course.

The focus for reading is on the short story and novel forms. Students read, among others, the works of Gabriel Garcia Marquez, Carlos Fuentes, Jorge Luis Borges, Clarice Lispector and Salman Rushdie.

In writing, students explore the nature and limits of reality, using both expository and creative styles of writing. Students learn about multi-cultural, post-colonial and post-slavery communities and how they attempted to express the reality of their experiences through literature.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
**Science Fiction**
Science fiction is the literature of the sublime “what if.” What if we could travel through time? What if we could surgically increase our IQs? What if the Martians attack? In this course, through novels, short stories and films, students indulge their sense of wonder by probing four of science fiction’s classic subject areas: outer space, time travel, dystopia and artificial intelligence. Students write analytically, with an eye to increasing their knowledge of – and maneuverability within – science fiction and literature generally; and they also write creatively, giving form to their own unique thought experiments.

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*

**Senior Independent Project**
The English Department offers this option to second-semester seniors who have demonstrated a high level of intrinsic motivation in the study of English Literature. This course is open to those students who have demonstrated the academic maturity and intellectual readiness required to develop and effectively pursue their own courses of study. To participate in the program, students must submit a detailed and specific proposal defining their goals, intended timeline, activities and overall purpose. Proposals are submitted for review by the SIP Committee in mid-October of senior year. If the proposal is approved, students work independently with a member of the Academy English faculty during the second semester to complete their projects. Students participating in this program work in seminar groups with other SIP students and exhibit their learning in the Learning Commons at the end of the semester. Students completing Senior Independent Projects are not required to enroll in another second-semester English course.

*Open to Grade 12. Prerequisites: Three and one-half credits in English, approval of proposal by Academy English Department. Semester course (spring semester only). One-half credit. Credit/No Credit unless the university the student will attend requires a grade. Satisfies English graduation requirement.*

**Shakespeare: From Page to Stage**
William Shakespeare’s plays aren’t dusty relics. The characters he created are alive and have as much to say about our lives now as they ever have. But if one wants to hear, to appreciate and even to love Shakespeare’s creations, one needs to experience his plays through performance. This course exposes students to a range of Shakespeare’s genres and asks them to interact with his texts as actors, directors, audience members and human beings. Through employing an ever-evolving set of comprehension strategies, students gain confidence in their ability to apprehend and connect with Shakespeare’s language, characters and stories, and they are asked to express their understanding in a variety of modes to help them internalize the wit and wisdom in these works. By tackling – and having fun with – these rigorous texts and compelling ideas, students discover what Shakespeare can teach them about themselves and the world.

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*

**Speech: Art of the Spoken Word**
This course enables students to speak more powerfully, confidently, and convincingly in a variety of contexts, both planned and extemporaneous. In order to foster delight in the spoken word, the course aims to inspire aesthetic appreciation of the musical, poetic, and sensory qualities of language. Students analyze a variety of speeches and gain experience in impromptu speaking and debate. They also compose and perform their own creative oral works, such as formal speeches, poems, stories, chants, prayers, and dramatic scripts. By taking this course, students discover the diverse ways that people express ideas with power and grace by uniting sound and sense, rhetorical structure, literary devices, and precise, vivid diction.

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*
Voices of Hawai‘i
The focus of this course is on the works of writers who share their perspectives of what it means to be part of Hawai‘i’s culture through their essays, poems, short stories, novels and plays. The coursework focuses on two essential questions: “What is the world of a diverse island people like?” and “How should we choose to live in it?” To search for answers to these questions, this course provides selected readings by island-centered writers, and invites students to explore the oral histories of their own families and cultures in order to understand the part that sharing stories plays in shaping the histories of individuals and communities. At the same time, students are provided with a variety of structures to help them grow as readers, writers and thinkers in their engagement with literature, both personal and public.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Words R Us
How and when did humans develop language? How do we know that Stone Age people said “ack” to describe “sharp,” and what does that have to do with “acne” on your face? What causes languages to change? Who decides the rules of spelling and grammar? Is body language a real language? Can you detect liars via their speech patterns? What does a poem in sign language look like? What can you learn about yourself from the words you choose? Why are 3-year-olds the world’s strictest grammarians? Do men and women use language differently? Is dyslexia in Chinese the same as in English? Why is a spoken language dying out in the world every two weeks? Do animals have language? Does the language we speak affect how we think? How do advertisers and politicians persuade us with their words? How do texting and social media impact your brain, communication and the English language? How can we alter our words to lessen misunderstanding and conflict? Why are metaphors so much more than figures of speech? Why is it, like, so hard to stop saying “like?”

In this introduction to applied linguistics, students explore diverse questions such as these. Examining the evolution and use of human language – particularly the English language – students look at examples from literature, politics, history, advertising, neuroscience, media, technology, child development, psychology and anthropology to better understand use of language. By the end of the course, students have a greater appreciation for how languages work, and especially how to understand and possibly improve one’s self by the way they use and respond to language. This is a question-driven, project-based, research-oriented, quality-not-quantity, takes-two-to-tango type of course. Enroll with care.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Writing with Clarity and Grace
Writing with Clarity and Grace offers students opportunities to write authentic creative nonfiction pieces, including personal narratives, college essays and arguments, with a strong focus on purpose, audience and tone. Designed for writers of all levels who wish to express themselves more effectively, students are encouraged to gather more tools for their writer’s tool kit and prepare for a variety of real-world writing situations. Students also extend their learning beyond the classroom by engaging in a “writing service” component which may be satisfied in one of many ways, such as tutoring in the Peer Learning Center or planning a “coffee house” reading in Cooke Learning Commons. Ultimately, students gain greater confidence and versatility as writers, as well as a stronger understanding of how to write with power and style.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.

Young Adult Literature
This course explores the young adult world through the study of literary and young adult (“YA”) fiction. The fundamental questions of the course are the questions that people face as they “come of age.” How do you navigate the transition from childhood to adulthood? What role does romantic love play in your life? What is the nature of true friendship? How do you maintain a connection to your family while defining your own identity? Students explore essential questions like these as they gain a deeper understanding of the characters, themselves and the world.

Students read core novels in common but also have the opportunity to choose novels that interest them for more independent study. The course functions as a reading and writing community for the students, who engage in thoughtful dialogue and workshop their writing with their peers in class and online. This community extends beyond the traditional classroom structure through forum discussions, giving and receiving feedback through Google Docs, and other online activities.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
Graduation Requirements
A minimum study of two consecutive levels of a single language in the Academy is required. It is usually recommended that students continue studying the same language until he or she obtains the highest level of proficiency possible.

Course Offerings

ASIAN LANGUAGES

Japanese I
This introductory course is designed for students who have had no formal or informal previous background in Japanese. Students learn fundamental vocabulary and expressions concerning daily life, as well as basic grammatical structures. Two phonetic writing systems (hiragana and katakana) and 60 Chinese characters are taught for reading and writing. Students study some traditions and customs of the Japanese culture.

Student performance is assessed through oral work, quizzes, exams, projects, class performance and homework assignments. Students are required to complete online assignments.

Open to Grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Language graduation requirement.

Japanese I B
This course is designed for students who have some previous background in Japanese (e.g., Japanese school, background from other schools or programs).

The content of the course is essentially the same as Japanese I. In this course, however, hiragana and katakana are used from the very beginning. In addition, more basic Chinese characters are introduced. Reinforcing students’ overall language skills is a primary goal. Students are required to complete online assignments.

Open to Grades 9, 10, 11, 12. Year course. One credit. Satisfies Language graduation requirement.

Japanese II, II Honors
Students learn to communicate in situations they may face in their own community, such as going to a Japanese restaurant, working at a souvenir shop or giving directions to tourists. In this course, more commonly used kanji are introduced for reading and writing proficiency. Honors students learn additional kanji characters and do other reading and writing assignments. Students continue to study Japanese culture to further understand the Japanese people and society.

Student achievement of the four language goals (communication, cultures, comparisons and communities/connections) is assessed by means of daily work, quizzes, compositions, oral presentations, exams and projects.

Open to Grades 9, 10, 11, 12. Prerequisite: Japanese I or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Japanese III, III Honors
In this intermediate course, students expand their abilities to perform all the functions developed in earlier levels by increasing their kanji (Chinese characters), vocabulary and grammatical repertoire. They learn to use informal and formal speech styles. The thematic focus at this level is the introduction of Japanese daily life to the American high school student. Students’ achievement of language goals (communication, cultures, comparisons and communities/connections) is assessed through daily work, oral presentations, compositions, quizzes, class performance, projects and exams.

Open to Grades 9, 10, 11, 12. Prerequisite: Japanese II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

The Academy Language Department offers a range of language choices such as Chinese, Japanese, Hawaiian, French and Spanish. The World Language Department supports the Mission and Aims of Punahou School and the proficiency standards of the American Council on the Teaching of Foreign Languages (ACTFL). The goals for our students are the following:

• To develop proficiency in an additional language and culture.
• To foster positive global perspectives.
• To promote empathic, compassionate and responsible global citizenship.
Japanese IV
The general theme of Japanese IV is “The Japanese Soul.” Students further develop their Japanese language skills while critically examining Japan’s history, culture and values in much greater depth. They study keigo (honorifics) and its place in the daily lives of Japanese, the historical context of the Japanese immigration, the World War II Japanese experience in America and Japan, historical and tradition-laden Kyoto and Nara, and environmental issues. They study and experience traditional cultural arts such as tea ceremony, calligraphy, flower arranging and Japanese poetry (haiku). Each quarter, they engage in projects. All students perform community service in the local and global Japanese community.

Open to Grades 10, 11, 12. Prerequisite: Japanese III or equivalent. Year course. One credit. Satisfies Language graduation requirement.

Japanese IV Honors
The general theme of Japanese IV Honors is “The Japanese Soul.” Students further develop their Japanese language skills while examining Japan’s history, culture and values in much greater depth. They study keigo (honorifics) and its place in the daily lives of Japanese, the historical context of the Japanese immigration, the World War II Japanese experience in America and Japan, historical and tradition-laden Kyoto and Nara, and environmental issues. They study and experience traditional cultural arts such as tea ceremony, calligraphy, flower arranging and Japanese poetry (haiku). Each quarter, they engage in projects. All students perform community service in the local and global Japanese community.

Open to Grades 10, 11, 12. Prerequisite: Japanese III or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Japanese V
This course represents the culmination of the Japanese curriculum at Punahou and is designed to recap and expand the students’ language skills and proficiency. Students are given ample opportunity to use Japanese on common topics, but at a much deeper, broader level than in previous years. Students engage in several projects and continue to involve themselves in service opportunities which benefit the local and global communities connected to Japan, Japanese and the Japanese culture.

Open to Grades 11, 12. Prerequisite: Japanese IV or IV Honors. Year course. One credit. Satisfies Language graduation requirement.

Japanese V Honors
This course focuses on preparing students for the Advanced Placement Exam in Japanese Language and Culture. Instructional materials and activities are designed for students to practice for the exam in the same format as the AP exam and incorporate computer-based instruction. Various aspects of contemporary Japanese society are covered. Students learn to develop their listening, speaking, reading and writing skills on these topics with speed and appropriate language. The course taps students’ critical thinking skills as they also consider ways to become more responsible citizens who can contribute to a better global society. Students learn about 500 kanji by the end of this level. Projects and community service are also required. Students will be prepared to take the AP Japanese Language and Culture Exam and other standardized tests in May. Any student who elects to take the AP exam must register by the deadline posted in the Daily Bulletin and the fee for the exam will be charged to the student’s account.

Open to Grades 11, 12. Prerequisite: Japanese IV or IV Honors. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Intermediate Heritage Japanese
This course is recommended for students who have immersive Japanese language background (e.g., exposed to the language at home and/or have lived in Japan). The course focuses on developing skills designed to appropriately meet the needs of heritage students through a variety of activities. Students practice study skills that prepare them for further study in Japanese. They study contemporary topics that are applicable to their daily lives and learn to appropriately express themselves in the formal and informal spoken and written styles. Their communication skills are assessed by means of daily work, quizzes, compositions, presentations and projects. Students may engage in community service events that require use of their Japanese language skills.

Open to Grades 9, 10, 11, 12. Prerequisite: Placement test. Year course. One credit. Satisfies Language graduation requirement.

A placement test is required for Heritage Students. Heritage Students are those students who have Japanese native speaking parents, or who have lived extensively in Japan, or who have been enrolled at Japanese School for Heritage Students.

Advanced Heritage Japanese
Heritage Japanese II is a continuation of Heritage Japanese I and is offered to students who have been recommended by the instructor. This course continues to sharpen listening comprehension and formal speaking styles, including practice in keigo (honorific language). Students read authentic texts in various traditional and contemporary genres, and Japanese news articles. They write reports, compositions, songs and poetry. Students are also assessed through presentations and projects. Students research and study Japanese values as reflected in traditional Japanese cultural arts and literature. Past, present and future global issues are examined from Japanese and American perspectives. Students share their advanced language and cultural skills at local and global community venues as volunteers.

Open to Grades 10, 11 and 12 only. Pre-requisite: Heritage Japanese I or recommendation of teacher. Year course. One credit. Satisfies Language graduation requirement. A placement test is required for students who have not taken Heritage Japanese I.
Mandarin Chinese I, II and II Honors
Students gain a basic foundation for communicating in Chinese through listening, speaking, reading, and writing activities. The two years of coursework are based on the National Standards and activities address the three modes of communication: interpersonal, interpretive and presentational. Students also develop an awareness and appreciation for Chinese language and culture. An interactive approach is used as students learn to talk about themselves, their families, and their communities, as they learn to make interdisciplinary connections, as well as cultural and linguistic comparisons. Approximately 400 characters are taught each year. Students have an option of learning both traditional and/or simplified scripts. Students are assessed through their performance in reading, writing, listening and speaking activities.

Open to Grades 9, 10, 11, 12. No prerequisite for Mandarin Chinese I. Prerequisite for Mandarin Chinese II or Mandarin Chinese II Honors: Mandarin Chinese I or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Mandarin Chinese III and III Honors
Students continue to build a foundation for communicating in Chinese through listening, speaking, reading and writing activities. Coursework is based on the National Standards and activities address the three modes of communication: interpersonal, interpretive and presentational. Students learn to talk about contemporary and cultural issues, as connections and comparisons are made between American and Chinese societies. In addition, they are introduced to China’s geography and some historical and cultural sites. Approximately 400 characters are taught. Students have an option of learning traditional and/or simplified scripts. Students are assessed through their performance in reading, writing, listening and speaking activities.

Open to Grades 9, 10, 11, 12. Prerequisite: Mandarin Chinese II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Mandarin Chinese IV and IV Honors
Students continue to improve basic language skills through a variety of assignments, activities, quizzes, discussions, compositions, presentations and projects. The course engages students in guided spontaneous conversations. During class, students are engaged in guided spontaneous conversations and metacognitive reflections on the learning process. The goal of this course is to expand the range and depth of linguistic competence and cultural knowledge, and to develop students’ abilities to assume a more independent role in their future studies of the Chinese language and culture. The course engages students in an exploration of both contemporary and historical Chinese culture, with a focus on preparing for the AP Chinese Language and Culture Exam. Instructional materials are authentic materials used in Chinese society, including movies, advertisements, instructions, newspaper articles and websites. Activities and projects are designed in the same format as the computer-based AP Chinese Exam for students to practice the exam, which focuses on the interpersonal, interpretive and presentational modes of communication. Any student who elects to take the AP exam must register by the deadline posted in the Daily Bulletin and the fee for the exam will be charged to the student’s account.

Open to Grades 9, 10, 11, 12. Prerequisite: Mandarin Chinese III or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

Mandarin Chinese V Honors
The goal of this course is to further develop students’ linguistic abilities and cultural knowledge to communicate more efficiently and confidently in Chinese. Students study contemporary topics that are related to their lives and learn to appropriately express themselves in various settings. Their communication skills are assessed on a daily basis through assignments, activities, quizzes, discussions, compositions, presentations and projects.

Open to Grades 9, 10, 11, 12. Prerequisite: Mandarin Chinese IV or IV Honors. Year course. One credit. Satisfies Language graduation requirement.

Mandarin Chinese V
The goal of this course is to further develop students’ linguistic abilities and cultural knowledge to communicate more efficiently and confidently in Chinese. Students study contemporary topics that are related to their lives and learn to appropriately express themselves in various settings. Their communication skills are assessed on a daily basis through assignments, activities, quizzes, discussions, compositions, presentations and projects.

Heritage Chinese 1
This course is recommended for students who have (or have had) immersive Chinese language background (e.g. exposed to the language at home and/or have lived in China/Taiwan), and are proficient in listening and speaking but do not have similar proficiency levels in reading and writing. The course is individualized and focuses on expanding vocabulary and narrowing the gap between speaking/listening and reading/writing skills through small-group activities. Depending on their levels, students set up their own learning goals and schedule for each semester. Assessment is based on the goals set by the students to help them achieve a higher goal beyond their current level.

Open to Grades 9, 10, 11, 12. Prerequisite: Placement test. Year course. One credit. Satisfies Language graduation requirement.

A placement test is required for Heritage Students. Heritage Students are those students who have Chinese native-speaking parents, or who have lived extensively in China/Taiwan, and/or who have been enrolled at Chinese School for Heritage Students.

Intermediate and Beyond in Mandarin Chinese Conversation
This course is ideal for students who have a foundation in Mandarin Chinese and wish to improve their communication skills in daily life situations and in relation to rotating topics such as Chinese film, music, food or popular culture. The focus is on authentic listening and speaking in the broad context of interpersonal communication, with the goal of moving from intermediate towards advanced speaking skills. Occasionally, students use reading to prompt or supplement the conversations. During class, students are engaged in guided spontaneous discussions and metacognitive reflections based on the Aims of a Punahou Education. In the final assessment, students present portfolios showing evidence of growth in proficiency, collaboration and persistence, along with reflections on the learning process.

Open to grades 9, 10, 11, 12. Prerequisite: Completion of Academy Language requirement in any language, and speaking proficiency of Novice-High or above in Chinese, as determined by an interview with the instructor.
EUROPEAN LANGUAGES

French I
This course is an introduction to practical conversational and written French with fundamental vocabulary and idioms dealing with daily life situations and simple basic principles of grammar and structure.
Open to Grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Language graduation requirement.

French II, II Honors
Using a proficiency-based method, second-year French emphasizes conversational and listening comprehension skills. Structures and vocabulary learned in French I are reviewed and reinforced before the introduction of a number of new verb tenses. Understanding culture and global perspective is key in the learning of a language in the 21st century, and awareness is reinforced through projects, internet activities, movies and stimulating reading selections.
The Honors course is the immersion extension of the French II course with a special emphasis on daily speaking.
Open to Grades 9, 10, 11, 12. Prerequisite: French II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

French III, III Honors
Using a proficiency-based method, third-year French provides students with the opportunity to increase their communication skills through vocabulary building, reading, grammar and cultural awareness. Lessons emphasize daily life and culture as well as French and francophone civilization. Our integrated program emphasizes communication, reading skills, listening and writing. Technology is incorporated daily. As for all levels of French, understanding culture and global perspective is key in the learning of a language in the 21st century and awareness is reinforced through projects, internet activities, movies and stimulating reading selections.
The Honors course is the immersion extension of the French III course with a special emphasis on daily speaking.
Open to Grades 9, 10, 11, 12. Prerequisite: French II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

French IV, IV Honors
An essential component of this course is the practice of advanced language skills through discussions, listening comprehension and reading, with particular focus on cultural perspective and critical thinking. Many projects are part of the curriculum where students can work individually or in groups. Students participate in weekly debates during the second semester. Grammar is used in the context of conversations but also studied thoroughly to prepare students who take the SAT French Subject test.
The Honors course is the immersion extension of the French IV course. The pace is faster and the course more rigorous, including more reading.
Open to Grades 9, 10, 11, 12. Prerequisite: French III or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.

French V
Advanced language study emphasizes analysis of selected texts, fluency in conversation, and precision in writing. Research on current French issues is part of the curriculum.
Open to Grades 9, 10, 11, 12. Prerequisite: French IV or equivalent. Year course. One credit. Satisfies Language graduation requirement.

Spanish I
Students in this course are introduced to the language and cultures of the Spanish-speaking world through the development of language modes of communication: interpersonal, interpretive, and presentational. Students learn simple communicative interactions within the context of familiar topics and daily life situations. Learners are encouraged to take risks and build their confidence in using Spanish as they acquire their language skills. The main goal of the first level of Spanish is to start developing the learner’s use of Spanish in a fun, creative, and engaging environment.
Open to Grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Language graduation requirement.

Advanced Placement French V
Advanced language study emphasizes analysis of selected texts, fluency in conversation, and precision in writing. Research on current French issues is part of the curriculum. The course involves intensive oral and written preparation for the Advanced Placement French Language Exam. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.
Open to Grades 11, 12. Prerequisite: French IV or French IV Honors with teacher recommendation. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Language graduation requirement.
In the Honors course, students read and discuss short stories, poetry and other genres of literature.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish II or equivalent. Year course. One credit. Satisfies Language graduation requirement.

Spanish IV
This advanced level course is designed to help students improve their competency in all areas of language learning – speaking, reading, listening and writing. The course, which follows a project-based learning model, allows students to advance their proficiency level through a series of interpersonal, interpretive, and presentational activities and projects, while providing a space for their creative vision to flourish through their project presentations. Students collaborate on projects to demonstrate mastery of the language by placing it in context and using technology as a means of expression and communication. In addition to expanding on the grammatical structures learned in previous years, this course stresses communicative competence through language usage in conversations about current events, movie analysis, and other topics of interest.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish III or equivalent. Year course. One credit. Satisfies Language graduation requirement.

Spanish IV Honors
This advanced course, conducted entirely in Spanish, emphasizes improving communicative skills by means of class discussions, debates, presentations and conversations on a variety of issues derived from the textbook, current events, matters that affect the Hispanic world, and topics of interest and relevance that the students themselves choose. Additionally, the course builds upon and reinforces student knowledge of advanced grammatical and verbal structures; increases acquisition of vocabulary and cultural awareness through literary pieces in the text, web-based Spanish-language newspapers, articles, videos, podcasts and possibly a letter-writing program. After this Honors course, students are well-equipped to continue on the Advanced Placement Spanish V course.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish III Honors, Spanish III (with teacher recommendation only). Year course. One credit. Satisfies Language graduation requirement.

Spanish V
Spanish V is a culture and language course conducted exclusively in Spanish. In this course students continue to develop and improve their language skills in the context of Hispanic culture. At the start of the year, students and the teacher collaborate to evaluate the proficiency level of each student’s language skills in Spanish. Based on that assessment, each student plans his or her linguistic goals for each semester. The main objective of Spanish V is to foster learning by engaging students in activities, games, class discussions, Socratic circles and projects to build confidence communicating in the language.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish IV or IV Honors or teacher recommendation. Year course. One credit. Satisfies Language graduation requirement.

Advanced Placement Spanish V
The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish IV Honors, Spanish IV (with teacher recommendation only). Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Language graduation requirement.
Students compose mele and oli, and dive textbooks, newspapers and much more. legends, stories, songs, chants, proverbs, writing. Curriculum for the course comes learning – speaking, listening, reading and participate in service to others.

Open to Grades 9, 10, 11, 12. Prerequisite: Hawaiian III or teacher recommendation. Year course. One credit. Satisfies Language graduation requirement.

Hawaiian III
Conducted almost exclusively in Hawaiian, this course reviews and expands upon structures presented in Hawaiian I and II. The students are exposed to longer readings and are tasked to write in greater length and detail. Lessons for the course come from a variety of sources. Grammatical structures become more advanced and vocabulary continues to expand. Students are expected to integrate new structures and vocabulary in all skill areas.

Open to Grades 9, 10, 11, 12. Prerequisite: Hawaiian II or teacher recommendation. Year course. One credit. Satisfies Language graduation requirement.

Hawaiian IV
Taught exclusively in Hawaiian, Hawaiian IV students continue to further develop their competency in all areas of language learning – speaking, listening, reading and writing. Curriculum for the course comes from a variety of sources: on-line books, legends, stories, songs, chants, proverbs, textbooks, newspapers and much more. Students compose mele and oli, and dive more deeply into place-based learning focusing on the island of O’ahu. Students also have opportunities to connect with the larger Hawaiian community in various ways. Students are guided by values of love, respect and responsibility. Students are given the opportunity to explore matters of a spiritual and/or ethical nature, and participate in service to others.

Open to Grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Language graduation requirement.

Hawaiian V
Hawaiian V represents the highest level of achievement for Hawaiian language students. The goal of this course is to strengthen students’ use of Hawaiian language, to expand and deepen their knowledge and appreciation of Hawaiian culture, and to study current issues facing the Hawaiian community. Students are expected to converse in Hawaiian daily and produce written and oral projects in Hawaiian. Hawaiian V continues to focus on strengthening four major skills: listening, speaking, reading and writing. Throughout the course, students read longer Hawaiian language passages and stories in newspapers and books, listen to the voices of kūpuna, learn traditional proverbs, compose mele and oli, and dive more deeply into place-based learning focusing on an island other than O’ahu. Students also have opportunities to connect with the larger Hawaiian community in various ways. Students are expected to challenge themselves, be positive contributors to the class and be pono at all times.

Open to Grades 9, 10, 11, 12. Prerequisite: Hawaiian IV or teacher recommendation. Year course. One credit. Satisfies Language graduation requirement.

LANGUAGE TEACHING ASSISTANT (TA)
This course is for students who have a sincere desire to deepen their knowledge and skills in a target language, who want to gain experience in the profession of language teaching, and/or who want to continue language use and learning after returning from a SYA trip or completion of the highest level of language learning. It is also for Heritage students who wish to share their unique bilingual and bicultural abilities and experiences. Students selected to become a TA spend four to five hours a week in the classroom or an equivalent number of hours in preparation and/or tutoring.

TAs are expected to participate in learning, teaching and assessment activities under the leadership and guidance of the cooperating teacher (CT). TAs are expected to meet with their CT at least once a cycle and keep a journal of lessons and activities with thoughtful reflections of their experiences. TAs must be willing and able to lead by example and be a good role model for students.

Students must complete a written application and submit it to the Academy Language Department Head prior to the end of the school year. This application is reviewed by the Language Department Head, deans and teacher(s) before acceptance is granted. Applications can be obtained from the Language Department Head or dean(s).

Open to Grades 11, 12. Prerequisites: Must be enrolled in or have already completed the most advanced level of a language, and must have consent of the instructor, deans and Department Head. Semester or year course. One-half credit each semester. Satisfies general elective credit.
Mathematics is offered in the Academy at three levels: Honors (H), Regular, and Basic College Prep (BCP). The level of study for each student is determined by past performance in mathematics courses. The Honors courses are for those students who have done very well in mathematics. Students must be highly motivated and able to quickly understand and easily apply new concepts. The Regular courses provide a thorough study of Algebra, Geometry, and Pre-Calculus. The Basic College Prep courses are for students who find the regular level of mathematics challenging. The BCP curriculum covers all the basic material in Algebra, Geometry, and Pre-Calculus at a pace suitable for the needs of the students.

All levels of mathematics require students to reinforce the work done in class so they will acquire the skills necessary to progress through a sequential course of study. Homework is assigned at each class meeting and tests are given regularly. Semester examinations are given at the end of both semesters in most of the core courses, except Advanced Placement courses, which do not have a second semester exam. The elective courses provide enrichment topics. The material covered in the electives requires students to use the skills developed in the core courses. The offerings include Elements of Design, Money Management, and Computer Science. Advanced Placement (AP) courses are offered in Calculus AB, Calculus BC, Statistics, and Computer Science. A student enrolled in an AP course is required to take the AP examination in that subject in May. The exam is written, administered, and assessed by the College Board. The fee for the Advanced Placement exam will be charged to the student’s account.

The faculty in the Mathematics Department uses technology, when appropriate, to deepen understanding and enhance productivity. Computers are routinely used in Elements of Design, AP Statistics, and Computer Science courses. All classrooms have Smart Boards. All students in Algebra 2/Trigonometry and subsequent courses are required to own a graphing calculator. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.
Graduation Requirements

Three years of study in the core courses are required for graduation. Typically a student will study Algebra 1, Geometry, and Algebra 2/Trigonometry; or Geometry, Algebra 2/Trigonometry, and Pre-Calculus as the minimum for their graduation requirements. Almost all students choose to study four years of mathematics.

A student may take only one summer school course in mathematics. It is recommended that students who wish to accelerate in their study of mathematics take Geometry in the summer between Algebra 1 and Algebra 2/Trigonometry. Students must receive a grade of B+ or better in both semesters of the prerequisite course to be eligible to take a summer school course for acceleration.

Course Offerings

Algebra 1 Basic College Prep
This first-year algebra course is for students who have experienced difficulties with mathematics. Class size is somewhat reduced to allow for more individual instruction, and shorter class presentations leave time in class for extra drill and one-on-one help with homework.

Each cycle, students attend class five times. Quarter grades are based on test results, quizzes, and homework grades. A graphing calculator is required and can be used throughout the BCP courses. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Open to Grades 9, 10. Prerequisites: Eighth grade mathematics and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Algebra 1
This course presents two semesters of the rigorous foundations of algebra. Topics include: number systems and sets; operations with irrational numbers; an introduction to functions and function notation; graphing and solving linear and quadratic equations and systems of linear equations and inequalities. Problem solving and applications of these topics are integral parts of the course.

Each cycle, students attend class four times plus a testing session. Homework is assigned daily, and is used for practice and to evaluate a student’s progress in the course. At the end of the semester, students take a 90-minute exam which counts as 20% of their semester grade. Students completing Algebra 1 gain a firm basis for understanding material in higher level math courses.

Open to Grades 9, 10. Prerequisite: Eighth grade mathematics at Punahou or recommendation of department. Year course. One credit. Satisfies Mathematics graduation requirement.

Algebra 1X (Algebra I)
Algebra 1X is a variation of the regular Algebra 1 course. It is especially designed for students new to Punahou, allowing them one more hour of class time per cycle. The material covered is identical to that covered in the regular Algebra 1 course. At the end of the first semester, students will be scheduled into Algebra 1 classes.

Each cycle, students attend class five times, plus attend a testing session. Homework is assigned daily, and is used for practice and to evaluate a student’s progress in the course. At the end of the semester, students take a 90-minute exam which counts as 20% of their semester grade.

Open to Grade 9. Prerequisites: Eighth grade mathematics and recommendation of department. Year course. One credit. Satisfies Mathematics graduation requirement.
**Geometry Basic College Prep**

Geometry BCP is the second year in the Academy Math Basic College Prep program. The focus is on geometric concepts such as congruence, similarity, areas, volumes and proofs. There is also a review of many Algebra concepts in preparation for Algebra 2.

Test grades and homework are included in the computation of the quarter grade. A 90-minute semester exam counts as 20% of the semester grade. A graphing calculator is required and can be used throughout the BCP courses. Students may purchase any TI-84 Plus graphing calculator, but a TI-84 Plus CE graphing calculator is recommended.

*Open to Grades 9, 10, 11. Prerequisites: Algebra 1 or Algebra 1 BCP and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Geometry**

This course transitions students from a visual to an abstract understanding of plane and solid geometry concepts. It stresses both inductive and deductive reasoning. Algebra and right triangle trigonometry problems are integrated into the course.

Students work together as they discover and apply geometric relationships and concepts to a large range of routine as well as non-routine problems. Lab experiences incorporate manipulatives and hands-on activities to offer students different opportunities to gain a solid understanding of the material.

Communication and collaboration skills, both at the small and large group levels, are strengthened daily through student presentations and discussions. Active and engaged participation is an expectation for all students. Homework is assigned for each class meeting. Test grades, class participation and homework are included in the computation of the quarter grade.

*Open to Grades 9, 10, 11. Prerequisite: Algebra 1. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Geometry Honors**

This course is designed for accelerated students. In addition to an introduction to right triangle trigonometry, it includes units on solid and coordinate geometry. Compared to regular Geometry, there is greater emphasis on proof and applications of concepts throughout the course.

Students attend five classes per cycle.

*Open to Grades 9, 10. Prerequisites: Eighth grade Algebra 1 Honors and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Algebra 2/Trigonometry Basic College Prep**

This course is the third in the Basic College Prep (BCP) sequence and currently uses the University of Chicago School Mathematics Project (UCSMP) curriculum. The concept of function provides the organization for the course. New topics include matrices, logarithms and trigonometry. Graphing calculators are used to reinforce concepts and introduce mathematical modeling.

Each cycle, students attend class four times, plus a testing session. A graphing calculator is required and can be used throughout the BCP courses. Students may purchase any TI-84 Plus graphing calculator, but a TI-84 Plus CE graphing calculator is recommended. This course does not satisfy the prerequisite for Pre-Calculus or Advanced Pre-Calculus.

*Open to Grades 10, 11, 12. Prerequisites: Geometry or Geometry BCP and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Algebra 2/Trigonometry Honors**

This Honors Algebra 2/Trigonometry course is designed for accelerated students with a love of math and a desire to be challenged. It covers all of the material introduced in the regular Algebra 2/Trigonometry course but in greater depth than is possible in the regular course. Many Pre-Calculus topics are also studied.

Students attend five classes per cycle.

Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

*Open to Grades 10, 11. Prerequisites: Geometry Honors with B+ or better and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Pre-Calculus Basic College Prep**

This course is the fourth year in the BCP sequence of mathematics and was developed to expand students’ understanding of functions, statistics, and trigonometry. Pre-Calculus (BCP) integrates the ideas of functions and trigonometry with the statistics necessary to collect and analyze data, and to hypothesize and draw conclusions from this data. A graphing calculator with a statistics package is required and is one means of engaging students in extended learning. Reading mathematics and problem solving real life situations promote students as independent learners. Pace, workload, and more individual help distinguish this course from courses in the regular track.

The course uses a University of Chicago School Mathematics Project text. Each cycle, students attend class four times, plus attend a testing session. Evaluation is based individual math projects, a math homework folder, quizzes, chapter tests, and semester exams.

A graphing calculator is required and can be used throughout the BCP courses. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

*Open to Grades 11, 12. Prerequisites: Algebra 2/Trigonometry or Algebra 2/Trigonometry BCP and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*

**Algebra 2/Trigonometry**

Algebra 2/Trigonometry includes the further development and blending of algebraic and geometric concepts. Linear, quadratic, exponential, logarithmic and trigonometric functions and their use as mathematical models are the primary focus of the course. The complex number system, conic sections, statistics, permutations, combinations, sequences and series are also introduced.

Each cycle, students attend class four times, plus a testing session. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

*Open to Grades 10, 11, 12. Prerequisite: Geometry. Year course. One credit. Satisfies Mathematics graduation requirement.*
Pre-Calculus
Designed for students who have completed Algebra 2/Trigonometry and who wish to continue with a Pre-Calculus program, this course provides a less demanding alternative to Advanced Pre-Calculus but covers similar material. Pre-Calculus is recommended for students with a grade of B or lower in Algebra 2/Trigonometry. This course does not satisfy the prerequisite for AP Calculus.

Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Open to Grades 11, 12. Prerequisites: Algebra 2/Trigonometry and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Advanced Pre-Calculus
This is the fourth course in the sequence that begins with Algebra 1, Geometry and Algebra 2/Trigonometry. It blends and extends topics from the previous courses. In addition to learning specific mathematical skills, students also develop their ability to make significant connections between topics as they enhance their ability to solve non-routine problems. Focused study and attention to detail are a significant requirement of the course. During the first semester, topics include polynomial, exponential, logarithmic and trigonometric functions and vectors. In the second semester, students study vectors, polar coordinates, complex numbers, matrices, sequences, series, combinatorics and probability. The course also introduces basic calculus concepts including limits and derivatives. Students completing Advanced Pre-Calculus will be prepared to take Calculus. Each cycle, students attend class four times plus a large group session.

Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Open to Grades 11, 12. Prerequisites: Algebra 2/Trigonometry with B or better and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Advanced Pre-Calculus Honors
This course is designed for the student who enjoys studying mathematics at a deeper level and welcomes the challenge that comes with solving difficult problems. The topics covered include the traditional pre-calculus ones (functions, trigonometry, probability, statistics, vectors, analytic geometry, matrices) as well as elementary calculus operations normally found in a first semester college calculus course.

The course meets five times a cycle.

Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Open to Grades 11, 12. Prerequisites: Algebra 2/Trigonometry Honors with B or better and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Differential Calculus
This course is designed for students who have the motivation to begin their study of Calculus in high school, but who do not have a strong enough background to enroll in Advanced Placement Calculus. This course includes a review of functions from pre-calculus. Limits are explored algebraically, graphically and numerically, leading to the definition of derivative. Techniques of differentiation with special emphasis on the chain rule and implicit differentiation develop the students’ skills. Applications of the derivative to graphing, related rates and optimization enrich the students’ understanding of applications of the derivative. Basic integrals are introduced.

The course does not cover enough material to prepare the students to take the Advanced Placement Calculus Exam. The course meets five times a cycle. A TI-84 Plus graphing calculator is required but the TI-84 Plus CE graphing calculator is recommended.

Open to Grades 11, 12. Prerequisite: Pre-Calculus with B- or better or Advanced Pre-Calculus with teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Advanced Placement Calculus AB and BC
These courses have approval to use the AP designation because each course teacher has submitted to the College Board a course syllabus designed to meet articulated college-level criteria.

AP Calculus AB is the equivalent of a college-level calculus course, including differential and integral calculus with applications.

AP Calculus BC is an extension, rather than an enhancement, of Calculus AB. Calculus BC includes study of infinite series, and calculus of polar, parametric and vector functions. Common topics require the same depth of understanding.

Both courses meet five times each cycle. Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended. Students are required to take the Advanced Placement exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 11, 12. Prerequisites for AP Calculus AB: Advanced Pre-Calculus with B+ or better or Advanced Pre-Calculus Honors; teacher recommendation. Prerequisite for AP Calculus BC: Teacher recommendation. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Mathematics graduation requirement.
Advanced Placement Statistics
This course is part of a national program in Advanced Placement. All students who enroll are required to take the AP Exam in May. Appropriate placement and credit are granted by colleges in accordance with their policies.

The purpose of AP Statistics is to introduce students to the 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 statistical inference.

This class meets for 1 hour three times per cycle and 1 1/2 hours once a cycle. Students are required to take the Advanced Placement exam in May and the fee for the exam will be charged to the student’s account. Students are required to purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Open to Grades 10, 11, 12. Prerequisite: Any level of Algebra 2/Trigonometry or concurrent enrollment. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies general elective credit.

Advanced Placement Computer Science
This course is an introduction to the intellectual enterprises of computer science and the art of programming. The problem sets are based on forensics, biology, finance, game design and cybersecurity topics, and students must find the appropriate solutions through rigorous testing and iterative design. The course also involves an independent programming project of the student’s choice. The course covers the fundamentals of programming such as abstraction, encapsulation, data structures, security and software engineering, and provides an excellent foundation for any of the other computer science courses at Punahou.

Previous programming experience is not required. However, willingness to work hard, collaborate with others, and ask for help when necessary will greatly help students to succeed in this course.

This course meets for 1 1/2 hours three times a cycle. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 10, 11, 12. Prerequisite: 8 or better in previous math course (Algebra 1, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Advanced Pre-Calculus, Advanced Pre-Calculus Honors). Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies general elective credit.

Introduction to Computer Science
This course provides a hands-on introduction to programming through the lens of game design. The course explores the history of games and methods of visual expression and representation. Students use block-based coding languages, interactive fiction and storytelling tools, and create games for the Meggy, a handheld video game simulator, using Arduino C.

Previous programming experience is not required.

This course meets for 1 1/2 hours three times a cycle.

Open to Grades 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies general elective credit.

Computer Science Independent Study: iOS App Development
This is an opportunity for students who have previously taken a Computer Science course to further their understanding by applying their knowledge and skills in a real world situation. By working with the AP Computer Science Instructor, independent study students build apps for the iPod, iPhone and iPad using Xcode and Swift, and publish them in the App Store. Working much like a small startup, students collaborate as a team, share code and learn to communicate with each other. This is an intensive project-based course that requires students to be resourceful in learning the skills they will need to complete their work. The instructor will provide debugging support and advice to students during lab periods, as well as guidance and support for design and UX/UI.

This course meets for 1 1/2 hours three times a cycle.

Open to Grades 11, 12. Prerequisites: Introduction to Computer Science, AP Computer Science or consent of instructor. Semester course. One-half credit. Satisfies general elective credit.

Advanced Topics in Computer Science
This course focuses on Java programming. The course covers topics such as problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Although it is not a AP course, students may choose to take the AP Computer Science A exam in May.

Open to Grades 10, 11, 12. Prerequisite: Advanced Placement Computer Science. Semester course. One-half credit. Satisfies general elective credit.
Elements of Design
This is a design course focusing on graphic and oral communication. Topics include graphic design, product design, set design, perspective drawing, architectural design, and computer graphics with Illustrator, iMovie and SketchUp. The course is modeled after an introductory college design course. Students learn about the process of design, hone presentation skills, both visual and oral, and practice objective critical analysis.

Assignments and grading are on a contract system, with point values and a pre-set grading scale. There are no semester exams; grades are determined primarily from assignments and projects, some of which involve design for the community. Students spend two hours in lecture and two hours in lab per cycle. Course activities include field trips to several architecture offices, a landscape architect’s office, building construction sites and a theater site. Extra credit projects are encouraged.

A high school course in design is preferred by some colleges’ architecture and engineering programs.

Open to Grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies general elective credit.

Money Management
In this course students are introduced to the value of thrift, budgeting, saving and investing. Students learn how to set up a budget and the importance of living within their means. The subject of debt is also addressed in this course. Students learn the importance of establishing and maintaining good credit. Through a survey of banking practices and institutions, students learn the role that savings plays in wealth accumulation and in budgetary maintenance. Students first learn the importance of the time component in investing and then undertake a detailed examination of several investment options including, but not limited to, stocks including options, mutual funds, ETFs and SPIDERS, bonds, real estate and various commodities. Students have an opportunity to trade securities and to actively manage an investment portfolio. There is also a section on taxation both as an obligation and the role it plays in maximizing return on investment.

This course meets three times a cycle for one hour. Grading is by semester and based on performance on tests, class participation and project work. There is no final exam.

Open to Grades 11, 12. Prerequisite: Any level of Algebra 2/Trigonometry or concurrent enrollment. Semester course. One-half credit. Satisfies general elective credit.
Graduation Requirements

Students must earn two credits in the Visual and Performing Arts. All Music Department courses may be taken to fulfill the Visual and Performing Arts graduation requirement or general elective credit. Courses taken to fulfill the Visual and Performing Arts requirement must be taken for a grade; courses taken for general elective credit may earn either a grade or Credit/No Credit.

Course Offerings

Introduction to Music Theory
This course is for the music student wishing greater depth in understanding the fundamentals of music. Students compose, study harmony, read chord charts, harmonize melodies, analyze form, perform original compositions, and practice various ear-training exercises. In lieu of a textbook, students purchase and learn to use a notation software package like Sibelius or Finale on their school laptop.

An original composition in vocal or instrumental form is the final project. This course is highly recommended for students considering music as a career or as a major or minor in college. Music Theory is offered in odd-numbered years in the Spring semester.

Open to Grades 9, 10, 11, 12. Prerequisites: Ability to read standard notation and Music Department Head’s consent. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Comprehensive Musicianship for the Guitar
This course is intended for students with little or no formal guitar experience. While learning to play this popular instrument, students learn the fundamentals of music, including reading and writing standard music notation, basic theory, and creating original compositions.

Students learn beginning ensemble and solo guitar literature while exploring basic chords and scales, classical guitar technique, basic accompaniment styles, blues and rock improvisation, and slack key guitar technique. Playing, listening to and analyzing a wide variety of guitar music from different cultures and time periods are an important component of this course.

Students are required to complete written assignments and to practice guitar skills outside of class in order to achieve performance expectations. They also demonstrate performance competency through regular individual and group observations. A classical, nylon-string guitar and guitar footstool are required for this course.

Open to Grades 9, 10, 11. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Music

Because music is an innate and distinct form of human thinking and expression, students are offered a variety of courses which focus on, but are not limited to, one of the three fundamental music processes – performing, creating, and responding to music. Students will:

• Acquire skills in singing or playing instruments, improvising, composing, reading and notating music.

• Acquire knowledge and understanding to describe, analyze, and evaluate music and music performances.

• Discover and understand through music their own historical and cultural heritage and connections with other cultures and disciplines.

• Develop healthy personal attitudes through music participation, including curiosity, risk-taking, initiative, and independence, while learning the important social virtues of commitment, cooperation, responsibility and respect.
Music (continued)

Classic Guitar Ensemble I
This course is for the intermediate-level guitar student. Students learn to perform in small (duos, trios, quartets) and large guitar ensembles. In addition, students study music history, music theory, improvisation, and composition/arranging. As a continuation of Comprehensive Musicianship for the Guitar, students play a wide variety of music, including rock, Hawaiian and classical styles. Students should already be comfortable reading standard music notation in open position and using classical guitar technique, and they must have a good working knowledge of chord playing. A classical, nylon-string guitar and guitar footstool are required for this course.

Open to Grades 9, 10, 11, 12. Prerequisite: Audition with instructor. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Classic Guitar Ensemble II
This course is for the advancing guitar student. Students learn to perform in small and large guitar ensembles in different musical styles. This ensemble performs extensively in formal and informal venues. In addition, students study music history, music theory, and composition/arranging. Due to the advanced nature of the course, students accept more responsibility in leading rehearsals and performances, and selecting and arranging music. A classical, nylon-string guitar and guitar footstool are required for this course.

Open to Grades 10, 11, 12. Prerequisite: Audition with instructor. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Hawaiian Music Ensemble I
This course offers all students the opportunity to learn basic guitar, ukulele, bass, and vocal styles as they apply to Hawaiian music. Other instruments may be used in the ensemble as well. Students are expected to play multiple instruments throughout the year. Performances, both formal and informal, are scheduled throughout the course.

Students learn a varied approach to music making. Students learn by ear in a kanikapila style, and also learn the fundamentals of western music as it applies to Hawaiian music. Topics covered include reading and writing basic music notation, chord theory, improvisation, and composition.

Because music of any culture requires historical context, students are required to do considerable research into the music they are playing, and write and present orally its evolution and place within Hawaiian culture and society.

Open to Grades 9, 10, 11, 12. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated once for credit.

Hawaiian Music Ensemble II
This course is intended as a secondary performance-driven option for students who have taken Hawaiian Music Ensemble I. Students expand their guitar, ukulele, bass and singing skills by exploring more advanced music.

Throughout the year, student-driven choices in repertoire are made in addition to a core set of Hawaiian mele. There is ample in-class rehearsal time, but the focus is on creative/theoretical treatments of the music, rather than simply learning the instruments.

Students are expected to share performances, both formal and informal, throughout the year. Additionally, students work on in-class projects/assignments ranging from composition and improvisation through lyrical/cultural analyses.

Open to Grades 10, 11, 12. Prerequisite: Hawaiian Music Ensemble I. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Creative Music Studio
In this course, students collaborate with their classmates to create music to perform publicly and/or record and distribute digitally. An emphasis is on current popular styles, although other styles are often explored.

Students are expected to read and notate music in standard notation, play by ear, arrange, improvise and compose music. Projects, conceived by students, are the primary vehicle to teach the process used by professional musicians to create original music. In order to create music, students are also asked to analyze, imitate and create variations on other artists’ music.

A polished recording or concert at the end of each semester is the final project.

Open to Grades 9, 10, 11, 12. Prerequisite: One year of an Academy Music Department course or by audition. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Creativity and Composition (Perf Arts (ID))
Creativity is not something that some people are born with and others are born without. All humans have the capacity for creativity, and this course teaches and cultivates imagination and the ability to apply creativity to artistic work. The course is interdisciplinary, focusing on music and creative writing. Guided by artists and teaching professionals in each field, students discover tools for composing songs, poems, stories, essays and other artistic products. Students read critical and creative work, listen to music, view biopics and other films, experiment with language and music, and work on interdisciplinary projects designed by teachers. Through these activities, students not only improve their writing and music skills, but also develop tools for applying creativity to many aspects of their lives.

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One credit (one-half English, one-half Music) Satisfies English and Visual and Performing Arts graduation requirement or general elective credit.
Concert Orchestra I
For players of violin, viola, cello and string bass, this course offers study of orchestral music representing a broad range of styles and composers. Fundamentals for technique and musicality are advanced through the study of major and minor scales, rhythmic reading, bowing techniques, the higher positions and musical phrasing.

The compositions studied and performed reinforce the fundamentals and build musical understanding. As performance is an integral part of music, students must participate in scheduled concerts throughout the year.

One sectional rehearsal and three full string rehearsals are scheduled per cycle.

Open to Grades 9, 10, 11, 12. Prerequisite: Approximate Grade III performance level. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Concert Orchestra II
For the advancing string student, this course offers the continuing study of orchestral literature in a variety of styles and a continuation of technical advancement through extended scales and arpeggios, advanced bowing techniques and the higher positions.

Class sessions include work for advancement of technical skills while integrating them into the orchestral literature being studied. The compositions studied and performed emphasize growing musical understanding and represent a broad range of styles and composers. As performance is an integral part of music, students must participate in scheduled concerts throughout the year.

One sectional rehearsal and three full string rehearsals are scheduled per cycle.

Open to Grades 9, 10, 11, 12. Prerequisite: Approximate Grade IV performance level. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Symphony Orchestra
The Punahou Symphony Orchestra strives to perform concert repertoire at the highest possible level. Several major performances are presented each school year. Students of orchestral string instruments are selected through audition. Students study performing practices and styles through the music of numerous composers from all periods of music history. The annual Concerto Concert provides an opportunity for seniors, selected by audition, to perform as soloists with the orchestra. In addition, many opportunities exist for performance in chamber music ensembles for interested and qualified students.

Class meets daily.

Open to Grades 9, 10, 11, 12. Prerequisite: Selection through audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Marching Band
Students from Concert Bands I and II, the Wind Symphony and the Wind Ensemble combine to form the Punahou Marching Band. Beginning in July, the Marching Band meets for a required marching band pre-camp at Punahou School, then for a band camp on the Big Island, and finally three times a cycle as a regularly scheduled course during the first twelve to fourteen weeks of the school year.

This course emphasizes marching and musicianship skills, in preparation for effective and quality field and parade performances. It provides a setting for students to develop their sense of teamwork and leadership skills while improving individual stamina and physical coordination. The band performs at marching band festivals, parades and Punahou Varsity football games.

Due to instrumentation, bassoonists and oboists are not required to participate in Marching Band, but may join the color guard. Students in their first year in an Academy band course must participate in Marching Band.

Concert Band I
This course is based upon the premise of music education. While performance is a key aspect of this course, the acquisition of musical knowledge and creating lifelong music-lovers is the primary goal. This course is designed to educate students in all aspects of music, including theory, history and performance. It emphasizes the fundamentals of wind and percussion playing and performance. Students complete extensive work on major and minor scales, embouchure development, tone production, listening, and basic music theory, with mallet keyboard work and rudimental drumming for percussionists. Course requirements include performance of playing tests, participation in all performances, attending other concerts, and may include a written assignment.

Concert Band I combines with the other bands to form the Marching Band in the fall. Due to instrumentation, bassoonists and oboists are not required to participate in Marching Band, but may join the color guard. Students in their first year in an Academy band course must participate in Marching Band.

Concert Band I presents one concert at the end of each semester. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

This course meets once in sectional rehearsal and twice per cycle in full rehearsal during the first semester. A third full rehearsal is added per cycle in the second semester.

Open to Grades 9, 10, 11, 12. Prerequisite: Previous instrumental experience. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.
Concert Band II
This course continues the fundamentals of music performance with increased competence expected in tone production, articulation, listening, sight reading, musical awareness in ensemble, ear training and music theory. Course requirements include written performance evaluations, written assignments and an individual performance or observation outside of the regular class.

This group of students combines with the other bands to form the Marching Band in the fall. Due to instrumentation, bassoonists and oboists are not required to participate in Marching Band, but may join the color guard. Students in their first year in an Academy band course must participate in Marching Band.

Concert Band II presents a concert at the end of each semester along with additional performances elsewhere in the community. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

This course meets once in sectional rehearsal and twice per cycle in full rehearsal during the first semester. A third full rehearsal is added per cycle in the second semester.

Open to Grades 9, 10, 11, 12. Prerequisite: Previous instrumental experience. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Wind Symphony
The Wind Symphony performs advanced wind band literature, while refining technical skills. Due to the high demand of music, private lessons are recommended and may become necessary prior to placement. Course requirements include individual playing tests, written assignments which may include music theory and music history, and attendance and participation in all required performances.

In addition to class meetings, the Wind Symphony performs in concert at the end of each semester and may also participate in at least one adjudicated event in the spring semester. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

The course meets once in sectional rehearsal and twice per cycle in full rehearsal during the first semester. A third full rehearsal is added per cycle in the second semester.

Members of the Wind Symphony combine with members of the other Academy Bands to form the Punahou Marching Band in the fall. Due to instrumentation, bassoonists and oboists are not required to participate in Marching Band, but may join the color guard. Students in their first year in an Academy band course must participate in Marching Band.

The Wind Ensemble presents a concert at the end of each semester along with additional performances elsewhere for the school and community while being consistent with school policies and philosophies. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

Open to Grades 9, 10, 11, 12. Prerequisite: Previous instrumental experience. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Wind Ensemble
Open by audition to students of advanced musical development, this course explores all types of wind band and ensemble literature and performance techniques. The course emphasizes a high level of performance and seeks to nurture students’ life-long interest in music as performers and listeners. This course is designed to educate students in all aspects of music, including theory, history and performance. Gaining knowledge and skills in music are important for this course, however it is the attitude and character of each student that will have the most significant impact on their musical success. Students need to dedicate a generous amount of time to their practicing. Course requirements include performance of individual playing tests, participation in all performances, attending other concerts, and may also include a written assignment. Private lessons are highly recommended.

Members of the Wind Ensemble combine with members of the other Academy Bands to form the Marching Band in the fall. Due to instrumentation, bassoonists and oboists are not required to participate in Marching Band, but may join the color guard. Students in their first year in an Academy band course must participate in Marching Band.

The Wind Ensemble presents a concert at the end of each semester along with additional performances elsewhere for the school and community while being consistent with school policies and philosophies. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

Open to Grades 9, 10, 11, 12. Prerequisite: Previous instrumental experience. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.
Elements of Ensemble Singing: Men's Chorus
Elements of Ensemble Singing (Men’s Chorus) provides an introduction to group singing. The focus is on the training and development of the male voice, heart and mind through the exploration of the wide body of literature specific to men’s choirs. It is a preparatory course to develop skills that will lead to successful participation in another school choral ensemble and/or vocal music-making independent of a choir.

Development of healthy vocal techniques, rehearsal skills and musical literacy/sight-singing skills is strongly emphasized. Additional activities include improvisatory music-making, critical listening activities, and performance in solo and small group settings. Men’s Chorus performs in Chapel and participates in a concert at least once a semester.

Open to Grade 9, 10, 11. Prerequisite: none. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Elements of Ensemble Singing: Women’s Chorus
Elements of Ensemble Singing (Women’s Chorus) provides a strong introduction to group singing. The focus is on the training and development of the female voice, heart and mind through the exploration of the wide body of literature specific to women’s choirs. It is a preparatory course to develop skills that will lead to successful participation in another school choral ensemble and/or vocal music-making independent of a choir.

Development of healthy vocal techniques, rehearsal skills and musical literacy/sight-singing skills is strongly emphasized. Additional activities include improvisatory music-making, critical listening activities, and performance in solo and small group settings. Women’s Chorus performs in Chapel and participates in a concert at least once a semester.

Open to Grade 9, 10, 11. Prerequisite: none. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Academy Chorus
The Academy Chorus is an intermediate-level mixed voice ensemble that provides an opportunity for students with previous choral experience to continue to develop fundamentals of choral performance and musical literacy. Development of healthy vocal techniques, ensemble, and rehearsal skills is emphasized through the performance of secular and sacred choral works from Western and World choral traditions, both historical and contemporary. Additional activities include development of basic music literacy and sight-reading skills, critical listening activities, improvisatory music and performance in solo and small group settings. The Academy Chorus performs in Chapel and participates in a concert at least once a semester.

Open to Grades 10, 11, 12. Prerequisite: Completion of a 9th grade introductory ensemble and/or permission of the instructor. Placement by audition only. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Chorale
The Chorale is a mixed voice ensemble composed of students with demonstrated advanced singing and musicianship abilities. Enrollment is limited. This highly select choir performs advanced choral literature selected from Western, multicultural, contemporary, and avant garde styles in 4 to 8+ parts. Students are expected to perform independently and in small ensembles. Development of critical listening, sight-reading, ear training, music theory, rehearsal skills and improvisatory music is an integral part of this course. The Chorale performs frequently in a variety of settings, including the Academy Winter and Spring Concerts, Punahou events, and community programs.

Open to Grades 10, 11, 12. Prerequisite: A 9th grade introductory choral ensemble and/or demonstration of advanced choral musicianship skills in audition. Placement by audition only. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.

Camerata
Camerata is a treble voice ensemble composed of students with demonstrated advanced singing and musicianship skills. Enrollment is limited. This select choir performs advanced choral literature written specifically for treble voices in unison to 6+ parts. Students are expected to perform independently and in small ensembles. Development of critical listening, sight-reading, ear training, music theory, rehearsal skills and improvisatory music is an integral part of this course. Camerata performs in Chapel and participates in a concert at least once a semester.

Open to Grades 10, 11, 12. Prerequisite: A 9th grade introductory choral ensemble and/or demonstration of advanced choral musicianship skills in audition. Placement by audition only. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit.
Business Course Offerings

Businesses, Organizations and Society
This course gives students a broad understanding of business situations. The course looks at effective individuals and organizations and how they manage success or failure. The use of business school cases, articles and current events give greater insight into the decision-making behind products and services seen and used every day. Business leaders from the Hawai’i community are brought in to speak to students and answer questions relevant to familiar companies and current topics.

This course gives students a rudimentary familiarity with product development, marketing and finance. However, technical business issues are not a topic of this course. Instead, elements of leadership, decision-making, strategy, value and entrepreneurship are discussed. This course is for the student who has thought about starting their own business and/or has considered business school after college. The instructors are leaders in the Hawai’i business community and are successful entrepreneurs, trained in business, finance, management and more, whose goal is to prepare students with a broad understanding of the dynamics of organizations and businesses they will inevitably face later in life.

Open to Grades 11, 12. Semester course (fall semester only). One-half credit. Satisfies general elective credit.

JROTC Course Offerings
Junior ROTC is voluntary for all physically qualified girls and boys who are at least 14 years of age. All enrolled students are furnished complete uniforms, books and other necessary equipment free of charge. Such equipment is on loan from the United States Army and must be returned at the end of the year or sooner if a student withdraws from the course.

JROTC classes meet two times per cycle in the classroom. Leadership labs are conducted once per cycle, schedule permitting, during the school day.

Cadets completing three or four years of JROTC are entitled to placement credit toward completion of Senior ROTC courses. JROTC offers additional and enhanced opportunities for those students who desire to compete for college ROTC scholarships, which are worth up to $100,000.

The JROTC program offers competitive nominations to West Point, Annapolis, and the Air Force Academy to outstanding cadets who qualify. These appointments are in addition to the regular Congressional and Presidential appointments.
Participation in JROTC does not incur any service or monetary obligation to the U.S. Government.

Through this course, students gain insight into ethical values and principles that underlie good citizenship and leadership, including: examining the respect given constituted authority and the responsibility and integrity authority requires; developing leadership potential; becoming familiar with the history, purpose, and structure of the military services and their links with political policy; meeting physical challenges and appreciating the importance of physical fitness in maintaining good health; critical thinking, effective oral and written communication, and defending choices thoughtfully.

Strong emphasis is placed on individual leadership, responsibility, and service.

During the second, third, and fourth year, students are designated as cadet officers and senior non-commissioned officers. Cadets who successfully complete two years of JROTC are awarded one-half credit of Physical Education under the Fitness through Independent Training (FIT) program.

**JROTC III**

Students who enroll in JROTC III study Applied Leadership, Drill and Ceremonies, Applied Map Reading/Land Navigation, Marksmanship and Safety, Military Justice, Role of the Armed Forces, Technology Awareness, and Physical Fitness.

*Open to Grades 11, 12. Prerequisite: JROTC II with a grade of B or better, or consent of the Senior Army Instructor. Year course. One-half credit. Satisfies general elective credit.*

**JROTC IV**

JROTC IV teaches students Advanced Leadership Techniques, Drill and Ceremonies, Staff Functions and Procedures, Organizational Effectiveness Techniques, Marksmanship, and Physical Fitness. The fourth year is much less structured than the earlier three, and JROTC IV students take an active role in the instruction of cadets.

*Open to Grade 12. Prerequisite: JROTC III with a grade of B or better, or consent of the Senior Army Instructor. Year course. One-half credit. Satisfies general elective credit.*

**JROTC I**

Students are introduced to JROTC and the Army, Leadership Theory, Drill and Ceremonies, Physical Fitness, Marksmanship and Safety, Citizenship and Military History.

*Open to Grades 9, 10, 11, 12. Year course. One-half credit. Satisfies general elective credit.*

**JROTC II**

Students in JROTC II study Intermediate Leadership, Drill and Ceremonies, Intermediate First Aid, Intermediate Map Reading, Military History, Role of the U.S. Army, American Citizenship, Technology Awareness, Marksmanship and Safety, and Physical Fitness.

*Open to Grades 10, 11, 12. Prerequisite: JROTC I. Year course. One-half credit. Satisfies general elective credit.*
Graduation Requirements

Two credits or four semesters are required for graduation. There are four categories from which students may choose to earn their credits: In School (ISPE), After School (ASPE), Athletics (ILH), and Summer School.

All students are required to take Lifetime Fitness. It is a fitness-related course, offered during regular school hours as well as during the summer, and must be completed by the end of the 10th grade year.

It is highly recommended that Lifetime Fitness be taken before any ISPE course. Students may not take two ISPE courses concurrently.

Course Offerings

Lifetime Fitness (Physical Education)

Lifetime Fitness is designed to engage students in fitness activities that encourage healthy exercise habits, enhance an understanding of the basic components of physical fitness, allow for application of these concepts into a lifetime activity plan, and help develop an appreciation for the benefits and values of being physically active. Activities featured are running, swimming and strength training as well as functional training exercises. Heart rate monitors are used regularly to assist students in examining the effects of exercise and offer a means of integrating technology that promotes and supports physical activity. Students are encouraged to engage in regular exercise outside of class and utilize personal goals to develop an exercise program that is appropriate for them.

Students meet three times a cycle for activities and once a cycle in a large group setting. The large group session is designed to allow for different teaching methods such as media presentations, guest speakers, classroom activities, computer applications, and written assessments. Topics that are presented and discussed include: components of physical fitness, principles of training, muscle identification, nutrition, and goal setting.

Open to Grades 9, 10. Semester course. One-half credit. Letter graded with a Credit/No Credit option (C or better for credit). Satisfies Physical Education graduation requirement.

Physical Education

Physical Education is pumping – the heart, that is. Whether choosing to be fit, learning a new game, developing specific skills, or just having fun with friends, movement is at the heart of leading a physically active lifestyle.

The goal of the Academy Physical Education Department is to help students develop the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Empowering students to take control of their personal fitness is a primary goal of the Physical Education program.

A physically literate individual:

- Demonstrates competency in a variety of skills
- Applies knowledge of movement concepts and principles
- Demonstrates a health-enhancing level of fitness
- Exhibits responsible personal and social behavior
- Values physical activity for health, enjoyment, challenge and self-expression.

The Physical Education Department encourages students to experience a variety of activities that complement their personal interests as well as challenge them physically.
ISPE: In-School Physical Education (Physical Education)

ISPE is comprised of a number of classes that offer students a choice of activities. In each class, students learn to develop proficiency in skills and various movement forms, incorporate tactics, concepts and strategies in situations relative to the activity, as well as demonstrate responsible personal and social behavior. They are also encouraged to engage in regular exercise outside of class and utilize personal goals to guide an exercise program that is appropriate for them. The ultimate goal for these experiences is to help students become confident and competent enough to participate in and enjoy a variety of activities in recreational settings. To support out-of-class participation, several facilities are available for student use (under certain conditions), i.e. track, pool, racquetball courts, tennis courts and weight room.

Lifetime Fitness provides many concepts fundamental to the P.E. curriculum and is recommended before taking an ISPE class.

**1st Semester**
- Basic Yoga Plus
- Field Sports/Strength Training
- Indoor Sports
  - Yoga I
  - Yoga II
- Yoga Hybrid

**2nd Semester**
- Basic Yoga Plus
- PEP
- Racquetball/Tennis
- Yoga I
- Yoga II

Open to Grades 9, 10, 11, 12. Prerequisite for Yoga II and Yoga II Hybrid: Yoga I. Semester course. One-half credit. Letter graded with a Credit/No Credit option (C+ or better for credit). Satisfies Physical Education graduation requirement.

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**ISPE: Activity Offerings**

**Basic Yoga Plus**

Students are introduced to a variety of methods in developing strength, flexibility, balance, and a sense of vitality and well-being. Students experience the physical aspects of yoga through various yoga postures (asanas) with an emphasis on proper posture, body alignment and function. Other movement styles such as Pilates, stability ball/medicine ball/resistance band/foam roller exercises, are added in the second half of the semester.

**Field Sports/Strength Training**

For the present, it is especially important for students to complete the Lifetime Fitness course first.

Field Sports: Sport activities may include lacrosse, ultimate Frisbee, touch rugby and soccer. This course is for the student who enjoys team sports in an outdoor setting.

Strength Training: This unit builds upon the strength training unit taught in Lifetime Fitness, adding a broader range of exercise methods and eventually allowing for more personalized workouts.

**Indoor Sports**

Sport activities include volleyball, basketball, pickleball and badminton. This is for the student who enjoys a variety of team sports and individual/dual sports held in indoor settings. Other non-traditional games may be included such as floor hockey and team handball.

**PEP: Physical Exercise through Play**

Students experience a variety of activities with an emphasis on playing hard and having fun while staying fit. PEP is a good match for those students who appreciate regularly scheduled exercise and are open to participating in traditional as well as non-traditional games and activities. Activities may include: basketball, cardio workouts, floor hockey, hiking, ice skating, team handball, tennis, ultimate, water polo, yoga, etc.

**Racquetball/Tennis**

In this racquet-related course students learn the rules, fundamental skills, strategies and etiquette of each sport for both singles and doubles play. Lead-up activities progress to full-court games and tournament play, giving students a chance to develop skills that enable them to feel confident in their game play.

**Yoga I**

This course allows students to adventure with curiosity and discover the benefits of yoga for the body, mind and spirit. Students learn the muscular actions involved to create a strong foundation as they perform a wide range of postures (standing, seated, forward bends, twists, inversions and arm balances.) Mindfulness is a core approach to help de-stress the body, embrace vulnerability and cultivate a peace of mind. Students acquire yoga tools and strategies to increase self-awareness and create balance in the body and their life. Foundational principles for living a meaningful and purposeful life are introduced through the ancient teachings of Patanjali’s Eightfold Path of Yoga. Students examine, discuss and reflect on these principles. Students continue to build upon their yoga practice with curiosity and discover the benefits of yoga for the body, mind and spirit.

Prerequisite: Lifetime Fitness.

**Yoga II**

This course is designed for students who have completed Yoga I and who would like to continue to build upon their yoga practice at a deeper level and open minds. Emphasis is placed on the seven Chakras, the energy centers of the body. Through readings and reflections, students gain an understanding of how our energetic state impacts our physical, mental, emotional and spiritual well-being. They discover how each Chakra can be balanced to promote health, vitality and harmony. Students learn mindfulness, meditation and yoga strategies to balance attitudes of compassion, kindness and acceptance.

Prerequisite: Yoga I
Yoga II Hybrid
This Hybrid course allows more flexibility in student’s schedules using a blend of both traditional classroom instruction and online learning activities. Students meet in class once a cycle and complete their yoga practices and assignments online in lieu of classroom hours. Those who sign up for this course should be willing to take on new challenges and be self-motivated with good time management skills. The focus of this course follows the Yoga II curriculum, which is designed for students who want to continue their yoga practice at a deeper and more personal level. (Refer to Yoga II description.)

Prerequisite: Yoga I. Subscription to an online instructional site and access to reliable high-speed internet required.

FIT: Fitness through Independent Training (Physical Education)
Students must apply during the registration period and be accepted prior to being enrolled in FIT.

This course is designed to provide students with an opportunity to create and engage in a personal exercise program that best reflects their interests and personal goals. In following this program, students participate in regularly scheduled activities in and out of school, keep weekly exercise journals, regularly monitor individual program goals, and complete other related projects. Students are expected to demonstrate effective self-management skills that enable them to maintain an exercise program outside of class. Classes are scheduled to meet twice per cycle.

Open to Grades 11, 12. Prerequisites: Completion of Lifetime Fitness, approval by PE Department Faculty and Academy Deans; may not be taken in conjunction with another PE course. Semester course. One-half credit. Letter graded with a Credit/No Credit option (C or better for credit). Satisfies Physical Education graduation requirement.

ILH (Extra-curricular) (Physical Education ILH)
Punahou’s athletic program involves student participation and competition in the Interscholastic League of Honolulu (ILH). Individuals must be deemed eligible to participate by the Athletic Department and fulfill basic participation requirements in order to earn credit. These requirements include being present and actively participating in a minimum of 75% of all required team sessions and participate in at least one officially scheduled competition. Start and end dates for each season are provided by the Athletics Department.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Credit/No Credit (C or better for credit). Satisfies Physical Education graduation requirement, although the same sport may not be used for credit more than twice. (Air Riflery and Precision Air Riflery count as the same sport.)

ASPE: After-School Physical Education (Physical Education)
This program provides an opportunity for students to explore and engage in unique lifetime activities outside of the regular school day. Students elect activities by quarter and may combine activities from any two quarters to fulfill a semester credit. Many instructors are professionals in the community who provide their services to our students through this physical education program. Besides learning the related concepts and principles of movement, students practice and understand the basic skills, rules and strategies and their application as a lifetime fitness activity.

Classes meet two times per week, (Monday/Wednesday OR Tuesday/Thursday), 3:45 – 5:30 p.m., beginning with the first meeting day in each quarter. Activities may include ballet, Bollywood, bowling, capoeira, fencing, gymnastics, hiking, hula, Middle Eastern dance, racquetball, sailing, surfing, stand-up paddling, tai chi and Zumba. Students in ballet are also required to sign up with the Dance School.

Open to Grades 9, 10, 11, 12. Prerequisite: Lifetime Fitness. Quarter course. One-quarter credit. Only ASPE quarters may be combined for semester credit. Credit/No Credit (C or better for credit). Satisfies Physical Education graduation requirement.
Course Offerings

9th Grade Guidance
Prior to the start of the school year, freshmen are invited to Camp Kuleana to participate in an intensive experiential program composed of activities based upon challenge by choice, respect, team building, healthy relationships, reciprocity and responsibility. During the school year, students build on this optional camp experience in a once-a-cycle group meeting facilitated by their ninth-grade guidance teacher and upperclassmen enrolled in Peer Helping. The group meetings address age-appropriate topics such as healthy decision-making, risks related to drugs and alcohol, peer pressure, sexually transmitted diseases, and emotional health and stability. The emphasis is on proactive education.

Required for Grade 9. Year course. No credit.

College Guidance
Each Punahou Junior is assigned a College Counselor and meets with the counselor for this course. Students meet for 55 minutes each cycle during the first semester of the junior year.

The course teaches students about the college admissions process and encourages good decision-making by students and their families through careful student self-assessment and up-to-date research methods, thereby reducing anxiety. As students learn about the choices available following graduation from Punahou, they and their college guidance teacher become acquainted and form the beginnings of a counseling relationship.

Topics covered include decision-making steps and the process of choosing a college; self-assessment (what college environment is best for the individual student); university structure, liberal arts and the core curriculum; how colleges choose students; admissions plans (ED, EA, Regular and Rolling Admissions); standardized tests and their role in college admissions; college costs and financial aid; evaluating colleges, researching options and using resources available to the student; and campus life, including safety concerns.

Required for Grade 11. Semester course (fall semester only). No credit.

Introduction to Counseling Psychology (Counseling Psych)
Students learn individual counseling, communication, and group facilitation skills through experiential training. Concurrently, students study group dynamics as a medium for personal growth. This course meets in two phases; one hour of large group lecture/discussion, and three one-hour small group meetings. Small group meetings address age-appropriate topics such as healthy decision-making, risks related to drugs and alcohol, peer pressure, sex and sexuality, and emotional health and stability, with an emphasis on proactive education. This course is a prerequisite for applying to be a Peer Helper.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.
Peer Helping (Peer Counseling)
Peer Helping is a course in service to the Punahou School community. During the semester(s) in which they are enrolled, Peer Helpers are assigned to serve as student facilitators under faculty supervision in a variety of service opportunities in Junior School and Academy classes. Service placements include K – 1 Playground Play, Fifth-Grade Morning Meetings, Eighth-Grade Advisory, Ninth-Grade Guidance and Introduction to Counseling Psychology.

Additionally, on a voluntary basis, Peer Helpers staff Camp Kuleana, the values-based freshmen orientation camp that occurs immediately prior to and at the beginning of the fall semester, and Academy Camp, a personal growth educational experience for Academy students in all grade levels that occurs at least once each semester. Peer Helpers who choose to staff Camp Kuleana are required to attend a 3-day Peer Helping retreat prior to Camp. Peer Helpers who are selected to staff Academy camp are required to participate in several prep meetings prior to camp.

Class meetings consist of large groups, and small groups dedicated to personal growth, self-exploration, decision-making, and the values/ethics underlying these activities. Small group meetings address age-appropriate topics such as healthy decision-making, risks related to drugs and alcohol, peer pressure, sex and sexuality, and emotional health and stability, with an emphasis on proactive education.

Open to Grades 9, 10, 11, 12. One-half credit. Satisfies general elective credit.

Advanced Placement Psychology
This is a college-level introductory course in psychology that prepares students for the Advanced Placement Psychology Exam through a variety of learning modalities, whereby students may earn college credit and/or advanced placement. An extraordinary range of topics are covered which include the historical development of major psychological theories addressing human behavior, biological basis of behavior, human development, learning, memory, sensation and perception, drug addiction, psychological assessment, psychological disorders, and treatment approaches. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 10, 11, 12. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies general elective credit.

Womb to Tomb: Psychology Across the Lifespan (Developmental Psych)
This course is an exploration of how people change and how they stay the same over their lifetime, from womb to tomb. Students learn about the complementary psychological theories that guide the understanding of human development. Particular emphasis is placed on appreciating one’s own developmental processes as well as the role of cultural differences in understanding the developmental processes of others.

This course focuses on building student strengths, maximizing potential and preventing problems. Students apply their learning within the school, in the community and globally. Learning methods emphasize group discussions, experiential activities and projects.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.

Psychology
Students learn and explore major psychological theories and concepts through group discussion, demonstrations, lectures, films, experiential activities, experiments and guest speakers. The course gives students a chance to examine their world in the light of these theories.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.

Sports Psychology
Sports psychology provides students the opportunity to learn the application of psychological principles to athletic performance at all levels of skill development. Additionally, students study training techniques, health, and the mind-body connection in relation to maximal performance.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.
Graduation Requirements
Students must complete two full years of laboratory courses in science to graduate. One of those two years must be taken in the 10th grade or beyond; only one of the two courses may be taken in summer school. Of these two years, the Science Department recommends that one year be in the physical sciences and the other in the biological sciences. The Science Department strongly suggests that each student take a third year in science.

Electives Offered
Science electives may be taken after the freshman year.

- **Advanced Statistics in Science Research**
- **Anatomy and Physiology: Major Systems**
- **Anatomy and Physiology: Minor Systems**
- **Anthropology**
- **Astronomy**
- **Biotechnology**
- **Cognitive Neuroscience**
- **Culinary Chemistry**
- **Engineering Projects I**
- **Engineering Projects II**
- **Environmental Problem Solving**
- **Marine Biology**
- **Medical Problem Solving**
- **Oceanography**
- **Independent Research**

**Bold typeface = lab based**

+ Offered in Summer School

Prerequisites
All science courses, except Biology and Biology Honors, require prerequisites. Please refer to the course description before enrolling in any course.

Course Offerings

**Biology**
Students focus their studies on the methods of science and the principles of ecology, basic molecular biology, and classical, molecular and population genetics. The exploration of these topics includes understanding their connections to the overarching theme of evolution, discussing their underlying biochemistry, and illustrating them with examples drawn from the unique ecology of the Hawaiian Islands.

This course challenges students to understand biological concepts and to solve problems through class discussions, collaborative group projects, laboratory investigations and student-designed experiments.

Open to Grades 9, 10, 11, 12. Year course. One credit. Satisfies Science graduation requirement.
Science (continued)

Biology Honors

Intended for advanced science and mathematics students, this course challenges students to investigate and understand biological phenomena in great conceptual and molecular detail. Students choosing this course should have a high level of interest in biology, a basic understanding of the methods of science, a strong mathematics background, and well developed study and time-management skills.

Although the concepts studied in Biology Honors are similar to those studied in Biology, the topics are investigated in greater depth, the pace of the course is more rapid and students are challenged to apply their understanding to more complex problems.

Students explore the overarching principles of evolution and the underlying mechanisms of biochemistry while applying the methods of science to their studies of ecology, metabolism, and genetics. Students in Biology Honors engage in class discussions, collaborative group projects, laboratory investigations, fieldwork, research, and analytical writing.

Open to Grades 9, 10, 11, 12. Year course. One credit. Satisfies Science graduation requirement.

Biology and Geology of the Hawaiian Islands

The Hawaiian Islands are often called the “crucible of evolution” because the many endemic species that evolved here clearly illustrate the processes of natural selection and adaptive radiation. This course explores the geological and biological factors which shape our incredible biological diversity. Students develop profound knowledge of life in Hawaiian environments by studying geological and biological processes, including plate tectonics, volcanism, competition, and speciation. The goal is for students to deeply understand the natural history of the Hawaiian Islands so they are inspired to preserve its natural environments for future generations.

The course includes a field component where students gain insight in natural, outdoor settings.

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Year course. One credit. Satisfies Science graduation requirement.

Advanced Placement Biology

This course is designed to be the equivalent of a college introductory biology course and should be taken after successful completion of both Biology and Chemistry. The AP Biology curriculum, as outlined by the College Board, covers topics relating to the four big ideas of biology: Evolution, Cellular Processes, Genetics, and Interactions Between Systems. This course strives to develop students’ appreciation for and understanding of modern biology, and to prepare students for the AP examination in May. Students are constantly challenged to apply their learning, both in the classroom and outside of school. Students are given a final exam at the end of the first semester, and must take the AP Biology Exam in May; the fee for the AP exam will be charged to the student’s account.

Additionally, there is a lab component to this course that allows students to develop advanced inquiry and reasoning skills, to consistently work with real data, and to apply their lab work to their content knowledge and vice versa.

Open to Grades 10, 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement.
Chemistry
Chemistry is a year-long, lab and inquiry-based, college preparatory course which integrates a variety of instructional methods. Students understand the basic concepts underlying a standard college preparatory curriculum while developing critical-thinking and problem-solving skills using extensions of chemical principles in everyday life.

The prerequisite for AP Chemistry is Chemistry Honors, not Chemistry. The Science Department recommends that students who are taking advanced or honors math enroll in Chemistry Honors.

Open to Grades 10, 11, 12. Prerequisite: Algebra 1. Year course. One credit. Satisfies Science graduation requirement.

Chemistry Honors
Students study the basic topics in kinetic theory, the electrical nature of matter, periodicity of the elements, quantum mechanical model of the atom, chemical bonding in solids and liquids, energy in chemical reactions, reaction kinetics, equilibrium, solutions, acid-base reactions, oxidation-reduction reactions and stoichiometry.

Although the topics covered in Chemistry Honors are similar to Chemistry, most are studied in more depth, requiring extra hours outside the classroom and stronger math skills. In order to attain the more sophisticated level of understanding demanded by an honors course, it is assumed that students are intrinsically motivated and genuinely interested in science.

The course integrates laboratory exercises with lectures, demonstrations and other group work. A portfolio of experiments is accumulated and carried through to AP Chemistry. All instruction takes place in small groups that meet in the laboratory. Students are required to take unit tests, a cumulative semester examination and a cumulative year final examination.

Open to Grades 10, 11, 12. Prerequisite: Algebra 1. Year course. One credit. Satisfies Science graduation requirement. Students enrolling in Summer School Chemistry Honors must have completed Geometry/Geometry Honors.

Advanced Placement Chemistry
The Advanced Placement Chemistry course is the equivalent of the general chemistry course usually taken during the first year of college.

Students attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course contributes to the development of students’ abilities to think clearly and express their ideas, orally and in writing, with clarity and logic. The course differs from Chemistry Honors with respect to the higher level of mastery of chemistry required, the emphasis on chemical calculations, the mathematical formulation of principles, and the type of laboratory work done by students.

During the school year, students study from an approved Advanced Placement Chemistry textbook. About 17 experiments are completed during the year.

Evaluation is through tests, quizzes, a first semester examination, second semester “mock” AP exam, and an accumulated lab portfolio. Students must take the AP Chemistry Exam in May and the fee for the AP Exam will be charged to the student’s account.

Open to Grades 10, 11, 12. Prerequisites: Chemistry Honors and completion or concurrent enrollment in Algebra 2/Trigonometry. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement.

Physics
Studying the relationships in nature and discovering how people interact with the universe is the theme of this “hands-on, minds-on” course. Students learn to observe and analyze the physical world critically and systematically, investigating topics such as motion, gravity, projectiles, forces, collisions, energy, electricity, magnetism, waves and light. Classes are highly interactive and designed to encourage participation, collaboration, and creative thinking. The homework expectation is approximately three hours per cycle.

Open to Grades 10, 11, 12. Year course. One credit. Satisfies Science graduation requirement.

Physics Courses

Entry Level Courses

Physics Honors
AP Physics 1
AP Physics 1 and 2

Advanced Level Courses

AP Physics 1 and 2
(only if not enrolled in AP Calculus)

AP Physics C
(concurrent enrollment in AP Calculus)

*only entry level course open to grade 10.
Physics Honors
Physics Honors is a high school level, algebra-based course that emphasizes problem-solving techniques and the use of observational and analytical skills. It is an introductory course recommended for students who want a solid mathematical foundation in physics. Students learn to use experimentation and inquiry to discover the functional relationships that exist in the physical world. Classes are taught in a collaborative environment, with students working together on labs, projects, problems and discussions. Topics include: motion, energy, electricity and magnetism, waves, optics and particle physics, as well as other modern topics such as relativity and quantum physics. The homework expectation is approximately four hours per cycle.

Students enrolling in Summer Physics Honors should have very strong mathematical skills and be prepared for an extremely fast-paced learning experience.

Open to Grades 11, 12. Prerequisite: completion or concurrent enrollment in Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. Year course. One credit. Satisfies Science graduation requirement.

Advanced Placement Physics 1 and 2
(AP Physics 1 and 2: Algebra-based)
This is a college-level introductory course without calculus, which prepares students for the Advanced Placement Physics 1: Algebra-based exam. This course is equivalent to one semester of a course that is often taken in college as the physics requirement for students majoring in disciplines such as pre-medicine. Topics covered in the course include: linear and rotational mechanics, fluids, thermodynamics, waves and sound, electricity and magnetism, optics, and modern physics. Students must take both the Advanced Placement Physics 1 exam and the Advanced Placement Physics 2 exam in May and the fee for the AP Exam will be charged to the student’s account. The homework expectation is approximately five hours per cycle.

Open to Grades 11, 12. Prerequisite: Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement. Students may not take this course and AP Physics 1 and 2.

Advanced Placement Physics C
(AP Physics C (Mechanics) and AP Physics C (Electricity & Magnetism))
This is a college-level advanced course with calculus, which prepares students for the two Advanced Placement Physics C exams (Mechanics and Electricity & Magnetism). The course is equivalent to one that is normally taken as the first part of a college sequence for students majoring in a physical science. Students build on the foundation established in Physics Honors or AP Physics 1 and 2, developing a deeper understanding and solving more challenging problems, some requiring calculus. The subject matter for the first semester is Mechanics, and for the second semester Electricity and Magnetism.

Concrete enrollment in AP Calculus (AB or BC) is required. Students must take both the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam in May. The fees for the two AP Exams will be charged to the student’s account. The homework expectation is approximately five hours per cycle.

Open to Grade 12. Prerequisite: Physics Honors, AP Physics 1, AP Physics 1 and 2 or consent of instructor. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement.

Advanced Placement
Environmental Science
The Advanced Placement Environmental Science course focuses on three major goals: to use science to come to an understanding of the relationships and systems in our natural world, to identify and analyze environmental problems both natural and human-made, and to examine measures for resolving and/or preventing these problems.

This one-year course takes an interdisciplinary/global approach involving both a cultural context and a broad background in the sciences (biology, physics, chemistry, and geology). In addition to lectures, discussions, and field trips, emphasis is placed on frequent laboratory investigations and one long-term environmental study.

The AP Environmental Science course is equivalent to a one-semester college course in Environmental Science. Students must take the AP Exam in May and the fee for the AP Exam will be charged to the student’s account. The homework expectation is approximately four hours a cycle.

Open to Grades 10, 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Advanced Placement courses must be taken for a letter grade. Year course. One credit. Satisfies Science graduation requirement.
Biotechnology
Biotechnology is a field of biology that primarily involves the study and manipulation of DNA. DNA can be studied to detect disease, customize medical treatments, or identify criminals. DNA can be modified in organisms in order to produce medications, vaccines, enzymes and improved agricultural crops.

This course is designed to complement AP Biology and allow students a more in-depth study of molecular biology and its applications to the biotechnology industry. Students learn advanced skills and concepts that prepare them for upper division courses in biology and molecular biology in college. This course is ideal for the student who is planning on majoring in biology or a related field.

This course is highly lab-based with at least two lab experiments per cycle. Students carry out DNA and protein analysis using a variety of techniques including polymerase chain reaction (PCR) and electrophoresis.

Open to Grades 11, 12. Prerequisite: completion or concurrent enrollment in AP Biology, or consent of instructor. Semester course. One-half credit. Satisfies general elective credit.

Anatomy and Physiology:
Minor Systems
In this course, students learn about the digestive, immune, endocrine and excretory systems, and expand their understanding of the respiratory and cardiovascular systems. Students choose from a wide range of topics such as nutrition, pharmacology, epidemiology and demographics of health issues. They explore medical mystery cases as a means of application and extension of their knowledge. Through the study of the human body, students reflect on healthy choices in their own lives. Dissections, fieldtrips, speakers and collaborative projects are incorporated as appropriate. The course Anatomy and Physiology: Major Systems is not a prerequisite for this course.

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course. One-half credit. Satisfies general elective credit.

Anatomy and Physiology:
Major Systems
The content of this course includes the basic structure and function of the human body. This course is for students interested in a career in the medical field as well as those curious about how their own bodies work. Through dissections, lectures, readings, discussions and presentations, students learn about the skeletal, muscular, nervous, circulatory and reproductive systems. They learn how these systems work together to keep the body functioning and how to apply their learning to medical cases. This course incorporates a semester health project that includes research, interviews and service.

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course. One-half credit. Satisfies general elective credit.

Astronomy
This course focuses on current research and discoveries in astronomy. Topics include interpreting observations of the night sky, the solar system, exoplanets, the lifecycles of stars and galaxies, the structure of the universe, space exploration and the search for extraterrestrial life. Students practice telescopic and naked eye observations and learn how to find constellations, nebulae, star clusters and galaxies in the night sky. All students are expected to attend at least two of the four scheduled “star parties” at night during the semester. Grades are based on presentations, homework, quizzes, observations, class participation and projects.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.

Cognitive Neuroscience
This course fosters students’ development as confident, self-directed, lifelong learners by examining the neuroscience of learning and actively investigating how neuroscience principles may be used to improve each student’s individualized learning processes and their ability to contribute constructively to a learning community. Students gain a deeper understanding of how learning occurs by exploring cognitive functions such as memory and attention, and by studying the biology and chemistry of the brain, including neuroanatomy, structure and function of neurons and synapses, action potentials and synaptic transmission, and neural plasticity. Students apply their understanding by using themselves as case studies to investigate the effects of aligning their learning processes with how the brain works. Coursework also includes engaging in extensive reflection and metacognition on their learning processes, conducting group and class experiments, reading scientific literature, and a culminating project in which students apply what they have learned to improve the learning experiences of others.

Open to Grades 10, 11, 12. Prerequisites: Biology/Biology Honors and the first semester of Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies general elective credit.
Culinary Chemistry
This course explores the chemical and molecular processes involved in altering raw food materials. Ingredients are described in terms of their chemical components, and students learn about the chemical reactions and physical changes that take place during cooking, including baking, boiling, browning and fermenting. In laboratory sessions, students manipulate recipes by changing one variable and quantitatively measuring the impact on the reactions that they are studying. In doing so, students attain a better understanding of the role the ingredients play in these chemical processes, as well as the processes themselves. Connections between cooking practices and culture are emphasized using practical examples of cooking methods significant to cultures around the world.

Open to Grades 10, 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies general elective credit.

Engineering Projects I
This course provides students with an opportunity to experience the engineering design process from start to finish. This is accomplished by collaborating with team members to design and build solutions to real-world problems. Students use CAD software to design 3D models of devices and then use computer-numerically controlled machines (e.g. 3D printer, laser cutter) and power tools to bring them to life. Students develop skills in mechanics, electronics, programming, digital fabrication and machine shop operations. Students may either participate as a team member in FIRST Tech Challenge [FTC], a robotics competition for pre-college students or complete a design project with a small group.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.

Engineering Projects II
Engineering Projects II is designed to reinforce and further develop students' design and fabrication skills. Students are responsible for fabricating a single-acting steam engine from metal and wood stock. The project requires understanding and proper use of a range of large and small machine shop tools.

Open to Grades 9, 10, 11, 12. Prerequisite: Introduction to Engineering or Engineering Projects I. Semester course. One-half credit. Satisfies general elective credit.

Environmental Problem Solving
Environmental problems are complex, often consisting of biological, economic, political and social dimensions. Students gain an understanding of complex environmental problems through implementation and integration of multiple disciplines to approach a wide range of solutions. This course focuses on problem-based, cross-curricular approaches to address real-world environmental problems. Students identify and analyze complex environmental issues through scientific, social, cultural, economic, political and ethical lenses. Students then propose, design, prototype and present/implement potential solutions to these issues. Understanding scientific and social drivers of environmental issues is only a starting point as this course seeks to use research to promote creative problem-solving and community action. Students also learn how to translate their ideas into physical, working products in the on-campus creator spaces. This course requires students to have a growth-oriented mindset, since resiliency and curiosity are critical to solving complex challenges.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.

Marine Biology
Students carry out extensive laboratory and fieldwork to study the biology of marine organisms, with an emphasis on local marine animals and plants whenever available. Topics include marine ecosystems, the biology of selected marine organisms, ecological interactions among marine life, and human impacts on the sea. Some class meetings are two hours long to permit uninterrupted lab work and field trips to take advantage of Hawai‘i’s unique environment.

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course (spring semester only). One-half credit. Satisfies general elective credit.

Medical Problem Solving
(Medical Science)
SUMMER ONLY
Medical Problem Solving is a course taught at the John A. Burns School of Medicine (JABSOM) in Kaka‘ako. It is designed for students interested in studying the field of medicine. The course provides a unique learning opportunity involving JABSOM physicians working along with teachers and students from different schools on Oahu. Students delve into real cases using the same methods as medical students. They work together to understand and appreciate relevant medical concepts as they confront the principles and practices of medicine. Although the course is brief in terms of time, it is rich in opportunities. Students have access to state of the art technology used in medical training, clinical skill labs, and even mock patients. Throughout the course, guest speakers share examples and career advice to highlight the diversity of options and pathways in the health care profession. Students who sign up for this course should be committed, professional, and willing to take on new challenges.

Open to Grades 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies general elective credit. Enrollment is limited.
**Oceanography**

Students use a combination of laboratory investigations, class discussions, fieldwork, and videos to study the major principles of oceanography. These principles include physical processes, such as tides, waves, and currents; ocean chemistry; marine geography and geology; and navigation. Some classes are two hours long to allow for extended lab work and field studies that take advantage of Hawai’i’s unique location.

*Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course (fall semester only). One-half credit. Satisfies general elective credit.*

**Independent Research in Science**

This course is for students who have a sincere desire to work independently on personal or competitive projects and receive both academic credit and faculty advice. Projects are generally initiated by students and may be investigative or research-oriented. Students with an opportunity to work on outside projects in industry or at the University could use this course for making contacts and establishing deadlines, or they could use these projects as a foundation for entry in science award and scholarship competitions.

The instructor provides deadlines, grade and/or credit contracts, coordination of activities with other faculty and/or outside contacts, and instruction in methods of research, accountability, and presentation of material.

Students must present a written proposal to the instructor prior to enrollment, stating the purpose of the project. The instructor and student create a departmental contract that is given to the Department Head for approval.

*Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Must be taken as a sixth course. Satisfies general elective credit.*

**Advanced Statistics in Science Research**

Students perform research in two areas of science, one each quarter, and they use statistics in working with their data. This course teaches all topics of the AP Statistics course while also teaching research methods and allowing time for students to perform their own science research. The pace for learning both math and science is fast and much of the learning is self-directed. Students produce scientific papers and give presentations in seminars each quarter. Statistical methods using graphing calculators as well as computer programs such as Matlab are used. Students average 4 hours per cycle of work outside of class and students may opt to take the AP Statistics exam in May. Students opting to take the AP exam will have the exam fee charged to their account.

*Open to Grades 10, 11, 12. Prerequisite: (math) completion of or concurrent enrollment in Advanced Pre-calculus; (science) Biology/Biology Honors and Chemistry/Chemistry Honors, completion of or concurrent enrollment in a physics course. Semester course. One-half credit.*
Graduation Requirements

Three and one-half credits must be earned, beginning with a required “Gateway” course taken in the 9th grade which may be either Introduction to Social Studies (one-half credit) or World Civilizations (one credit). After completing the Gateway course, students must take at least one semester of Asian History in Grade 10, one of the year-long U.S. History options in Grade 11, and both European History and Senior Capstone in Grade 12.

Only one credit in Summer School courses may be applied towards the three and one-half credits required for graduation. A student may take either ISS between 8th and 9th grades or Asian History between 9th and 10th grades, but not both; and either the first half of U.S. History between 10th and 11th grades or either of the two required senior courses between 11th and 12th grades, but not both.

Course Offerings

Introduction to Social Studies

The goal of the ISS course is to introduce students to a variety of social sciences, including but not limited to historiography, anthropology, political science, economics and geography. As a Gateway course for 9th graders in the Academy, skills such as reading, writing, presentation, critical thinking and note-taking are emphasized. Particular focus is given to the development of analytical writing, formulating a thesis supported by evidence, and organizing an essay into a clear and logical format. Class time is used for discussions, group and individual work, library research, and other varied activities.

Gateway course – open to Grade 9. Semester course (fall semester only). One-half credit. Satisfies Social Studies graduation requirement.

Introduction to Social Studies – Hawai’i SUMMER 2018

This 4-week ISS course offers an option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this course frames the content (5 disciplines of the social science: historiography, anthropology, geography, political science, economics) around the cultural region of Hawai’i. This course offers learning opportunities outside of the classroom to extend and apply the concepts of the course to real-world issues. Students design inquiry-based service action projects connected to the cultural region of Hawai’i in order to see firsthand what it means to be part of the solution and make a difference in the community.

Gateway course – open to Grade 9. Semester course (summer only). One-half credit. Satisfies Social Studies graduation requirement.

Social Studies

Grounded in the Aims of a Punahou Education, the Academy Social Studies curriculum is devoted to providing a learning environment in which students:

• Become literate, aware and concerned citizens, learning how to function as positive, contributing members of society
• Cultivate empathy and moral attitudes to inspire and encourage students to take moral action
• Foster creativity, critical thinking and collaboration as skills necessary to meet the demands and challenges of the global community
• Understand relationships between people, events, geography and cultural conditions in today’s interconnected world
• Derive historical significance from events through understanding the impact of the past on the present and future
• Develop a sense of the Hawaiian culture and their unique cultural identities along with an appreciation of diversity and perspectives
• Cultivate the qualities of curiosity, resourcefulness and resilience
• Are encouraged to reach and express their own conclusions, hone oral and written communication skills, and develop media and information literacy
Introduction to Social Studies – Hawai'i Travel
This ISS course offers an option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this course frames the content around the cultural region of Hawai'i. Students will also have the opportunity to practice their learning and share culture through an experience to the Big Island during the second week of the course. Current 8th-grade students will have the opportunity to apply for participation.

Open to Grade 9. One-half credit. Satisfies Social Studies graduation requirement.

World Civilizations
This course examines significant time periods in world history. As a Gateway course for 9th graders in the Academy, skills such as reading, writing, thinking, note taking, formulating a thesis supported by evidence, and organizing an essay are emphasized through the study of a variety of cultures. Emphasis is also given to contemporary issues in political, social and economic areas in the regions covered. Individual and group work is assigned.

Gateway course – open to Grade 9. Year course. One credit. Satisfies Social Studies graduation requirement.

Asian History – Semester
This semester-long survey course is an introduction to the cultural histories of China and Japan. On one level, this course is designed to provide students with an opportunity to develop a greater appreciation of these ancient cultures, their art, philosophy and literature. On another level, it seeks to help students gain a deeper understanding of the historical forces that have shaped and continue to shape their ways of life, their relationships with each other and outsiders, and with nature and the supernatural. Ultimately, it seeks to move students toward a greater appreciation of the complexities that underlie current events in the world today. If successful, students gain a new historical perspective on how East Asian people see the world today, and a better understanding of themselves, who they are and what they value. This course is designed to provide students with an opportunity to develop specific skills needed for college and the world beyond. These skills include, but are not limited to, critical reading, writing, note-taking, test-taking and research, as well as those associated with participation such as discussion and presentation.

Open to Grade 10. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

Asian History – Travel
SUMMER 2018
This course acquaints students with the unique eras of China and Japan during the pre-travel and post-travel classes, while emphasizing the learning goals and global citizenship while in country. Its major goal is to foster intercultural awareness and understanding of the historical forces that have shaped the ways of life and patterns of thinking of these cultures. The course emphasizes family systems, social structures, religious belief, and philosophical ideas of these non-Western cultures, with a special emphasis on literature, potential homestay experiences and societal changes.

The course engages class participation and individual responsibility. Students are expected to keep well-organized notes on films, discussion questions and on-site visits that will form the basis of seminar discussions. In addition to reading the class texts, students complete map and atlas assignments, readings from Asian literature, and individual and group projects on various Asian History themes. The student’s grade is based on written assignments (homework and formal essays), examinations, demonstrated cultural competency development while traveling, citizenship, participation, discussions, and projects.

Open to Grade 10. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
Asian History – Year

This yearlong survey course is an introduction to the cultural histories of China and Japan in the fall semester, and India and the civilizations of Southeast Asia in the spring. On one level, this course is designed to provide students with an opportunity to develop a greater appreciation of these ancient cultures, their art, philosophy and literature. On another level, it seeks to help students gain a deeper understanding of the historical forces that have shaped and continue to shape their ways of life, their relationships with each other and outsiders, with nature and the supernatural. Ultimately, it seeks to move students toward a greater appreciation of the complexities that underlie current events in the world today. If successful, students gain a new historical perspective on how East, South and Southeast Asian people see the world today, and a better understanding of themselves, who they are and what they value. This course is designed also to provide students with an opportunity to develop specific skills needed for college and the world beyond. These skills include, but are not limited to, critical reading, writing, note-taking, test-taking and research, as well as those associated with participation such as discussion and presentation.

Open to Grades 9, 10. Prerequisite: a Gateway course. Year course. One credit. Satisfies Social Studies graduation requirement.

Contemporary Issues

This course is designed to expand the horizons for students interested in state, national, and international issues. Students research and discuss modern topics in government policies, crime and punishment, human rights, social questions, biological/medical dilemmas, military interventions, and others as they arise. Controversial subjects are considered in an academic setting in an effort to enhance well-informed opinions. The student’s grade is based on quizzes, essay tests, term papers, a debate, and a final examination.

Open to Grades 9, 10. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

Hawaiian Culture

What is Hawaiian culture? What forces and values shaped and changed Hawaiian culture? What does it mean to be Polynesian today? What is universal and timeless about Hawaiian culture? Ka Punahou, the living spring, continues to renew and sustain Punahou’s Hawaiian roots by incorporating Hawaiian Studies as part of its Social Studies curriculum. Students and teachers explore these questions along a five-unit journey of academic and self-understanding – guided by core values:

- ‘ekahi (1): Hawaiian origins and the essential familial relationship between humankind and the forces of nature that created him
- ‘elua (2): Polynesian open-ocean navigation and migration and the scientific genius of non-instrumental technology and the star compass
- ‘ekolu (3): the Ahupua’a land system as a model of cultural sustainability
- ‘ehā (4): the changing ali‘i system and foreign influence
- ‘elim (5): modern Hawai‘i; what does it mean to be Hawaiian today?

Hawaiian values continue to shape culture and identity; Hawaiian values sustain the culture and identity of Hawaiians.

The course begins in pre-contact Hawai‘i 1778 and moves chronologically and thematically across time to modern Hawai‘i, culminating in a student-creation of a traditional Hawaiian artifact using traditional methods and craftsmanship (final project).

Grading is based on group and individual projects, activities, participation, tests and quizzes, and the final (student made) Hawaiian craft.

Open to Grades 9, 10, 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

Hawaiian Culture II

Hawaiian Culture II builds on and extends learning from the Hawaiian Culture course toward a deeper understanding of the cultural and historical events and processes that continue to shape the place and people of Hawai‘i.

The mission of this course is to develop an understanding of what Hawai‘i is now, to explore how past events helped to make it what it is today, and to foster an appreciation for the Hawaiian culture, especially as it is still practiced.

The course is divided into five units beginning with the ancient Hawaiian culture, moving forward in time including the huge changes of the 19th and 20th centuries, and ending with the 21st century and the issues facing modern-day Hawai‘i and Hawaiians.

- ‘ekahi (1): Ancient Hawai‘i – a more in-depth look at how society functioned, the values which shaped traditional society and connections between Hawai‘i and the rest of Polynesia
- ‘elua (2): Contact and early visitors – Capt. Cook, whalers, missionaries, changing society in the early nineteenth century and creation of the written language
- ‘elima (3): Time of change – the capital is relocated to Honolulu, which then becomes the hub of society, the Great Māhele and land issues, sugar and immigration, and overthrow of the monarchy
- ‘ehā (4): 20th century Hawai‘i – the road to annexation and eventually statehood, more immigration, language issues (pidgin, Hawaiian, other languages), WW II and its impact on Hawai‘i, and the growth of pineapple and tourism
- ‘elim (5): 21st century Hawai‘i – issues that affect everyone in Hawai‘i, race relations, values that continue to define the Hawaiian people, looking towards the future while maintaining a Hawaiian identity and another look at hula

Open to Grades 10, 11, 12. Prerequisite: Hawaiian Culture, which may be waived with consent of instructor based on interview, and a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
Medieval History
This course explores the rich culture and history of medieval Europe. The journey begins with an overview of the Greco-Roman legacy and moves on to the heart of the Middle Ages: chivalry, knighthood, feudalism, castles, and cathedrals. Through a project-based approach, students develop a clearer picture of what life and relationships were like for those living during this era. Following a survey of the lasting impact of the Crusades on Western civilization, the course culminates with an introduction to the Renaissance period of European history. Along with projects, activities include research, writing, films, group work and class presentations.

Open to Grades 9, 10. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

United States History
This survey course consists of a thematic and chronological analysis of leaders, intellectual and cultural trends, and major political, economic and social developments in American history. An emphasis is placed on understanding the diversity of American history, and the causes and consequences of events, as well as their impact on contemporary American society. Students examine topics through discussions, primary source document analysis, simulations and written thesis arguments. Students also develop relevant research, rhetoric, writing, presentation, critical thinking and collaboration skills.

Open to Grades 11, 12. Prerequisite: a Gateway course. Year course. One credit. Satisfies Social Studies graduation requirement.

American Studies (U.S. History (ID))
American Studies is an interdisciplinary course that analyzes selected aspects of American culture from varied perspectives (e.g., the historical, the poetic, and the artistic). Students learn to think carefully and deeply about historical events and literary and other texts. They are asked to examine their own assumptions as well as the assumptions of writers, historians, essayists and observers. They learn to question points of view, to generate theories, to select valid evidence to test theories, and to question again. They learn to listen thoughtfully and to participate reflectively.

Students are expected to read extensively and thoughtfully both for class discussion and during unscheduled time. Since writing is an excellent process for developing critical thinking skills, essays and writings of various kinds, including short pieces of historical research, are expected at least once a week. Standards of clarity, evidence, craftsmanship and logic are expected.

Although lectures and textbooks provide a historical “context,” the course is not designed to lead to the College Board Achievement test or the AP Exam in United States History. Taking such tests would not be precluded but would require independent study on the part of the student. Instead of emphasizing chronology, the course focuses thoughtfully on selected aspects of American culture and history.

Open to Grades 11, 12. Prerequisite: English 2 and a Gateway course. Year course. Two credits: 1 credit in English and 1 credit in Social Studies. Satisfies English and Social Studies graduation requirements.

Advanced Placement United States Government and Politics
This introductory course in U.S. government and politics gives students an analytical perspective on government and politics in the United States, and involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Major areas of study include: constitutional underpinnings; political beliefs and behaviors; political parties and interest groups; institutions of the national government; public policy, and civil rights and civil liberties.

Student work is assessed based on seminar discussions, written assignments and tests. Besides the textbook and various readings, students are encouraged to read national publications such as the Washington Post and the New York Times. They are also encouraged to view news programs on television such as Washington Week in Review. Students must take the Advanced Placement exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course (spring semester only). One-half credit. Advanced placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement.

Advanced Placement United States History
This college-level course consists of a chronological analysis of leaders, intellectual and cultural trends, and major political, economic and social developments in American history. Students examine these topics mainly through focused class discussions for which the students prepare in advance.

Each semester, the students take objective exams, essay exams and write “document-based” essays, which emphasize work with primary sources. The students also complete seminar essays and research papers. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 11, 12. Prerequisite: a Gateway course, grade of B or better in previous Social Studies courses and a grade of B or better in Sophomore English 2 or consent of instructor based on interview. Year course. One credit. Advanced placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement.

American Studies (U.S. History (ID))
American Studies is an interdisciplinary course that analyzes selected aspects of American culture from varied perspectives (e.g., the historical, the poetic, and the artistic). Students learn to think carefully and deeply about historical events and literary and other texts. They are asked to examine their own assumptions as well as the assumptions of writers, historians, essayists and observers. They learn to question points of view, to generate theories, to select valid evidence to test theories, and to question again. They learn to listen thoughtfully and to participate reflectively.

Students are expected to read extensively and thoughtfully both for class discussion and during unscheduled time. Since writing is an excellent process for developing critical thinking skills, essays and writings of various kinds, including short pieces of historical research, are expected at least once a week. Standards of clarity, evidence, craftsmanship and logic are expected.

Although lectures and textbooks provide a historical “context,” the course is not designed to lead to the College Board Achievement test or the AP Exam in United States History. Taking such tests would not be precluded but would require independent study on the part of the student. Instead of emphasizing chronology, the course focuses thoughtfully on selected aspects of American culture and history.

Open to Grades 11, 12. Prerequisite: English 2 and a Gateway course. Year course. Two credits: 1 credit in English and 1 credit in Social Studies. Satisfies English and Social Studies graduation requirements.
Economics
Is it better to work for the good of society or for the good of the individual? How do people react when they pursue their own interests in a situation of scarcity? Students explore these questions and many more to gain an in-depth knowledge of economics through critical analysis and extensive writing assignments. This course develops an economic way of thinking to help analyze problems and questions using a theoretical framework. Students play interactive simulations and games to experience key concepts, use current events to explore how governments shape economic outcomes, and investigate how innovation and entrepreneurship can flourish in and enrich a free-market. It requires an open mind and inquisitive spirit.

Open to Grades 10, 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies requirement.

Gender Studies
In this course, students are introduced to the field of gender studies, including feminism, masculinity, gender, LGBTQ issues and cross-cultural perspectives. These seemingly diverse topics are held together by a shared perspective and an awareness of lenses through which more traditional subjects, such as literature, history and other social sciences, can be viewed and analyzed. Students consider what those lenses are and how they work, as well as how different aspects of the world change when viewed through the lens of gender. Students will discover their own lenses and understand what has shaped them.

The course covers the following units: feminism and women’s studies, the social construction of gender, masculinity studies, LGBTQ studies, and cross-cultural perspectives of masculinity and femininity, with considerable choice of assignments, alternative assessments, and a research project which allows students to discover and investigate issues of personal interest. Additionally, students develop their research, public speaking, writing, questioning and inquiry abilities.

Open to Grades 10, 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies requirement.

European History
From the paintings of the Renaissance to the experiments of the Scientific Revolution; from the storming of the Bastille in the French Revolution, to Otto von Bismarck creating Germany; from the trench warfare of World War I to the blitzkrieg of World War II; from the antagonisms of the Cold War, to the collaborative efforts of the European Union and the establishment of the currency called “Euro,” students in this course explore European History through a variety of prisms. History, from the Renaissance to the contemporary era, is examined through political, cultural, social and intellectual windows. During each unit of the course (which are dominated by large themes: the Reformation, the Age of Anxiety, etc.) students write short papers, engage in small group seminar work with other students, grapple with historical and historiographical questions, and listen each cycle to an interesting lecture presentation or watch a topical film. Students write a mandatory term paper written on a topic of their choice with the approval of their instructor. By asking students to write papers regularly, think critically in small group discussions, and to explore European History through an array of interesting, chronological topics, students are prepared for the rich and demanding academic life in college.

Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
European History Through the Arts
What does the Mona Lisa reveal about Europe during the time of the Renaissance? Why did Beethoven initially dedicate his Third Symphony to Napoleon, only to take away the designation shortly thereafter? When Picasso said, “I paint what I know, not what I see,” how was this a “window” in the period between the world wars? Students in this course learn European history through various visual and performing art forms, such as painting, sculpture, architecture, music, theater and film. This course asks, “How is art a window into the time period of modern European history?”

These questions and others like them, are explored through a variety of formats: the European tradition of building a solid chronology and content background is combined with student-centered work and research. Students come to understand a common historical and artistic vocabulary, essential ideologies, and the difference between primary and secondary sources, and then elucidate them in projects, essays, simulations and presentations. Considerable choice of assignments and research projects allow students to explore and discover their particular interests in the arts, while learning core developments in modern European history. All of these modes prepare seniors for collegiate academic challenges, with the primary objective to not only master the various historical facts and sequences, but also to stimulate investigation and research, to develop a critical sense when acquainting oneself with various documents, analyzing artistic resources, and experiencing the unique richness of European history.

Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

European History Through Philosophy
Does God exist? Why be good? What is evil? What is beauty? How should we live our lives? How do we explain human suffering? This course explores these questions and examines how philosophers and great ideas helped shaped political, social, economic and human events throughout modern European History. Students explore a variety of literary and visual mediums as they engage with the metaphysical, moral, religious, scientific and political philosophies of the western tradition.

Considerable choice of assignments, alternative assessments and research projects allow students to discover and investigate historical eras, philosophers and philosophies that interest them. Learning experiences include analytical essays, creative writing, film critique, primary and secondary source research, and multi-media projects.

Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies requirement.

European History Through Russian Eyes
Just snow and onion domes? From Ivan the Terrible to Rasputin, from Peter the Great to Lenin and Putin, from Tolstoy and Tchaikovsky to Soviet Realism and Dr. Zhivago – what makes Russia, as a European country, tick? Using European History as the backdrop for this course, students see the development of the European experience from the late Middle Ages to the contemporary period, using Russia as the main country of study. Russian language, Russian literature, Russian music and, perhaps, cuisine make this course a living cultural experience. While students cover all the major topics in European History (The Renaissance, The Reformation, Napoleonic Wars, World Wars, The Cold War, etc.), they do so from the vantage of the Russian lens. By focusing on one European country, students can delve deeply into topics in European History. Students discuss their work in small group seminars, write historical papers, learn a bit of the Russian language, read Russian literature, and also, by so doing, are exposed to the main currents of modern European History.

Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies requirement.
Advanced Placement European History
As this is a yearlong course, students delve into key historical issues in Modern European history. Beginning with the late Middle Ages and ending with the contemporary era, this course asks students to focus on the key political, intellectual, social and cultural events that have been crucial in the development of Europe. In a small group setting, students discuss major topics developed in homework papers (often salient points) and also in response to a seminar topic prompted by a Punahou booklet designed for this course. Students write a term paper during the first semester of this course. Discussions revolve around key historical questions: What defines a Renaissance artist? How does one distinguish between the religious doctrines of Protestants and Catholics? How did the Scientific Revolution shape the modern world? What were the motivations for the French Revolution? How did Bismarck unify Germany? Why did World War I occur? Is it proper to blame Germany for World War II? Did Gorbachev’s reforms succeed? What led to the creation of the European currency? Students have the time to ponder, discuss and think through these questions. Students must take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to Grades 11, 12. Prerequisite: a Gateway course. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement.

Senior Capstone
The Senior Capstone course is designed as a culminating experience that synthesizes students’ collective learning opportunities, values and the Aims of a Punahou Education. With a focus on cultivating social and moral responsibility, students pursue personal interests while participating in deeds of service to better understand and provide sustainable solutions to communities in need. The overarching vision of this course is to graduate students with passion, heart and intellect, providing them with the confidence and skills needed to become independent, globally minded citizens.

Open to Grade 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

Senior Capstone: Science
This course looks at the themes of social responsibility, economics, ethics, the environment, empowering deeds of service and sustainable solutions through the lens of science; particularly applied sciences that affect people’s lives, public health and the environment. Major units of the course often include: addiction science, energy justice, renewable energy, access to health care, the science of happiness and food. This course may appeal to students who wish to focus their own projects on science-related issues and connect their learning in previous science classes with their Capstone experience.

Students are expected to participate in debates, presentations, discussions and activities that will engage with community members, including scientists.

Open to Grade 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.

Senior Capstone: Travel Options
SUMMER Only
These travel options of the Capstone experience combine course work at Punahou with international travel during the summer. Throughout the experience, students explore themes of social responsibility, economics, the environment, empowering deeds of service and sustainable solutions, which anchors this integrated learning experience. With the support of their teachers, classmates and international partners, the experience nurtures the development of global citizens by encouraging students to use their talents to collaborate and consider sustainable solutions through cultural exchanges that create global social change.

As a capstone experience, this course is an opportunity for seniors to synthesize their learning at Punahou, and to prepare them to do good work beyond Punahou by exploring what kind of a global citizen they hope to become. Case studies integrating the course’s themes, field study and hands-on experience in partnership with other global learners combine to form this innovative curricular experience.

Open to Grade 12. Prerequisite: a Gateway course. One-half credit. Satisfies Social Studies graduation requirement.
Senior Capstone Science Travel: Iceland  
SUMMER 2018
This international version of Capstone Science combines class work at Punahou with travel to the country of Iceland and Hawai‘i Island. Students learn about renewable energy systems and the impact of environment on cultural practices. The history and integration of subsistence into daily life, in conjunction with Iceland’s energy systems, offers a comparison to similar systems on O‘ahu and Hawai‘i Island. Students are expected to create sustainable energy plans to put into practice at the end of the course. Throughout the experience, students explore the SEEDS curriculum (themes of Social Entrepreneurship, Economics, the Environment, empowering Deeds of service, and Sustainable solutions), which anchors this integrated learning experience. The course prepares students to do good work beyond Punahou by exploring what kind of a global citizen they hope to become. Case studies integrating the course’s themes, field study in Iceland and hands-on experience in partnership with other global learners combine to form this innovative curricular experience.

Senior Capstone Travel: Southern China  
SUMMER 2018
This international version of Capstone combines an understanding of one’s place in Hawai‘i with a comparison to different environments in southern China to examine the culture uniqueness around food. In China, students are based in Hong Kong, but also spend time in other towns and villages (Yunnan) to collaborate with community-based organizations, entrepreneurs, social entrepreneurs, designers and activists to develop personal and collective project ideas and leadership development. Throughout the experience, students explore the SEEDS curriculum (themes of Social Entrepreneurship, Economics, the Environment, empowering Deeds of service, and Sustainable solutions), which anchors this integrated learning experience. The course prepares students to do good work beyond Punahou by exploring what kind of a global citizen they hope to become. Case studies integrating the course’s themes, field study in China and hands-on experience in partnership with other global learners combine to form this innovative curricular experience.

Independent Research Project – Social Studies
This course is for students who have a sincere desire to work independently on personal projects and receive both academic credit and faculty guidance. The focus is on research-oriented projects initiated by the student. Students can use this course for making future contacts in the social studies field, or they could use their project as a foundation for entry in social studies award and scholarship competitions.

The faculty advisor provides deadlines, grade and/or credit contracts, coordination of activities with other faculty and/or outside contacts, and instruction in methods of research, writing, accountability, and presentation of material. The format of the course includes both group and individual meetings. Sessions are held with all students enrolled to address common issues and aspects of research, discussion of field pedagogy, appropriate field techniques, and research methodology. The course also requires one-on-one consultations with the faculty advisor about individual project concerns and directions.

Students must present a written proposal to the instructor prior to enrollment, stating the purpose of the project. The instructor and student create a departmental contract subject to approval of the department. Final determination of the project and the student’s grade are subject to the same departmental review process.

Open to Grade 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
Graduation Requirements
Students must earn two credits in the Visual and Performing Arts. All Theater courses may be taken to fulfill Visual and Performing Arts requirements or general elective/credit. Courses taken to fulfill the Visual and Performing Arts requirement must be taken for a grade; courses taken for general elective credit may earn either a grade or Credit/No Credit.

Course Offerings

Introduction to Theater
This gateway course surveys many aspects and forms of theater, and gives the learner a feel for how theater as a whole works. Students will learn about acting, movement for stage, vocal technique and projection, storytelling, stage combat, technical theater, lighting, costuming, improvisation, house management and publicity. Students perform monologues and scenes, and are asked to view theatrical productions of the school.

Open to Grades 9, 10, 11, 12. Semester course.
One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Acting: Character Portrayal
This intensive course focuses on extending the student’s approach to the creation and portrayal of a character. Students are exposed to several acting methods (such as Adler, Strasberg, Meisner, Spolin), including work with accents and vocal technique. Students perform monologues from selected plays and collaborate with other students in performing two-person scenes.

Each student attends and reviews all Punahou Theater productions and is expected to audition for these productions as their schedules permit.

Open to Grades 10, 11, 12. Semester course.
One-half credit. Prerequisites: Introduction to Theater or Acting: Musical Theater and consent of instructor. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

Theater Performance
This course focuses on the production of plays. Students in this course mount theatrical productions in the Drama Workshop at the end of the semester. These productions are chosen from pre-approved scripts. Productions seek creative and minimal technical solutions to scenic and costume needs. Students confront expectations in their efforts to mount productions of substance over spectacle. This course is repeatable, as each semester will have unique opportunities for growth, based upon the performance chosen.

Open to Grades 11, 12. Prerequisites: Acting: Character Portrayal or Acting: Musical Theater, and consent of instructor. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Offered subject to enrollment.

The arts are the vessels of our culture. Theater, which can encompass them all, is the richest and most venerable. Since ancient times, we have gathered around the stage for communal storytelling, to examine important ideas, to celebrate and mourn, to seek truth, and to bring history and literature to life. Theater is both Shakespeare’s mirror held up to Nature and a window on the human condition. Learning to see through that window and to understand what is in that mirror is fundamental to every student’s preparation for life.
**Acting: Musical Theater**

This course introduces the students to the important aspects and tools needed in musical theater. The course focuses on audition techniques, vocal performance, character analysis, song analysis, and musical scene study. Students learn the basics of acting interpretation as applied to musical theater. The course also examines representative musical composers, lyricists and choreographers. As this is a workshop-based course, students have the opportunity to explore audition pieces as well as iconic musical theater scenes.

*Open to Grades 10, 11, 12. Semester course. One-half credit. Prerequisite: Introduction to Theater. Satisfies Visual and Performing Arts graduation requirement or general elective credit.*

**Technical Theater: Production**

This semester course introduces students to the basic skills and procedures of theater production. The course concentrates on terminology, basic construction skills, scenic painting and scene shop procedures, all learned through individual project work. Using a “hands-on” approach, students explore the practical application of techniques and materials used to construct Punahou Theater productions. Course work consists of selected projects chosen from (but not limited to) the following: Basic Stagecraft, Construction Techniques, Drawing and Drafting, Stage Management, Rigging, Scenic Painting/Decoration, Stage Lighting, Scene Technology, and proper safety procedures in using equipment. Grading is based on awarded points for completed projects, a quarterly journal, and a portfolio of work completed in and out of the classroom.

In addition to class work, students in this course are required to perform two hours of production work per cycle.

*Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.*

**Technical Theater: Design**

This course continues the work of Technical Theater: Production and raises it to a higher level. Students are expected to take major responsibilities in staging Academy productions. This course focuses on the following elements of design: Sound, Light, Properties, and Scenery. Students learn to visualize, illustrate, and communicate ideas using such concepts as: Theme, Color Theory, Intuitive Response, Motif, and Acoustics. Course work consists of selected projects chosen from (but not limited to) the following: General Design, Set Design, Light Design, Property Design, Sound Design, and Design applied in a production. Grading is based on awarded points for completed projects, a quarterly journal, and a portfolio of work completed in and out of the classroom.

In addition to class work, students in this course are required to perform two hours of production work per cycle.

*Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.*

**Independent Study: Theater**

To take Independent Study: Theater, the student must present a written proposal to the supervising teacher prior to enrollment. The study can be in these theater fields: Stage Management, Directing, Costume/Fashion Design, Technical Theater and Acting. The focus of the study is two-fold: research and practical application.

The format of the course includes individual and group meetings with faculty advisors and a public presentation of research work (whether an oral report or theater presentation).

The instructor and student must devise a departmental contract, which is subject to approval of the Department Head.

*Open to Grades 11, 12. Prerequisite: Technical Theater or Acting course. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.*
Global Online Academy

Punahou School is a founding member of the Global Online Academy (GOA). Established in 2011, GOA offers diverse and rigorous credit-bearing courses to students in member schools around the world. All GOA courses have synchronous components (when students collaborate together or work with their teacher at a set time, generally using video conferencing software) and asynchronous components (students choose when to participate.)

GOA students participate in a truly global classroom, learning alongside peers with diverse backgrounds and experiences. Courses are designed, developed and taught by teachers from member schools and meet the rigor and high quality for which these schools are well-known. Credit is awarded by Punahou for participating Punahou students.

To learn more about GOA, visit www.punahou.edu/goa.

Important Information

Course Credit
GOA courses are equivalent to an honors or AP course in amount of work and time necessary to complete the course. The 2018 – 2019 courses offer elective credit at Punahou. Semester courses earn one-half credit and year courses earn one credit.

Academic Calendar
The GOA semester calendar start and end dates are different from those at Punahou. Summer courses begin June 18, 2018 and end August 3, 2018. The fall semester begins September 5, 2018 and ends December 21, 2018. The spring semester runs from January 16, 2019 – May 3, 2019.

Student Qualifications
Preference for these courses is given to juniors and seniors who have demonstrated serious academic intent and earned good personal development ratings (3s and 4s). Students considering these online courses should be intrinsically motivated and know how to effectively manage their time.

Enrollment
Class size is limited to 18 students drawn from participating schools, so enrollment of Punahou students is limited. Punahou students may enroll in only one GOA course per semester and selection may be by lottery if necessary. Students may register for GOA courses during their programming conference with the Dean. Enrollment in any GOA course is subject to Deans’ approval.

Tuition
Tuition for GOA courses during the school year will be covered within Punahou’s tuition. Tuition for GOA courses during the summer is $750 per course.

Year-Long Courses
Arabic Language
Through Culture (Levels I – III)
Japanese Language Through Culture I
Japanese Language Through Culture II
Multivariable Calculus

Fall Semester Courses
Advanced Topics in Economics
Applying Philosophy to Modern Global Issues
Bioethics
Computer Science I: Computational Thinking
Creative Nonfiction
Digital Photography
Entrepreneurial Leadership
(Online continuation of summer residential program)
Filmmaking
Genocide and Human Rights
Global Health
Introduction to Investments
Introduction to Psychology
iOS App Design
Medical Problem Solving I
Microeconomics
Number Theory
Poetry Writing
Positive Psychology
Social Psychology
9/11 in a Global Context

Spring Semester Courses
Abnormal Psychology
Advocacy
Architecture
Bioethics
Climate Change and Global Inequality
Comparative Politics
Computer Science I: Game Design and Development
Computer Science I: Java
Entrepreneurship in a Global Context
Fiction Writing
Game Theory
Gender Studies
Graphic Design
Introduction to Psychology
iOS App Design
Linear Algebra
Macroeconomics
Medical Problem Solving I
Medical Problem Solving II
Music Theory and Digital Composition
Neuropsychology
Positive Psychology
Prisons and the Criminal Law
9/11 in a Global Context
Summer Courses

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<th>Course</th>
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<td>Computer Science II: Java</td>
<td>Entrepreneurial Leadership</td>
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<tr>
<td>Introduction to Investments</td>
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<tr>
<td>Introduction to Psychology</td>
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<tr>
<td>Medical Problem Solving I</td>
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Students may not take a Punahou summer school course and a GOA summer course. Tuition for a GOA summer course is $750. Summer courses are only open to grades 11 and 12.

NOTE: These courses are current as of printing date. Please check www.punahou.edu/goa for final listing.

Year-Long Courses

Arabic Language through Culture

This unique, mixed-level course is designed to help motivated students develop interpersonal communication skills in Arabic as well as build the skills required to be successful 21st-century language learners. This course has an explicit focus on Levantine dialect and the cultures of the Middle East and North African (MENA). Students in levels I to III share the same communal classroom and collaborate with their teachers to assess their proficiency level and begin at the appropriate unit.

Coursework includes English-language culture units as well as a series of language learning units. Language units consist primarily of asynchronous learning experiences and synchronous conversations with instructors, peers from all levels, and discussion partners at King's Academy in Jordan. In addition to building their speaking and writing skills, students learn to leverage a modern understanding of language acquisition, how to align goals with practice, how to ask questions, how to curate resources from the internet and an extended network of Arabic speakers. Proficiency targets are based on the 2017 NCSSFL-ACTFL Can-Do Statements.

Arabic I

Through study of Levantine (Jordanian) Arabic and the Arabic writing system, students develop Novice proficiency in interpersonal communication. Students will be able to communicate in spontaneous spoken conversations on very familiar and everyday topics, including personal introductions, families, daily routines, and preferences, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Arabic II

Students will communicate in spontaneous spoken conversations on familiar topics, including food, weather, and hobbies, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Arabic III

Students in Arabic III will have opportunities to direct their own study through choice of material and topic. They will use Arabic to interact with native speakers on topics of their choosing, and to explore topics of interest through a variety of media (written works, audio, video, face-to-face interviews).

Prerequisites: Arabic II: one year of Arabic Language Through Culture or have demonstrated Novice proficiency through summer coursework or other experiences. Arabic III: demonstrated Intermediate interpersonal proficiency in Arabic (MSA or a dialect) through two years in Arabic Language Through Culture or other coursework, and have demonstrated an ability to work online independently and reliably with instructors and peers in Arabic Language Through Culture or another GOA class.

Japanese Language through Culture I

This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading and writing skills. The cultural study and discussions are conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture.

Prerequisite: Japanese Language through Culture I or permission from the instructor.
Multivariable Calculus

In this course students learn to differentiate and integrate functions of several variables. We extend the Fundamental Theorem of Calculus to multiple dimensions, and the course culminates in Green’s, Stokes’ and Gauss’ Theorems. The course opens with a unit on vectors, which introduces students to this critical component of advanced calculus. We then move on to study partial derivatives, double and triple integrals, and vector calculus in both two and three dimensions. Students are expected to develop fluency with vector and matrix operations. Understanding of a parametric curve as a trajectory described by a position vector is an essential concept, and this allows us to break free from 1-dimensional calculus and investigate paths, velocities and other applications of science that exist in three-dimensional space. We study derivatives in multiple dimensions, we use the ideas of the gradient and partial derivatives to explore optimization problems with multiple variables, and we consider constrained optimization problems using Lagrangians. After our study of differentials in multiple dimensions, we move to integral calculus. We use line and surface integrals to calculate physical quantities especially relevant to mechanics and electricity and magnetism, such as work and flux, and we employ volume integrals for calculations of mass and moments of inertia. We conclude with the major theorems (Green’s, Stokes’, Gauss’) of the course, applying each to some physical applications that commonly appear in calculus-based physics.

Prerequisite: The equivalent of a college year of single-variable calculus, including integration techniques, such as trigonometric substitution, integration by parts, and partial fractions.

Completion of the AP Calculus BC curriculum with a score of 4 or 5 on the AP Exam would be considered adequate preparation.

Fall Semester Courses

Advanced Topics in Economics

What is the economic impact of professional sports teams on their local community? How does pollution in China affect vineyards in Italy? Why did the US financial market collapse in 2008 and how can we use this experience to predict our next global business cycle? In this course, students choose current events to explore through an economic lens. By building upon the principles discussed in microeconomics and macroeconomics, students analyze how the presence of scarcity affects the behaviors of individuals, businesses, and governments. This course reiterates the rational expectations of the principles courses while also introducing irrational behaviors to provide students a better look at their local economy. With guidance from the instructor, students choose topics related to the stock market, environment, entertainment industry, politics and more. Students research and analyze their economic issue and use their findings to formulate a solution to the problem.

Through this course students build upon their understanding of economic principles and their application. Student work includes the synthesis of data, analytical writing; peer collaboration; and a defense of their findings to a committee.

Prerequisite: Completion of an introductory course in microeconomics or macroeconomics (at GOA or elsewhere).

Applying Philosophy to Modern Global Issues

This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to examine how thinkers have applied reason successfully, and unsuccessfully, to many social and political issues across the world. In addition to introducing students to the work of philosophers as diverse as Confucius, Kant, John Rawls and Michel Foucault, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. Students learn to develop their own philosophy and then apply it to the ideological debates which surround efforts to improve their local and global communities.

Bioethics

Ethics is the study of what one should do as an individual and as a member of society. In this course students evaluate ethical issues related to medicine and the life sciences. During the semester, students explore real-life ethical issues, including vaccination policies, organ transplantation, genetic testing, human experimentation, and animal research. Through reading, writing, and discussion, students learn basic concepts and skills in the field of bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. In addition to journal articles and position papers, students will be required to read Rebecca Skloot’s The Immortal Life of Henrietta Lacks.

Computer Science I: Computational Thinking

This course (or its equivalent) is a prerequisite to all Computer Science II classes at GOA. Computational thinking centers on solving problems, designing systems, and understanding human behavior. It has applications not only in computer science, but also myriad other fields of study. This introductory level course focuses on thinking like a computer scientist, especially understanding how computer scientists define and solve problems. Students begin the course by developing an understanding of what computer science is, how it can be used by people who are not programmers, and why it’s a useful skill for all people to cultivate. Within this context, students are exposed to the power and limits of computational thinking. Students are introduced to entry level programming constructs that will help them apply their knowledge of computational thinking in practical ways. They will learn how to read code and pseudocode as well as begin to develop strategies for debugging programs. By developing computational thinking and programming skills, students will have the core knowledge to define and solve problems in future computer science courses. While this course would be beneficial for any student without formal training as a programmer or computer scientist, it is intended for those with no programming experience.
Creative Nonfiction
This course focuses on the art of shaping real experiences into powerful narratives. Students examine diverse professional examples of the relevant and evolving genre of creative nonfiction while developing their own original works, reflecting stories from their lives and from the communities around them. Participants establish a personalized library of mentor texts and authors, pursue opportunities for publication, learn from successful contributors to the genre, and deepen their individual understandings of crucial elements of writer’s craft and the creative process. They support one another as a community of active, practicing, innovative writers. Feedback is an essential component of this course, and students gain experience in the workshop model, learning how to effectively critique and learn from one another’s writing in a global, digital environment. This course embraces the expression and development of writing skills in a variety of forms, including audio, video, graphic novel, and traditional text.

Digital Photography
In an era where everyone has become a photographer obsessed with documenting most aspects of life, we swim in a sea of images, whether posted on Instagram, Facebook, Snapchat, Pinterest, or another digital medium. Yet what does taking a powerful and persuasive photo with a 35mm digital single lens reflex (DSLR) camera require? Digital photography explores this question in a variety of ways, beginning with the technical aspects of using and taking advantage of a powerful camera then moving to a host of creative questions and opportunities. Technical topics such as aperture, shutter, white balance, and resolution get ample coverage in the first half of the course, yet each is pursued with the goal of enabling students to leverage the possibilities that come with manual image capture. Once confident about technical basics, students apply their skills when pursuing creative questions such as how to understand and use light, how to consider composition, and how to take compelling portraits. Throughout the course, students tackle projects that enable sharing their local and diverse settings, ideally creating global perspectives through doing so. Additionally, students interact with each other often through critique sessions and collaborative exploration of the work of many noteworthy professional photographers, whose images serve to inspire and suggest the diverse ways that photography tells visual stories.

Students must have daily access to a DSLR camera.

Entrepreneurial Leadership
A unique hybrid offering for the summer and fall of 2018. Entrepreneurial Leadership combines a rich immersion experience at African Leadership Academy’s residential campus in Johannesburg, South Africa followed by a 15-week online component offered through Global Online Academy that extends the foundational skills gained during the residential program to real-world concerns within each student’s local community. Students in this course engage directly with ALA’s entrepreneurial leadership model alongside master educators and alumni committed to empowering this social impact on the African continent and beyond. This experience is open exclusively to rising seniors and juniors (anticipated graduation 2019 or 2020) from GOA member schools. Learn more: globalonlineacademy.org/entrepreneurial-leadership.

Students in this course must participate in both the residential (summer) and online (fall semester) components of this course. Summer tuition: $4,350, not including travel and other expenses. See “Entrepreneurship in a Global Context” (spring) for an online-only learning experience.

Filmmaking
This course is for students interested in developing their skills as filmmakers and creative problem-solvers. It is also a forum for screening the work of their peers and providing constructive feedback for revisions and future projects, while helping them to develop critical thinking skills. The course works from a set of specific exercises based on self-directed research and builds to a series of short experimental films that challenge students on both a technical and creative level. Throughout, we increasingly focus on helping students express their personal outlooks and develop their unique styles as filmmakers. We review and reference short films online, and discuss how students might find inspiration and apply what they find to their own works.

Prerequisite: Students must have access to an HD video camera, tripod or other stabilizing equipment, and editing software such as iMovie, Premiere Pro, etc.

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Genocide and Human Rights
Students in this course study several of the major genocides of the 20th century (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocides (with particular attention to the Nuremberg tribunals), and examine current human rights crises around the world. Students read primary and secondary sources, participate in both synchronous and asynchronous discussions with classmates, write brief papers, read short novels, watch documentaries, and develop a human rights report card website about a nation in the world of their choice.

Global Health
What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these two questions, this course improves students’ health literacy through an examination of the most significant public-health challenges facing today’s global population. Topics include the biology of infectious disease (specifically HIV and Malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students use illness as a lens through which to examine social issues like poverty, gender, and race. Student work includes analytical and creative writing; research, and peer collaboration; reading and discussions of nonfiction; and online presentations.
Introduction to Investments
In this course, students simulate the work of investors by working with the tools, theories and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, they take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

Introduction to Psychology
What does it mean to think like a psychologist? In Introduction to Psychology, students explore three central psychological perspectives – the behavioral, the cognitive, and the sociocultural – in order to develop a multifaceted understanding of what thinking like a psychologist encompasses. The additional question of “How do psychologists put what they know into practice?” informs study of the research methods in psychology, the ethics surrounding them, and the application of those methods to practice. During the first five units of the course, students gather essential information that they apply during a group project on the unique characteristics of adolescent psychology. Students similarly envision a case study on depression, which enables application of understandings from the first five units. The course concludes with a unit on positive psychology, which features current positive psychology research on living mentally healthy lives. Throughout the course, students collaborate on a variety of activities and assessments, which often enable learning about each other’s unique perspectives while building their research and critical thinking skills in service of understanding the complex field of psychology.

iOS App Design
Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students work much like a small startup: collaborating as a team, sharing designs and learning to communicate with each other throughout the course. Students learn the valuable skills of creativity, collaboration and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course.

Medical Problem Solving I
In this course students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient and creating a new mystery case.

Microeconomics
In this course, students learn about how consumers and producers interact to form a market and then how and why the government may intervene in that market. Students deepen their understanding of basic microeconomic theory through class discussion and debate, problem solving, and written reflection. Students visit a local production site and write a report using the market principals they have learned. Economic ways of thinking about the world will help them better understand their roles as consumers and workers, and someday, as voters and producers.

Prerequisite: For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone or iPad) is also highly recommended.
Number Theory
Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way, good preparation for any future course in upper-level college mathematics or theoretical computer science. We progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way we invent some encryption schemes of our own and discover how to play games using number theory. We also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and we see parts of the story of Fermat’s Last Theorem, a 350-year-old statement that was fully proven only twenty years ago. While most calculations will be simple enough to do by hand, we will sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications.

Prerequisite: A strong background in pre-calculus and above, as well as a desire to do rigorous mathematics and proofs.

Poetry Writing
The poetry writing workshop explores identity and seeks to answer the question: How are you shaped (or not) by the community you live in? Our goal is to create a supportive online network of writers that uses language to discover unique and mutual understandings of what it means to be a global citizen from a local place. Students draft and revise poems, provide and receive frequent feedback, and read a range of modern and contemporary poets whose work is grounded in place. Sample assignments include audio and video recording, an online journal, study of performance poetry, peer video conferences, close reading, investigations into process and craft, collaborative poetry anthologies, and a class publication. All writers have the opportunity to send their work to international contests and publications.

Positive Psychology
What is a meaningful, happy and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis and pathology, but in recent years, however, positive psychologists have explored what’s missing from the mental health equation, taking up research on topics such as love, creativity, humor and mindfulness. In this course, we’ll dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity and more. We’ll seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman’s Well Being Theory, Mihaly Csikszentmihalyi’s idea of flow, and Angela Lee Duckworth’s concept of grit. In exploring such theories and concepts, students imagine and create real-world measurements using themselves, willing peers and family members as research subjects. As part of the learning studio format of the course, students also imagine, research, design and create projects that they’ll share with a larger community. Throughout the development of these projects, they’ll collaborate with each other and seek ways to make their work experiential and hands-on. Students leave the class with not only some answers to the question of what makes life meaningful, happy and fulfilling, but also the inspiration to continue responding to this question for many years to come.

Social Psychology
Social psychology examines how the thoughts, feelings and behaviors of a person are influenced by the actual, imagined or implied presence of others. Students design research projects that explore contemporary issues relevant to this course, including but not limited to social media, advertising, peer pressure and social conflict. In order to equip students to do this work, the course begins with an overview of research methods in psychology as well as several historical studies by Solomon Asch, Stanley Milgram and Philip Zimbardo. Students develop foundational knowledge of social psychology by exploring a diversity of topics, including attitudes and actions, group behavior, prejudice and discrimination, interpersonal relationships, conformity, attraction, and persuasion. The capstone project of this course is a student-designed research project that will be submitted for publication, presentation to an audience or used to catalyze change in local communities.

This course may be taken as a continuation of Introduction to Psychology, although doing so is not required.

9/11 in a Global Context
September 11, 2001 was a tragic day that changed the world in profound ways. In this course students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally and around the world. In place of a standard chronological framework, students instead view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. Students then analyze the post-9/11 period and explore how this event affected the U.S., the Middle East and the wider world.
Spring Semester Courses
Abnormal Psychology
This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse and depression. As students examine these and other disorders, they learn about their symptoms, diagnoses and treatments. Students also deepen their understanding of the social stigmas associated with mental illnesses.

This course may be taken as a continuation of Introduction to Psychology, although doing so is not required.

Advocacy
This skills-based course explores the creativity, effort and diversity of techniques required to change people’s minds and motivate them to act. Students learn how to craft persuasive arguments in a variety of formats (written, oral and multimedia) by developing a campaign for change around an issue about which they care deeply. We explore a number of relevant case studies and examples as we craft our campaigns. Units include persuasive writing, social media, public speaking, informational graphics and more. The culminating project is a multimedia presentation delivered and recorded before a live audience.

Architecture
In this course, students build understanding and apply skills in aspects of site: structure, space and design. While gaining key insights into the roles of architectural analysis, materials, 3D design and spatial awareness, students develop proficiency in architectural visual communication. We begin by learning the basic elements of architectural design to help analyze and understand architectural solutions. Then, using digital and physical media models to enhance visual communication, students study the role building materials play in architectural design, developing an understanding of the impact materials have on structural design and cultural traditions. At each stage of the course students interact with peers from around the globe, learning and sharing how changes in materials, technology and construction techniques lead to the evolution of contemporary architecture style and visual culture. The course culminates with a final project in which each aspiring architect has the opportunity to work towards a personal presentation for the GOA Catalyst Conference. Students, through a variety of outcomes, present an architectural intervention which they have proposed as a solution to an identified need, one emanating from or focused within their own community. Throughout the course students refer to the design process and use visual journaling techniques to track, reflect and evidence their burgeoning understanding of architecture, construction and engineering.

Bioethics
Also offered in fall semester.
For description, see page 60.

Climate Change and Global Inequality
Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. In this course students interrogate the causes and effects of climate change, and the public policy debates surrounding it. In case studies, we research global, regional and local policies and practices along with what the choices of decision makers mean to the populations they serve. Who benefits, who suffers and how might we change this equation? Following the Learning Studio model, in the second half of the course, students work with their teacher to design their own independent projects, reflecting their individual interests and passions, and collaborate in workshops with classmates to deepen a collective understanding of the complex issues surrounding climate change. Throughout the semester we build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to bring increasing knowledge to challenge and advocate for sustainable norms. Finally, students have the opportunity to reach a global audience, by participating in GOA’s Catalyst Conference in the spring 2019, as they present their individual projects to spark change in local communities through well-informed activism.

Comparative Politics
In 2012, the Economist issued a report entitled “Democracy at a Standstill.” This course uses the comparative model to ask students to consider whether democracy is in fact at a standstill, but more importantly, if and why we should care. By looking at current events, reading scholarly research, analyzing data, conducting personal interviews, and engaging in a series of debates, students assess the status of democracy in the world and also explore the challenges and alternatives to democratic systems. In so doing, they constantly reevaluate their own beliefs and understandings about how power should be distributed and utilized.
Thinking or its equivalent.

Prerequisites: Computer Science I: Computational Thinking or its equivalent.

Computer Science II: Analyzing Data With Python
In this course, students utilize the Python programming language to read, analyze and visualize data. The course emphasizes using real world datasets, which are often large, messy, and inconsistent. Because of the powerful data structures and clear syntax of Python, it is one of the most widely used programming languages in scientific computing. Students explore the multitude of practical applications of Python in fields like biology, engineering, and statistics.

Prerequisite: Computer Science I: Computational Thinking or its equivalent.

Computer Science II: Game Design and Development
In this course, students practice designing and developing games through hands-on practice. Comprised of a series of "game jams," the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell’s “lenses”: different ways of looking at the same problem and answering questions that provide direction and refinement of a game’s theme and structure. During this time, students also learn how to use Unity, the professional game development tool they use throughout the class. They become familiar with the methodologies of constructing a game using such assets as graphics, sounds and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students will work in teams to brainstorm and develop new games in response to a theme or challenge. Students will develop their skills in communication, project- and time-management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding.

Prerequisites: Computer Science I: Computational Thinking or its equivalent.

Computer Science II: Java
This course teaches students how to write programs in the Java programming language. Java is the backbone of many web applications, especially eCommerce and government sites. It is also the foundational code of the Android operating system and many tools of the financial sector. Students learn the major syntactical elements of the Java language though objected oriented design. The emphasis in the course is on creating intelligent systems though the fundamentals of Computer Science. Students write working programs through short lab assignments and more extended projects that incorporate graphics and animation.

Prerequisite: Computer Science I: Computational Thinking or its equivalent.

Entrepreneurship in a Global Context
How does an entrepreneur think? What skills must entrepreneurs possess to remain competitive and relevant? What are some of the strategies that entrepreneurs apply to solve problems? In this experiential course students develop an understanding of entrepreneurship in today’s global market; employ innovation, design and creative solutions for building a viable business model; and learn to develop, refine and pitch a new start-up. Units include Business Model Canvas, Customer Development vs. Design Thinking, Value Proposition, Customer Segments, Iterations & Pivots, Brand Strategy & Channels, and Funding Sources. Students will use the Business Model Canvas as a roadmap to building and developing their own team start-up, a process that will require hypothesis testing, customer research conducted in hometown markets, product design, product iterations and entrepreneur interviews. An online start-up pitch by the student team to an entrepreneurial advisory committee will be the culminating assessment. Additional student work will include research, journaling, interviews, peer collaboration, and a case study involving real world consulting work for a current business.

Fiction Writing
This course connects students interested in creative writing (primarily short fiction) and provides a space for supportive and constructive feedback. Students gain experience in the workshop model, learning how to effectively critique and discuss one another’s writing in an online environment. In addition to developing skills as a reader within a workshop setting, students strive to develop their own writing identities through a variety of exercises. The course capitalizes on the geographic diversity of the students by eliciting stories that shed light on both the commonalities and differences of life experiences in different locations. Additionally, we read and discuss the work of authors from around the globe. Students’ essential responsibilities are twofold: to engage in the class as readers and writers and to focus on their development as readers and writers. Both require participation in discussions of various formats within our online community, as well as dedicated time outside of class reading and providing feedback on one another’s work and writing original pieces for the workshop.

Game Theory
Do you play games? Do you ever wonder if you’re using “the right” strategy? What makes one strategy better than another? In this course, we explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory has many applications as we face dilemmas and conflicts every day, most of which we can treat as mathematical games. We consider significant global events from fields like diplomacy, political science, anthropology, philosophy, economics, and popular culture. Specific topics include two-person zero-sum games, two person non-zero-sum games, sequential games, multiplayer games, linear optimization, and voting and power theory.
Gender Studies
This course uses the concept of gender to examine a range of topics and disciplines that includes feminism, gay and lesbian studies, women’s studies, popular culture, and politics. Throughout the course students examine the intersection of gender with other social identifiers: class, race, sexual orientation, culture and ethnicity. Students read about, write about and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and influenced their lives.

Graphic Design
What makes a message persuasive and compelling? What helps audiences and viewers sort and make sense of information? This course explores the relationship between information and influence from a graphic design perspective. Using an integrated case study and design-based approach, this course aims to deepen students’ design, visual and information literacies. Students are empowered to design and prototype communication projects about which they are passionate. Topics include: principles of design and visual communication, infographics, digital search skills, networks and social media, persuasion and storytelling with multimedia, and social activism on the Internet. Student work includes individual and collaborative group projects, graphic design, content curation, some analytical and creative writing, peer review and critiques, and online presentations.

Introduction to Psychology
Also offered in fall semester.
For description, see page 62.

iOS App Design
Also offered in fall semester.
For description, see page 62.

Linear Algebra
In this course students learn about the algebra of vector spaces and matrices by looking at how images of objects in the plane and space are transformed in computer graphics. We do some paper-and-pencil calculations early in the course, but the computer software package Geogebra (free) will be used to do most calculations after the opening weeks. No prior experience with this software or linear algebra is necessary. Following the introduction to core concepts and skills, students analyze social networks using linear algebraic techniques. Students learn how to model social networks using matrices and to discover things about the network with linear algebra as your tool. We consider applications like Facebook and Google.

Prerequisite: Geometry and Algebra 2 or the equivalents.

Macroeconomics
Macroeconomics is the study of economic units as a whole rather than of their individual components. The aggregate unit is usually a national economy and that is the focus in this course. Students learn to better understand how to measure national economic activity with concepts like gross domestic product, unemployment and inflation, and the strengths and weaknesses of these statistics. Students then study theoretical methods of influencing national economic activity with monetary and fiscal policy and learn about some of the controversy surrounding these policy tools. The advantages and disadvantages of international trade and of methods of setting exchange rates are also introduced. The course includes an individual student investigation of a national economy other than their home country. Students identify their economic findings and present resolutions in their final report.

Medical Problem Solving I
Also offered in fall semester.
For description, see page 62.

Medical Problem Solving II
This course is an extension of the problem-based learning done in Medical Problem Solving I. While collaborative examination of medical case studies remain the core work of the course, students tackle more complex cases and explore new topics in medical science, such as the growing field of bioinformatics. Students in MPS II also have opportunities to design cases based on personal interests, discuss current topics in medicine, and apply their learning to issues in their local communities.

Prerequisite: Medical Problem Solving I.

Music Theory and Digital Composition
In Music Theory and Digital Composition, students explore the structure, writing, and recording of music as a design problem, with the intention of creating and releasing a finished piece of original music. The first half of the semester is focused on the history of music, the staff, notation, scales, intervals, chords, and harmony. In conjunction with this is the use of two pieces of software called Auralia and Musition, which quickly attune to each student’s individual skill level in ear training and sight reading, respectively. This aids the student in writing an original composition, the quality and character of which is determined by personal music interests and learning more about their identified target audience. The foundation of the course is the Design Thinking model, which guides students through a process that begins with empathizing with their audience, defining their piece, iterating several design drafts, prototyping, and then releasing the finished recording for feedback and another iteration of refinement. The second half of the course is focused on performing, recording, mixing, mastering and releasing a recording of their composition, all the while keeping key target audience members in the loop through surveys and conversations.
Neuropsychology
This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Additionally, students explore current neuroscience research as well as the process of funding that research. Examples of illnesses that may be covered include: Alzheimer’s disease, traumatic brain injury and stroke. In addition, we explore diagnostic and treatment issues (including behavioral and pharmaceutical management) as well as attention, learning, memory, sleep, consciousness and emotional intelligence. Students conclude the course by developing a fundraising campaign to support research and/or patient care initiatives related to a specific neurological condition and nonprofit foundation.

Neuropsychology can be taken as a continuation of Introduction to Psychology, although it is not required.

Positive Psychology
Also offered in fall semester.
For description, see page 63.

Prisons and the Criminal Law
Criminal courts in the United States have engaged in an extraordinary social experiment over the last 40 years: they have more than quintupled America’s use of prisons and jails. Has this experiment with “mass incarceration” produced more bad effects than good? Is it possible at this point to reverse the experiment without doing even more harm?

In this course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal communication and reasoning while grappling with mass incarceration as a legal, ethical and practical issue. In an effort to understand our current scheme of criminal punishments and to imagine potential changes in the system, we immerse ourselves in the different forms of rhetoric and persuasion that brought us to this place: we read and analyze the jury arguments, courtroom motions, news op-eds, and other forms of public persuasion that lawyers and judges create in real-world criminal cases. Topics include the history and social functions of prisons; the definition of conduct that society will punish as a crime; the work of prosecutors, defense attorneys and judges in criminal courts to resolve criminal charges through trials and plea bargains; the sentencing rules that determine what happens to people after a conviction; the alternatives to prison when selecting criminal punishments; and the advocacy strategies of groups hoping to change mass incarceration. The reading focuses on criminal justice in the United States, but the course materials also compare the levels of imprisonment used in justice systems around the world. Assignments ask students to practice with legal reasoning and communication styles, focused on specialized audiences such as juries, trial judges, appellate judges, sentencing commissions and legislatures. The work involves legal research, written legal argumentation, peer collaboration and oral advocacy.

Note: This course is offered through Wake Forest University School of Law and is taught by Ronald Wright, the Needham Y. Gulley Professor of Criminal Law. Students who take this course should expect a college-level workload (8 – 10 hours a week). Successful completion of this course will be rewarded with a certificate from the law school.

9/11 in a Global Context
Also offered in fall semester.
For description, see page 63.

Summer Courses

Computer Science I: Computational Thinking
Also offered in fall semester.
For description, see page 60.

Computer Science II: Java
Also offered in spring semester.
For description, see page 65.

Entrepreneurial Leadership
Summer travel and fall course both required. Additional tuition of $4,350, not including travel and other expenses. For description, see page 61.

Fiction Writing
Also offered in spring semester.
For description, see page 65.

Game Theory
Also offered in spring semester.
For description, see page 65.

Introduction to Investments
Also offered in fall semester.
For description, see page 62.

Introduction to Psychology
Also offered in fall semester.
For description, see page 62.

Medical Problem Solving I
Also offered in fall semester.
For description, see page 62.
Summer Absence Policy

Regular and punctual attendance are expectations of all Summer School students. There are two types of absences: Approved and Not Approved.

• Approved Absences
  Absences for illness, medical or dental appointments, or funerals are subject to approval by the Academy Summer School Director. The number of such absences allowed during a Summer School course is determined on a case by case basis by the Academy Summer School Director and the Dean.

• Not Approved Absences
  Absences for family trips, sports trips, driver-license tests, job interviews, employment, summer camp, errands, performances and similar conflicts will not be approved as excused absences from class.
  Students will fail a course if they accrue more than two “Not Approved” absences in a 5-week or a 6-week summer course, more than one “Not Approved” absence in a 4-week summer course, or any “Not Approved” absences in a 3-week summer course.
  The School reserves the right to request a doctor’s note to substantiate any absence from class unless previously approved by the Director.

Summer Registration

Each student may register for up to one graduation credit in Academy courses during the summer as long as class times do not conflict, except students may not register for both an English and a Social Studies course in the same summer. For more information, see page 3. Students may also elect a non-credit course such as Driver Education or SAT Prep provided there are no scheduling conflicts. See page 76.

Summer School

Academy Summer School provides a great opportunity for enrolled Punahou students to fulfill graduation requirements in an environment that allows the student to focus on one course at a time. Rather than fulfilling a remedial requirement, Academy Summer School opens up possibilities for students to broaden their course selection during the school year.

Summer School courses taken in 2018 are entered as part of the student’s 2018 – 2019 first semester record. Students register based on the grade they are entering in the fall.

Summer School registration for credit courses is done during the programming conference with the Deans in February.

Summer School courses may be overenrolled and, due to limited space, students are not guaranteed their first choice in course selection. In such cases, priority is given to seniors first, then juniors and so on. All things being equal, a lottery may be held to determine which students are placed in a particular course.

All course offerings are subject to sufficient enrollment. Students are notified of any new course offerings, deletions or prerequisite changes via the Academy Daily Bulletin and/or their class Deans. Tuition and fees for Summer School are charged to the student’s account.

Punahou students who take summer courses are expected to do so at Punahou unless an exception has been approved in advance by the Deans.

Please note courses are scheduled for varying lengths from three to six weeks. These options may allow students with travel plans or conflicting programs to still attend Summer School. Additionally, there is a selection of online courses for upperclassmen that do not require attendance on campus. These options allow students with travel plans or conflicting programs to still attend Summer School.
### Attire and Behavior Policies
The attire and behavior policies during Summer School are the same as those in force during the school year. These policies can be found in the Punahou School Handbook.

### Books and Supplies
Books and supplies are not included in tuition unless noted in the course description. Textbooks for Academy Summer School courses should be purchased through the MBS Direct bookstore. Additional materials are available in the Punahou School Bookstore.

### Fees
#### Late Registration
Any registration received after the registration deadline will be charged a late fee of $50, and the desired course will be registered on a space-available basis. Punahou School reserves the right to end or refuse registration at any time after the registration deadline.

### Credit Courses
Registration deadline: May 11, 2018
Change fee after May 11: $50
Drop after June 8: 100% of full tuition is forfeited

### Summer Course Offerings
Punahou Summer School 2018 courses are open to Academy students depending on enrollment and staffing.

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<thead>
<tr>
<th>Course</th>
<th>For Grades</th>
<th>Grade(s)</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
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<tr>
<td>Drawing* (3 wks)</td>
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<td>9 – 12</td>
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<tr>
<td>Printmaking* (3 wks)</td>
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<td>9 – 12</td>
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<tr>
<td>Black and White Film Photography* (5 wks)</td>
<td></td>
<td>9 – 12</td>
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<tr>
<td>Color Digital Photography* (5 wks)</td>
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<td>9 – 12</td>
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<tr>
<td>Ceramics: Wheel Throwing 1*</td>
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<tr>
<th>Course</th>
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<tr>
<td><strong>English</strong></td>
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<td>English 1A* (5 or 6 wks)</td>
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<tr>
<td>English 2A* (5 or 6 wks)</td>
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<tr>
<td>American Literature Survey* (5 wks)</td>
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<td>11 – 12</td>
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<tr>
<td>Creative Writing* (5 wks)</td>
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<tr>
<td>Writing with Clarity and Grace* (5 wks)</td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td>Spanish 2*</td>
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<td>10 – 12</td>
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<td><strong>Mathematics</strong></td>
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<td>Algebra 1*</td>
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<tr>
<td>Geometry*</td>
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<tr>
<td>Algebra 2/Trigonometry*</td>
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<tr>
<td>Advanced Pre-Calculus*</td>
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<th>Course</th>
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<td><strong>Science</strong></td>
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<td>Biology*</td>
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<tr>
<td>Chemistry*</td>
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<tr>
<td>Chemistry Honors*</td>
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<td>Physics*</td>
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<td>Physics Honors*</td>
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<tr>
<td>Medical Problem Solving (3 wks)</td>
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<th>Course</th>
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<tr>
<td><strong>Social Studies</strong></td>
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<tr>
<td>Intro to Social Studies* (5 wks)</td>
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<tr>
<td>Intro to Social Studies – Hawai’i (4 wks)</td>
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<tr>
<td>Intro to Social Studies – Hawai’i Travel* (4 wks)</td>
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<td>Asian History (sem)* (5 or 6 wks)</td>
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<td>Asian History Travel</td>
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<tr>
<td>U.S. History (1st sem)* (5 wks)</td>
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<tr>
<td>European History* (5 wks)</td>
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<tr>
<td>Senior Capstone*</td>
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<tr>
<td>Senior Capstone: Science*</td>
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<td>12</td>
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<tr>
<td>Senior Capstone: Travel</td>
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<tr>
<td>Science: Iceland*</td>
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<tr>
<td>Southern China*</td>
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* Fulfills Department graduation requirements. Others fulfill general elective requirements.
Summer School (continued)

Art

**Drawing 1***
4 hours daily at 12:30 p.m.
3-week course: June 12 – 29
See page 4 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

**Printmaking***
4 hours daily at 12:30 p.m.
3-week course: July 2 – 20
See page 5 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

**Black and White Film Photography***
2 1/2 hours daily at 10 a.m.
5-week course: June 12 – July 13
See page 5 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

**Color Digital Photography***
2 1/2 hours daily at 10:30 a.m.
5-week course: June 12 – July 13
See page 5 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

**Introduction to Ceramics: Wheel Throwing 1***
2 hours daily at 8 a.m.
6-week course: June 12 – July 20
See page 6 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

**English**

Students may take only two English courses in Summer School to fulfill the four credits required for graduation. They may take either English 1A between 8th and 9th grades or English 2A between 9th and 10th grades. Before their junior or senior years, they may take one offered elective.

**English 1A: 5 weeks***
4 hours daily at 8 a.m. or 10:15 a.m.
5-week course: June 12 – July 13
See page 9 for complete description. This summer school course only covers one semester’s content of the yearlong course.
Tuition: $800
Open to Grade 9. One-half credit.

**English 1A: 6 weeks***
4 hours daily at 10:15 a.m. except no class on Wednesday.
6-week course: June 12 – July 20
See page 9 for complete description. This summer school course only covers one semester’s content of the yearlong course.
Tuition: $800
Open to Grade 9. One-half credit.

**English 2A: 5 weeks***
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 10 for complete description. This summer school course only covers one semester’s content of the yearlong course.
Tuition: $800
Open to Grade 10. Prerequisite: English 1. One-half credit.

**English 2A: 6 weeks***
4 hours daily at 8 a.m. except no class on Wednesday.
6-week course: June 12 – July 20
See page 10 for complete description. This summer school course only covers one semester’s content of the yearlong course.
Tuition: $800
Open to Grade 10. Prerequisite: English 1. One-half credit.

**American Literature – Survey***
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 11 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2. One-half credit.

**Creative Writing***
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 12 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2. One-half credit.

**Writing with Clarity and Grace***
4 hours daily at 8 a.m.
6-week course: June 12 – July 20
See page 16 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2. One-half credit.

Language

**Spanish II***
4 hours daily at 8 a.m.
6-week course: June 12 – July 20
See page 21 for complete description.
Tuition: $950
Open to Grades 10, 11, 12. Prerequisites for summer course: Spanish 1 in the Academy, permission of instructor and student’s class dean. One credit.

**Mathematics**

Students are required to earn three credits in mathematics for graduation from Punahou. Only one of those three credits may be earned in Summer School. Students often choose to take a mathematics course during the summer as a means to accelerate in math, opening the door to calculus in their senior year.

**Algebra 1***
4 hours daily at 8 a.m.
6-week course: June 12 – July 20
This is a rigorous, intensive course in the fundamentals of Algebra. Testing is daily on topics including number theory, solving equations and inequalities, graphs and functions, systems of open sentences, polynomials and factoring, rational expressions, irrational numbers, and quadratic equations and functions. Students should expect approximately two to three hours of homework a night.
Tuition: $950
Open to Grades 9, 10, 11. Prerequisites: Teacher recommendation based on original quiz and test scores and work habits, commensurate diagnostic test scores, and dean approval. One credit. Enrollment is limited.
Geometry*  
4 hours daily at 8 a.m.  
6-week course: June 12 – July 20  
This is a rigorous and intensive course in the study of Euclidean Geometry. This course is based upon deductive reasoning, and topics include planar and coordinate Geometry, parallel and perpendicular lines, triangles, quadrilaterals, circles, congruence, similarity, inequality, area, volume and motions. Algebra and right triangle trigonometry are incorporated into the course, as well as formal and informal proof. Testing is daily, and students should expect approximately two to three hours of homework a night.  
Tuition: $950  
Open to Grades 10, 11. Prerequisites for summer course: B+ or better in both semesters of Algebra I. One credit.

Algebra 2/Trigonometry*  
4 hours daily at 8 a.m.  
6-week course: June 12 – July 20  
See page 25 for complete description.  
Tuition: $950  
Open to Grades 10, 11, 12. Prerequisites for summer course: B+ or better in all four semesters of Algebra 1 and Geometry, and a current teacher recommendation. One credit. Students are required to bring an edition of the TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

Advanced Pre-Calculus*  
4 hours daily in class at 8 a.m.  
6-week course: June 12 – July 20  
See page 26 for complete description.  
Tuition: $950  
Open to Grades 11, 12. Prerequisites for summer course: B+ or better in both semesters of Algebra 2/Trigonometry and teacher recommendation. One credit. Students are required to bring an edition of the Ti-84 Plus calculator, but a Ti-84 Plus CE graphing calculator is recommended.

Physical Education

Lifetime Fitness  
(Physical Education)*  
2 hours daily at 8 or 10:15 a.m.  
6-week course: June 12 – July 20  
See page 36 for complete description.  
The use of a wider range of facilities and fitness activities, including events off campus, is unique to the summer course. Students should dress appropriately for physical activity each day (PE uniform/athletic shoes) and maintain good hydration.  
Tuition: $750  
Open to Grades 9, 10. One-half credit.

PEP: Physical Exercise through Play*  
2 hours daily at 10:15 a.m.  
6-week course: June 12 – July 20  
The emphasis for this course is on playing hard and having fun while staying fit. Students are exposed to a variety of activities where they work to develop proficiency in skills and various movement forms and incorporate tactics, concepts and strategies in situations relative to the activity. Ultimately, students become confident and competent enough to enjoy these activities in a recreational setting.  
Activities include many of the following: badminton, basketball, fitness exercises, flag football, pool games, racquet sports, touch rugby, ultimate Frisbee and volleyball. Off-campus activities may also include canoe paddling, surfing, ice skating and hiking.  
Tuition: $750  
Open to Grades 10, 11, 12. Prerequisite: Lifetime Fitness. One-half credit.

Medical Problem Solving  
4 hours daily at 8 a.m. plus 1-hour afternoon sessions on Tuesday, Thursday.  
6-week course: June 12 – July 20  
See page 43 for complete description.  
Tuition: $1,100  
Open to Grades 10, 11, 12. Prerequisite: Algebra I. One credit.

Chemistry Honors*  
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.  
6-week course: June 12 – July 20  
See page 43 for complete description.  
Tuition: $1,100  
Open to Grades 10, 11, 12. Prerequisite: Students taking Chemistry Honors in the summer must have completed Geometry or Geometry Honors. One credit.

Physics*  
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.  
6-week course: June 12 – July 20  
See page 43 for complete description.  
Tuition: $1,100  
Open to Grades 10, 11, 12. One credit.

Physics Honors*  
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.  
6-week course: June 12 – July 20  
Students enrolling in Summer Physics Honors should have very strong mathematical skills and be prepared for an extremely fast-paced learning experience.  
See page 44 for complete description.  
Tuition: $1,100  
Open to Grades 11, 12. Prerequisite: Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. One credit.

Medical Problem Solving  
4 hours daily at 8 a.m.  
3-week course: June 12 – 29  
See page 46 for complete description.  
Tuition: $700  
Open to Grades 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. One-half general elective credit. Class held at the John A. Burns School of Medicine.
Social Studies

Students may take only one credit in Summer School towards the three and one-half Social Studies credits required for graduation. A student may take either ISS between 8th and 9th grades or Asian History between 9th and 10th grades, but not both; and either the first half of U.S. History between 10th and 11th grades or either of the two required senior courses between 11th and 12th grades, but not both.

Introduction to Social Studies*
4 hours daily at 8 a.m. or 10:15 a.m.
5-week course: June 12 – July 13
See page 48 for complete description.
Tuition: $800
Open to Grade 9. One-half credit.

Introduction to Social Studies – Hawai’i*
4 hours daily Monday – Friday at 8 a.m.
One class day a week (typically Friday) continues until 2:30 p.m. to accommodate extended field trips.
4-week course: June 12 – July 6
This ISS course offers another option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this course frames the content around the cultural region of Hawai’i. Students have the opportunity to practice their learning and share culture through an experience to the Hawai’i Island during the second week of the course. Current 8th-grade students will have the opportunity to apply for participation.
See page 49 for complete description.
Tuition: TBD
Open to Grade 9. One-half credit.

Introduction to Social Studies – Hawai’i Travel*
4 hours daily Monday – Friday at 8 a.m.
One class day a week (typically Friday) continues until 2:30 p.m.
3 – 4 day experience on Hawai’i Island
4-week course: June 12 – July 6
This ISS course offers another option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this course frames the content around the cultural region of Hawai’i. Students have the opportunity to practice their learning and share culture through an experience to the Hawai’i Island during the second week of the course. Current 8th-grade students will have the opportunity to apply for participation.
See page 49 for complete description.
Tuition: $800
Open to Grade 9. One-half credit.

Asian History*
Accelerated course
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 49 for complete description.
Tuition: $800
Open to Grade 10. Prerequisite: A Gateway Course.
One-half credit.

Asian History*
3 1/2 hours daily except 2 hours on Wednesday at 8 a.m.
6-week course: June 12 – July 20
See page 49 for complete description.
Tuition: $800
Open to Grade 10. Prerequisite: A Gateway Course.
One-half credit.

Asian History Travel*
4 hours daily at 8 a.m.
June 12 – July 5 (tentative):
Pre-trip on-campus class
July 6 – 17 (tentative): Travel
July 18 – July 20 (tentative):
On-campus sharing
Punahou rising sophomores have the opportunity to study historical and cultural elements of the Asian History course and see them in practice through travel. Students continue to meet as a class while traveling as they connect their readings, lectures and research to primary resources. Students return to Honolulu to reflect and connect what they learned before and during travel, and to share with an audience.
See page 49 for complete descriptions.
Tuition: Cost of trip. Need-based financial aid available through Wo International Center.
Open to Grade 10. Prerequisite: A Gateway Course.
One-half credit. Apply for this course through Wo International Center by January 19, 2018.

United States History*
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 51 for complete description.
This summer school course only covers the first semester content of the year-long course.
Tuition: $800
Open to Grades 11, 12. Prerequisite: A Gateway Course.
One-half credit for 1st semester U.S. History.

European History*
4 hours daily at 8 a.m.
5-week course: June 12 – July 13
See page 52 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: A Gateway Course.
One-half credit.
Senior Capstone*
Monday: 2 hours at 10 a.m.
Tuesday – Friday: 3 1/2 hours twice a week on campus at 8 a.m. and 2 hours twice a week of community service.
6-week course: June 12 – July 20
Community service (four hours per week) is scheduled according to the needs of participating agencies. Limited service options are available due to summer hours and participating agencies. Students must have proof of a TB Clearance at the first class meeting.
See page 54 for complete description.
Tuition: $800
Open to Grade 12. Prerequisite: A Gateway Course. One-half credit. Limited enrollment.

Senior Capstone: Science*
Monday: 2 hours at 10 a.m.
Tuesday – Friday: 3 1/2 hours twice a week on campus at 8 a.m. and 2 hours twice a week of community service.
6-week course: June 12 – July 20
This course has the same requirements as the regular Capstone course, including proof of TB Clearance.
See page 54 for complete description.
Tuition: $800
Open to Grade 12. Prerequisite: A Gateway Course. One-half credit. Limited enrollment.

Senior Capstone: Travel
This course covers the same concepts as the regular Capstone course, but after coursework at Punahou, students explore the course issues further and do their project work in the context of their experiences and activities at the selected destination.
See pages 54 for complete descriptions.
Tuition: Cost of trip. Need-based financial aid available through Wo International Center.
Open to Grade 12. Prerequisite: A Gateway Course. One-half credit. Apply for this course through Wo International Center by January 19, 2018.

Senior Capstone Science Travel: Iceland*
4 hours daily at 8 a.m.
June 12 – 22 (tentative):
Required pre-trip class at Punahou
June 24 – July 8 (tentative):
Travel to Iceland
July 9 – 20 (tentative):
Required post-trip class at Punahou and field trip to Hawai‘i Island
This outbound Capstone Science experience combines class work at Punahou with travel to Iceland. Focusing on renewable energy systems and cultural sustainability, students prepare by examining O‘ahu’s own energy challenges and opportunities, in addition to how culture impacts living practices. Students learn about climate change and environmental protection efforts being adopted through active service-learning work in each community. Students also spend time on the Hawai‘i Island to study its cultural preservation and renewable energy focuses to create actions plans to implement on O‘ahu.

Senior Capstone Travel: Southern China*
4 hours daily at 8 a.m.
June 12 – 20 (tentative):
Required pre-trip class at Punahou
June 21 – July 15 (tentative):
Travel to China
July 17 – 20:
Required post-trip class at Punahou
This outbound Capstone Southern China experience provides students the opportunity to explore the influence of economic development through both an urban and rural lens. Starting with examining food and cultural systems on O‘ahu, students travel to Hong Kong and are supported while transitioning to their new settings through cultural activities, a city-race challenge and introductory experiences to the economic reform between the East and West.
Junior or Senior Year or Semester Abroad

To support rigorous academic study abroad, Punahou partners with other schools to offer a diverse range of semester and yearlong study programs.

School Year Abroad in China, France, Italy and Spain

School Year Abroad provides high school Juniors a full year of living with a European or Asian family while earning high school credits and receiving rigorous preparation for U.S. colleges and universities. Every year, approximately 60 American students study at each site: Beijing, China; Rennes, France; Viterbo, Italy; and Zaragoza, Spain. More information and applications are available at www.sya.org. Apply online by February 7, 2018. Financial aid applications are due February 14, 2018.

School Year Abroad Summer Programs in China, France, Italy and Spain

School Year Abroad Summer programs are open to rising 10th – 12th grade students interested in advancing their language comprehension skills and cultural competency. Students live with a host family for 4 weeks and the 5th week is devoted to travel around the country. Admission decisions begin on January 19, 2018. Financial aid applications are due January 12, 2018.

The Sidwell Friends School China Fieldwork Semester

SPRING semester only

The Sidwell Friends School China Fieldwork Semester (CFS) is an intensive project-based student research program in Xizhou, Yunnan, for sixteen Juniors and Seniors, American and Chinese, working together in a research “collaboratory” housed in a historic residential facility. For more information and details about the application process, please see www.sidwell.edu/upper-school/chinese-studies/china-fieldwork-semester-program/index.aspx or contact Wo International Center.

Summer Travel Study Programs

These travel study programs are preceded by classes at Punahou. Generous need-based financial aid is available to students.

Deadlines for these programs vary because of required travel arrangements. All deadlines precede regular course programming with the deans, so students must plan ahead.

2018 Summer Trips

Asian History Travel

June 12 – July 5 (tentative):
Required pre-trip class at Punahou

July 6 – 17 (tentative):
Travel

July 18 – 20 (tentative):
Required post-trip class at Punahou

Rising sophomores have the opportunity to study historical and cultural elements of the Asian History course and see them in practice in country. Students continue to have class together while traveling as they connect their readings, lectures and research to primary resources. Students return to Honolulu to reflect and connect what they learned before and during travel to share with an audience.

See page 49 for complete description.

Apply through Wo International Center by January 19, 2018.

Recognizing that learning in global environments can be both academically and personally enriching, Punahou offers its students a wide array of globally focused programs both on island and away.

For more information about any of these programs, please visit Wo International Center.
Some of China’s most divided sectors: high and low technologies, wealthy and impoverished regions, urban and rural communities, ethnic majorities and minorities, high and low speed trains, and globally connected and isolated groups to name a few. Returning to Hong Kong for the final few days of their trip, students complete their Capstone journey through Hong Kong and Yunnan with: a new perspective on economic development; greater environmental awareness/appreciation; meaningful hands-on experiences working side-by-side with locals on community endeavors; and a better understanding of the social responsibility to balancing economy and ecosystem.

See pages 55 for complete descriptions.

**Apply through Wo International Center by January 19, 2018.**

**Student Global Leadership Institute at Oakridge International**

**Spring 2018 Trips**

**Hiroshima Peace Scholarship**

Two merit-based scholarships are available for this trip to Japan to participate in the Hiroshima peace festivities. Please contact Wo International Center for details. Deadline is January 12, 2018. Also available in 2019.

**Introduction to Social Studies – Hawai‘i Travel**

June 12 – 18 (tentative):
Required pre-trip class at Punahou

June 19 – 22 (tentative):
Travel to Hawai‘i Island

June 25 – July 13 (tentative):
Required post-trip class at Punahou

This version of ISS offers another option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this version frames the content (5 disciplines of social science: historiography, anthropology, geography, political science, economics) around the cultural region of Hawai‘i (on-island and on Hawai‘i Island). This course offers learning opportunities outside of the classroom to extend and apply the concepts of the course to real-world issues. Students design inquiry-based service action projects connected to cultural regions of Hawai‘i in order to see firsthand what it means to be part of the solution and make a difference in the community.

See pages 49 for complete descriptions.

**Apply through Wo International Center by January 19, 2018.**

**2019 Summer Trips (tentative)**

**Student Global Leadership Institute (Hyderabad, India)**

June 8 – 22, 2018

Up to three Punahou students, prior to their senior year, join students from high schools in India, the U.S. and other foreign countries in a residential program to foster a multinational community of youth leaders sustained by a robust framework for online learning. The Institute promotes leadership development in academics, public service and international collaboration. Non-credit. Apply through Wo International Center by December 8, 2017.

**Other Global Opportunities**

**Student Global Leadership Institute at Punahou School**

July 15 – 28, 2018

Selected Punahou students, prior to their senior year, join students from high schools in the U.S. and foreign countries in a two-week residential program to foster a multinational community of youth leaders sustained by a robust framework for online learning. The Institute promotes leadership development in academics, public service and international collaboration. Non-credit. Apply through Wo International Center by December 8, 2017.

**Deadline is January 12, 2018.**

**Two merit-based scholarships are available**

**Hiroshima Peace Scholarship**

Selected Punahou students, prior to their senior year, join students from high schools in India, the U.S. and other foreign countries in a residential program to foster a multinational community of youth leaders sustained by a robust framework for online learning. The Institute promotes leadership development in academics, public service and international collaboration. Non-credit. Apply through Wo International Center by December 8, 2017.

**2019 Summer Trips (tentative)**

**Capstone locations to be determined.**

**Hiroshima Peace Scholarship**

**Student Global Leadership Institute**

(Punahou and Oakridge International sites)
There are many additional fee-based offerings for Academy students that contribute to the rich experience at Punahou. Please use the urls below to access information about the program offerings, registration and policies.

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