



MID-PACIFIC INSTITUTE
HIGH SCHOOL COURSE CATALOG

SCHOOL YEAR 2023-2024





LEARNER PROFILE

To make a difference in the world today and for the future, we believe Mid-Pacific students must be knowledgeable, articulate, and culturally competent. Students develop these attributes through authentic, relevant, and intentional experiences in and out of school. We also believe that Mid-Pacific students should become expert communicators and storytellers who are confident in themselves and their place in the world. These skills will help students to foster deep ties to their local and global communities.

Our educational offerings are based on our belief that in today's world, Mid-Pacific students will display the following characteristics upon graduation:

Maintain a positive **MINDSET** and belief in the value of **PERSISTENCE** in learning

Collect and analyze **DATA** from disparate disciplines in order to apply **new solutions**

Build **SOCIAL-EMOTIONAL AWARENESS** and **EMPATHY** in an increasingly interconnected world

SELF-ASSESS and monitor their own progress and understanding, and communicate the quality of their **LEARNING** to others, formally and informally

Embrace appropriate **RISKS** and **opportunities** to help solve novel problems

Apply **creativity** and **imagination** to problem solving

Nurture, sustain, and steward the **environment** and community in which they live

Communicate effectively using **MULTIPLE MEDIUMS** — spoken, written, artistic, and digital

Collaborate with and positively impact **GLOBAL PEERS**

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Graduation Requirements (Grades 9-12)

1.0 credit

Completion of one year of course work

0.5 credit

Completion of one semester of course work

| | | |
|------------------------------------|---|--|
| LANGUAGE ARTS | 4.0 credits | Enrollment in a Language Arts course is required each semester. |
| WORLD LANGUAGE | 2.0 credits of one World Language | High School graduation requirements must be fulfilled through the successful completion of courses taken in grades 9-12. World Language courses taken in Middle School do not apply towards High School graduation requirements. |
| MATHEMATICS | 3.0 credits For c/o 2024: to include Integrated Math V or Integrated Math V Advanced For c/o 2025, 2026, 2027: to include Integrated Math VI, Integrated Math VI Advanced, or IB Mathematics: Applications and Interpretation II (SL) | High School graduation requirements must be fulfilled through the successful completion of courses taken in grades 9-12. Mathematics courses taken in Middle School do not apply towards High School graduation requirements. |
| SCIENCE | 3.0 credits – to include all Integrated Science courses | Integrated Science: Physics and Space may be replaced by Human Anatomy and Physiology or an IB SL Science course |
| SOCIAL STUDIES | 3.0 credits – to include World Civilizations and U.S. History | |
| PERFORMING & DIGITAL / VISUAL ARTS | 2.0 credits | Digital/Visual Arts courses taken in Middle School do not apply towards High School graduation requirements. |
| HEALTH | 0.5 credit | |
| PHYSICAL EDUCATION | 1.5 credits | Participation in two ILH sport seasons is equivalent to 0.5 of a PE credit. At least 0.5 credit of the PE requirement must be earned through the completion of a PE course. MPSA dance certificate students, MPSA theatre certificate students taking Acting and Dance, and non-certificate dance/hula students may elect to fulfill PE graduation credits. (See table in the Physical Education and Health section for details). |
| ELECTIVES | 4.0 credits | |

4-Year Academic Plan Worksheet

| | RISING GRADE 9 | RISING GRADE 10 | RISING GRADE 11 | RISING GRADE 12 |
|---------------|-------------------|--------------------|--------------------|--------------------|
| Summer School | | | | |

| REQUIREMENT | CREDITS | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---------------------------------------|---------|---------|----------|----------|----------|
| LANGUAGE ARTS | 4.00 | | | | |
| WORLD LANGUAGE | 2.00 | | | | |
| MATHEMATICS | 3.00 | | | | |
| SCIENCE | 3.00 | | | | |
| SOCIAL STUDIES | 3.00 | | | | |
| PERFORMING & DIGITAL / VISUAL ARTS | 2.00 | | | | |
| HEALTH | 0.50 | | | | |
| PHYSICAL EDUCATION | 1.50 | | | | |
| ELECTIVES | 4.00 | | | | |
| CERTIFICATE COURSE | | | | | |

General Information

ACADEMIC CREDIT

Mid-Pacific will grant credit for any course in which a student receives a passing grade. Students who receive a grade below “C-” in a course may receive a recommendation from the teacher to repeat that course, or in departments where courses are sequential, students may be required to repeat a course before moving on to the next level. Students repeating a course will not get credit twice for the same course and may not be approved to take the next subsequent course without remedial work.

Transfer students may receive credit toward graduation for courses taken at other schools if a comparable course is offered at Mid-Pacific and is approved by the Assistant Principal for Academics. Transfer grades do not count toward GPA and do not appear on the transcript.

Credit for a year-long course is based on work completed in both semesters. If a student receives a failing grade for either of the two semesters of a year-long course, credit will be awarded only if the final grade for both semesters is 60% or higher.

In departments where courses are sequential (e.g., Mathematics, World Language), a student seeking higher placement as a result of summer work completed at a school other than Mid-Pacific will be required to successfully complete a departmental examination in order to receive higher placement the following school year. There is a fee to receive credit for a course taken by completing an examination and must be paid to the Business Office at least 24-hours prior to the scheduled exam.

MINIMUM COURSE LOAD

1. Ninth grade students are required to take seven courses, with a minimum of 6 graded courses, each semester.
2. Tenth grade students are required to take a minimum of six graded courses each semester.
3. Eleventh and twelfth grade students are required to take a minimum of five graded courses each semester.

COURSE SELECTIONS

In selecting courses, students should seek the advice of their grade level dean and teachers. It is also highly recommended that students discuss any first and alternate course selections with their parents/guardians prior to submittal.

Some courses are subject to field trip, material and/or examination fees.

In most cases, the student’s first choice in a course selection will be met. However, if a scheduling conflict occurs, or if there is insufficient enrollment in the class selected, the student will be placed in an alternate selection.

SCHEDULE CHANGES

Changes to a student’s schedule may be made under the following conditions:

- Class conflict in a schedule;
- Student takes a summer school course for credit;

- Change is initiated and strongly recommended by the grade level dean or Assistant Principal for Academics; or
- Minimum course load has not been met.

Reasons for requesting a course change, such as teacher or period preference, disinterest in the course, etc., will not be considered sufficient cause to initiate a schedule change.

AUDIT STATUS

In some cases, a grade level dean may change the grading status of a course to “Audit,” wherein the student must complete all assigned work but the student does not receive a grade or credit. Once a student is placed in a course on audit status, that student may not revert back to taking the course for a letter grade for the duration of the course. This policy is applicable to both semester and year courses (i.e., a student will not receive a letter grade for the second semester of a year course if the course was taken on an audit basis during the first semester).

ADD/DROP PERIOD

- A student may add a course up to and including the 5th school day of the prevailing semester.
- A student may drop a course (with no designation made on the student’s transcript) up to and including the 5th school day of the prevailing semester. The minimum course load requirement is applicable.
- Dropping a semester long course after the 5th school day will be considered a withdrawal. It will be noted on the student’s transcript as a WD and the student’s grade will not be noted at the time of the withdrawal.
- Withdrawing from a course after the 5th school day will require the approval of the Assistant Principal for Academics.
- Dropping a year-long course after the first semester, the first semester grade will stand on the records and will be included in the student’s CGPA (cumulative grade point average).
- No student may withdraw from a course without the approval of the Assistant Principal for Academics.

FREE PERIOD

Students who elect to take fewer than seven classes per semester will have a free period(s) during the school day. Students are expected to manage themselves during free periods, unless the grade level dean or school administration determine otherwise.

TEACHER ASSISTANT PROGRAM

The Teacher Assistant (TA) program provides interested students with a unique learning experience and offers them the opportunity to develop leadership skills, serve the school, help their fellow students, and work closely with individual teachers in specific subject areas. The TA duties may include tutoring students individually and/or in small groups, organizing and preparing class materials, leading and/or participating in group work, or researching materials to augment the curriculum. Students serving as a TA are expected to model the highest standards of behavior and decorum, contributing to a positive learning environment for all. Students in the program receive elective credit for their work and will be graded on a credit/no credit basis. A maximum of one credit (two semesters) is allowable towards meeting graduation requirements and a maximum of two TA periods is allowed per school year. Students may be removed from the position if responsibilities are not satisfactorily fulfilled.

Students who wish to be a TA should seek approval from both their teacher and grade level dean.

Qualification Requirements:

- 3.0 GPA in the subject area (a student may be a Teacher Assistant (TA) in an ELD course without having taken the course)
- 2.0 GPA overall
- Recommendation by the teacher, dean, and the approval of the Assistant Principal for Academics.
- Participation in this program may not be counted as one of the minimum number of classes students are required to take each semester.

International Baccalaureate Programme

This is the most comprehensive and highly respected course of study available to high school students. The International Baccalaureate Programme is recognized worldwide. International Baccalaureate (IB) courses are available to students in grades 11 and 12 and provide challenges across the curriculum – something for the artist, the scientist, the mathematician, the social scientist, and the linguist. Juniors and seniors who want to challenge themselves and get a head start on college may enroll in the full International Baccalaureate Diploma Program or selected IB Classes based on their future career interests. IB classes offer students the benefits of mastery of skills, experiences and self-confidence. They also offer access to potential admission at top universities, proven college success, possible college credits, and membership in a worldwide network of committed learners and community leaders. For those seeking an extra challenge, the International Baccalaureate offers a full IB Diploma Programme which is a combination of six classes (three at the Standard Level and three at the Higher Level) chosen from the six groups (Language A, Language B, Individual and Societies, Science, Math and the Arts).

The IB courses are designed to be a rigorous liberal arts curriculum. The framework is international in its composition of students and teachers worldwide. The content of the curriculum represents learning and views from diverse cultural, social, political, historic, and aesthetic traditions. The IB Diploma may serve as an international passport to higher education in countries around the world. 87% of Mid-Pacific students score a 4, 5, 6, or 7 on their IB Exams. As of October 2022, there were over 7,500 programmes being offered worldwide, across over 5,500 schools in 160 countries.

Admission into IB classes is based on a combination of factors including teacher recommendation, department approval, grades, and student motivation; final approval is made by the IB Coordinator. Students who have not been recommended for these courses, but would like to take on the challenge, should consult with the IB Coordinator. Incoming juniors who are new to Mid-Pacific may apply for the program.

All IB Diploma Candidates must enroll in the Theory of Knowledge course, complete a CAS project, and complete the Extended Essay.

THEORY OF KNOWLEDGE

Theory of Knowledge is required for all IB Diploma candidates. This course will provide students with an understanding of knowledge as a scientist, an artist, a historian, etc. Critical thinking skills are developed wherein students learn to evaluate what they know and how they know it. The interrelation of knowledge in all subject areas is explored. By exposing the relationship between subjects, a deeper understanding of the world we live in is obtained. The focus of the course is on inquiry. The spirit of inquiry encourages more appreciative ways of looking at other subjects. In Theory of Knowledge, there may not be right or wrong answers, but there are standards for judgment and defenses of knowledge claims. Critical thinking can take place when there is evaluation of the inquiry and its expression. Main topics covered include language, logic, mathematics, science, social studies, moral, political and aesthetic value judgments, knowledge, truth, and beliefs.

CREATIVITY, ACTIVITY, SERVICE (CAS)

All IB Diploma candidates are required to complete experiences that show creativity, activity and service (CAS) over their junior and senior year. A minimum of 6 experiences (1 per quarter through the first semester of the senior year) plus a CAS project is required; each strand must be touched upon through at least one of the experiences. Students must complete CAS experience reflections that show evidence of completion. For most students, CAS will highlight what they are already doing; for others, it offers them a chance to try something new.

EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of available IB subjects the student is enrolled in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of choice under the guidance of a faculty supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words and accompanied by a reflection form of no more than 500 words. The extended essay is the result of approximately 40 hours of work completed by the student.

To best prepare for the IB Diploma Programme, students should:

- Demonstrate an ability to manage time successfully;
- Maintain an academic average of a C or better; and;
- Consult with the IB Coordinator

INTERNATIONAL BACCALAUREATE COURSES

LANGUAGE ARTS

IB English I (HL)
IB English II (HL)

MATHEMATICS

IB Mathematics: Applications and Interpretation I (SL)
IB Mathematics: Applications and Interpretation II (SL)
IB Mathematics: Analysis and Approaches (SL)
IB Mathematics: Analysis and Approaches (HL)

MPSA

IB Dance (SL/HL)
IB Film I (HL)
IB Film II (HL)
IB Theatre I (HL)
IB Theatre II (HL)
IB Visual Arts (SL/HL)

SCIENCE

IB Biology (SL)
IB Biology (HL)
IB Chemistry (SL)
IB Chemistry (HL)

SCIENCE (continued)

IB Computer Science I (HL)
IB Computer Science II (HL)
IB Design Technology (SL)
IB Design Technology (HL)
IB Environmental Systems and Societies (SL)
IB Physics (SL)
IB Physics (HL)

SOCIAL STUDIES

IB Global Politics I (HL)
IB Global Politics II (HL)
IB Digital Society (SL)
IB Digital Society (HL)
IB Psychology (SL)

WORLD LANGUAGE

IB French AB (SL)
IB Japanese AB (SL)
IB Japanese V (SL)
IB Spanish AB (SL)
IB Spanish IV (SL)

- IB Courses are available to students in grades 11 and 12.
- Students may elect to enroll in individual IB courses or in the IB Diploma Programme.
- The full IB Diploma is a two-year course of study. Students who are enrolling in the IB Diploma Programme must consult with the IB Coordinator to design a two-year course plan.
- All students enrolled in IB courses are required to take and make a serious attempt at the appropriate exam(s) administered each May in order to pass the course. Failure to do so will affect the final grade.
- IB examinations are subject to examination fees which will be invoiced by the Business Office, and are in addition to the regular school tuition.
- The IB Testing calendar must be followed and is set by IB, not Mid-Pacific.

- Students are excused from classes on the day of their scheduled examination(s). Classes will continue to be held for IB courses until the end of the semester.
- All IB Diploma students must take the IB SL examination, unless continuing on to the higher level of the same course. Those moving on to the higher level must take the IB HL examination.
- Students testing in the following IB SL courses are required to attend Office Hours for extra instruction.
 - IB Biology (SL), IB Chemistry (SL), IB Physics (SL), IB Design Technology (SL), IB Environmental Systems and Societies (SL), IB Digital Society (SL), IB Psychology (SL)
- All students who are testing in the IB Sciences, with the exception of IB Environmental Systems and Societies (SL), must participate in the Group 4 Project. This must be completed only once in two years.

Certificate Programs

INTERDISCIPLINARY CERTIFICATES

The Mid-Pacific interdisciplinary certificate program provides students with a curricular and learning experience in which students can focus on individual areas of interests through interdisciplinary connections. All certificate students may participate on a year-to-year basis and are enrolled in two courses each semester that are specific to the respective certificate requirements. Interdisciplinary certificate students work with a faculty sponsor to pursue an independent project of choice, connect with community members and organizations, and complete a culminating presentation of learning.

The interdisciplinary certificates are:

- Global Studies Certificate
- Hawaiian Cultural Studies Certificate: Kū Ka 'Ōhi'a
- Technology Certificate

Global Studies Certificate

Available to students in Grades 11 and 12

The Global Studies Certificate gives students the opportunity to explore global issues from the environmental and humanities perspectives. Students who are enrolled in IB Environmental Systems and Societies (ESS) (SL) and one global-focused course will be eligible to be a candidate for the Global Studies Certificate.

- IB Environmental Systems and Societies (SL); and
- IB Global Politics I or II

In addition, students will participate in at least one globally-minded project or activity throughout the certificate year, such as participating in Mid-Pacific's Model United Nations club student summit or presenting an independent environmental issues project, with a year-end presentation of learning.

Hawaiian Cultural Studies Certificate: Kū Ka 'Ōhi'a

Available to students in Grades 11 and 12

Students taking two out of three Hawaiian-focused courses (Hula, Hawaiian Studies, and Hawaiian language) may earn a Hawaiian Cultural Studies Certificate. Students may participate in the certificate program on a year-to-year basis. Students will experience a more meaningful, connected curriculum as they integrate hula, Hawaiian language, history, and culture. All students choose a project of their choice, work with a community member or organization, and are required to participate in a hō'ike nui, a culminating presentation at the end of the academic year. All work is independent coursework that occurs outside of the normal curriculum.

Technology Certificate

Available to students in Grades 9-12

Students taking two technology-based courses each semester may apply to participate in the technology certificate program on a year-to-year basis. All courses offered in the Technology and Engineering department, as well as Museum Studies, Digital Photography III, IV, Motion Graphics I, II, and Yearbook I-IV are eligible courses for the Technology Certificate. At least one credit of the courses for the certificate must be within the Technology and Engineering department. All technology certificate students are required to participate in a culminating presentation.

SCHOOL OF THE ARTS CERTIFICATE PROGRAMS

All students may participate in the School of the Arts Certificate Programs. Students enrolled in an Arts Certificate Program are required to take at least two courses in their chosen arts discipline each semester. Students indicate interest for the Certificate Program during the program selection process.

Students who successfully complete the requirements for the School of the Arts Certificate Program for each school year will receive graduation credits, a yearly certificate, and a notation on their transcript.

Students may participate in the School of the Arts Certificate Program on a consecutive year-to-year basis. Students may choose a different arts discipline for the following school year. Students interested in the Certificate Program are highly encouraged to contact their Dean, who will connect the student to the appropriate Arts Program Head for further information or assistance with scheduling.

Note: Students choosing to take only one arts class still receive arts credit but are not enrolled in the School of the Arts Certificate Program.

The School of the Arts Certificate Programs are:

- Dance (Ballet and Contemporary Dance)
- Dance/Hula (Dance and Hula)
- Theatre Arts/Film (Theatre, Musical Theatre or Film Certificate)
- Music (Band, Jazz Band, Orchestra)
- Visual & Digital Media Arts (Visual Arts Certificate or Digital Arts Certificate)

Dance Certificate

Available to students in Grades 9-12

School of the Arts Certificate dance courses are offered to students who aspire to pursue dance beyond recreation and who are committed to developing their technical and creative skills in a pre-professional training program. School of the Arts Dance Certificate students are required to take ballet and contemporary dance concurrently. Certificate students in grade 12 not taking IB Dance are required to take one year of Contextual Studies in Dance, for which they may receive 0.5 credit for Social Studies.

A passing grade does not automatically advance students to the next technical level or indicate students will be accepted back into the Dance Certificate program. Yearly class placement is by placement session and/or recommendation of the School of the Arts Dance instructors. Attendance at school and community dance concerts will be required for course credit.

For each year a student successfully completes the concurrent required courses of ballet/contemporary dance, students will fulfill credit towards the PE graduation requirement (see the Physical Education and Health section for details), in addition to the arts credit.

Dance/Hula Certificate

Available to students in Grades 9-12

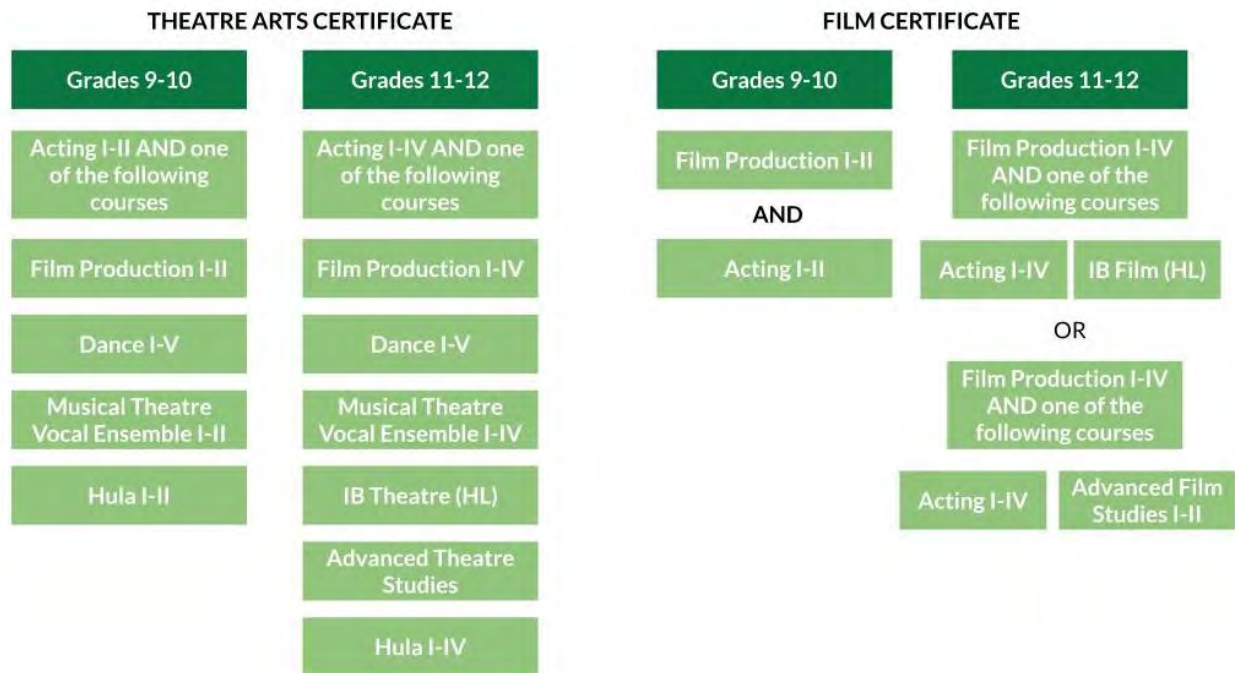
For each year a student successfully completes the concurrent courses of Hula and Dance, students may earn a Dance/Hula Certificate. Students will fulfill credit towards the PE graduation requirement (see the Physical Education and Health section for details), in addition to the arts credit. Rehearsals and performances may be occasionally scheduled outside the school day and will be required for credit. Attendance at school and community performances will also be required for credit.

Theatre Arts/Film Certificate

Available to students in Grades 9-12

Those students who choose to participate in the Theatre Arts/Film Certificate Program must take an Acting class along with either Musical Theater Vocal Ensemble, Dance, Film Production, or Hula in Grades 9-12. Juniors who have completed Acting I: Techniques for Stage and Film and are in the Theatre Arts Certificate program may take the two-year IB Theatre (HL) sequence in their junior and senior year. Juniors and seniors that are in the Film Certificate program may take the IB Film (HL) sequence with concurrent enrollment in Film Production. Attendance at rehearsals and performances that are scheduled outside the school day will be required for credit.

Certificate students taking Dance or Hula with Acting will fulfill credit towards the PE graduation requirement (see the Physical Education and Health section for details), in addition to the arts credit.



Music Certificate

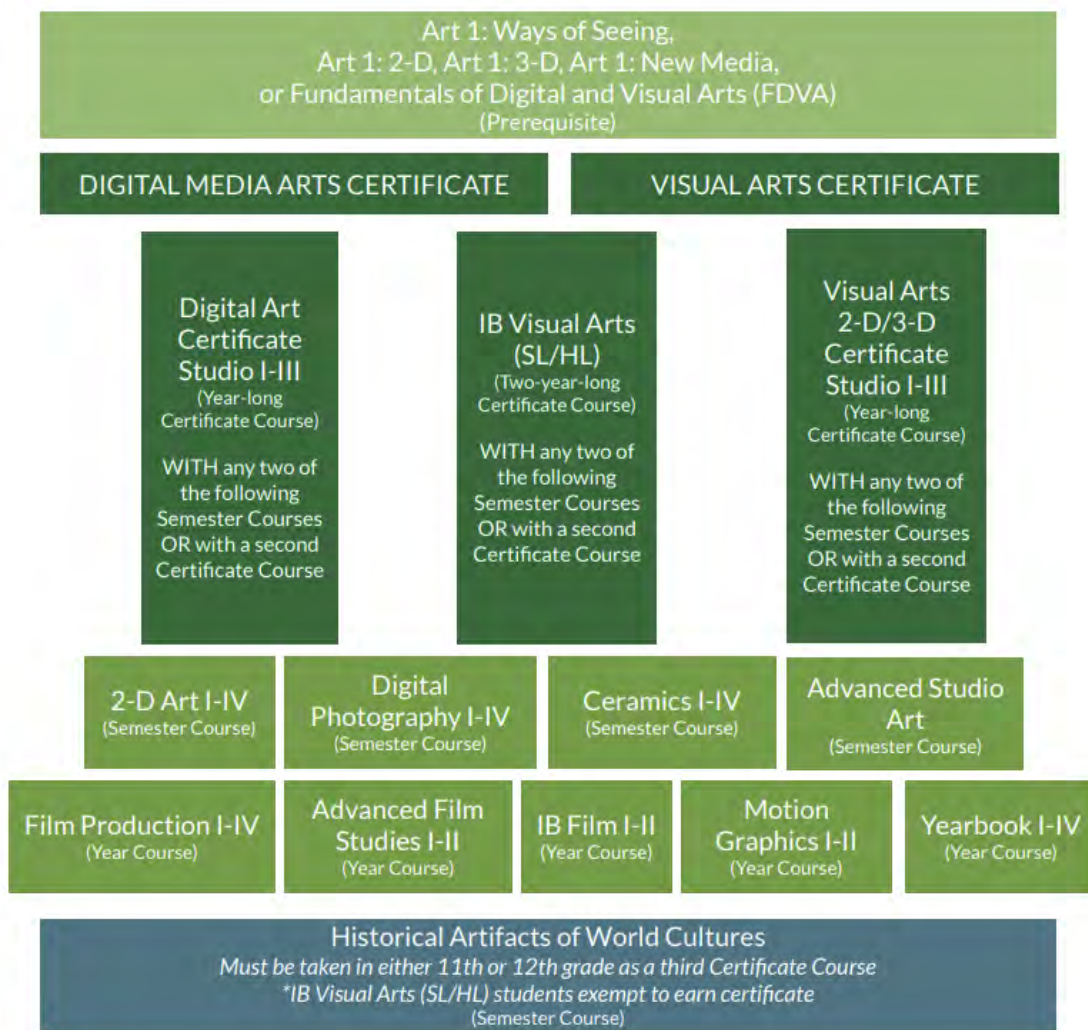
Available to students in Grades 9-12

This program enables music students to gain a broader appreciation for their craft while refining their skills through ensemble practice and performance. Students are eligible to receive the music certificate by taking two music performance courses per year in Band, Jazz Band, Orchestra, or Musical Theater Vocal Ensemble. Participation in one of the Hawaii Youth Symphony programs may count as a second performance course in the Music Certificate Program, and students may receive notation on their transcript with a CR/NC (Credit/No Credit) for their participation. Additionally, in either the 11th or 12th grade, students must take one semester of Music Theory and one semester of Music History. Music Certificate students may choose to fulfill 0.5 Social Studies credit with the successful completion of Music History.

Visual and Digital Media Arts Certificate

Available to students in Grades 9-12

Students in grades 9-12 may participate in the Visual Arts Certificate Program or the Digital Media Arts Certificate Program. Students are required to take two concurrent digital or visual arts courses each semester, one of which being a required certificate course. In addition, certificate students will take one semester of Historical Artifacts of World Cultures in grade 11 or 12, for which they may choose to fulfill 0.5 Social Studies credit. Students are expected to attend and present artwork in exhibitions during and outside of school hours. Students develop a college-ready portfolio and are guided to write a basic artist's statement for college admission. Students are required to attend supplemental studio hours (approximately four per month) to deepen one's practice or to gain access to additional resources and equipment. Certificate students taking IB Visual Arts are not required to take the Historical Artifacts of World Cultures course.



English Language Development (ELD)

The goal of the ELD program at Mid-Pacific is to prepare students for whom English is not their native language for a successful transition into the regular college preparatory curriculum at Mid-Pacific and subsequently to study at a college or university in the United States. The program seeks to nurture students' ability to self-assess and monitor their language learning and use appropriate strategies to acquire language across courses. It also helps students embrace risks and opportunities to enhance their language acquisition and acculturate into Mid-Pacific and the local communities.

The program is intended to be flexible and is tailored to each student's needs. Each student's ability in the English language will be assessed upon entrance and an appropriate placement will be made in ELD classes as well as other classes in which the student shows the requisite skills necessary for success. Depending on the student's ability in English and progress in the program, students will enroll in one to four class periods of ELD courses, with the remaining periods being used for other classes taken for credit. Adjustments to a student's course schedule and status within each course will be made at the end of each school year based on student progress.

Graduation Requirements

The number and type of credits necessary for graduation are the same for all students, with the following exceptions for ELD students:

1. Up to two (2) credits of ELD will fulfill the World Language requirement
2. Credits received from a secondary school which offers instruction in a language other than English may be used to satisfy graduation requirements at Mid-Pacific, if the student shows competency and receives credit at a subsequent level (e.g. Precalculus credit received from a previous institution will count towards graduation requirements if the student receives credit for Calculus at Mid-Pacific). Additionally, students may earn credit through examination in areas that are not sequential (e.g. U.S. History).

Progress through ELD

In order to progress to the next level in the ELD program and to then be mainstreamed, students are required to earn a grade of B- or higher in each ELD course. Students with a C+ or below in any ELD course may be required to repeat the course. Students who are doing well in their ELD courses and receive a high score on the Institutional TOEFL exam, which is given every spring, may move up or out of their ELD courses more quickly.

Courses

ELD Academic Listening and Speaking I
ELD Academic Skills I
ELD Academic Writing I
ELD Reading and Writing I
ELD Academic Listening and Speaking II
ELD Academic Skills II
ELD Academic Writing II
ELD Reading and Writing II
ELD Academic Listening and Speaking III
ELD Academic Writing III
ELD English 9/10

COURSE DESCRIPTIONS

ELD Academic Listening and Speaking I Grade 9

Year Course

This course emphasizes the development of the daily listening and speaking skills needed in an American school and in daily life. Pronunciation, grammar, and vocabulary topics will be built into lessons to help students develop strategies for being polite, dealing with communication breakdowns, asking for clarification, and expressing their opinions clearly. Students will also focus on academic vocabulary and practice listening and speaking strategies to help prepare them for mainstream classes and for the listening and speaking sections of the TOEFL exam.

Prerequisite: None

ELD Academic Skills I Grade 9

Year Course

This course is designed to improve the academic listening and reading skills students need for mainstream courses and the TOEFL exam. Using an academic ELL textbook, students will practice and develop a variety of strategies useful on standardized exams. Between exams, students will work on projects that help prepare them for later project work in mainstream courses. Some projects include presentations, creating posters, emailing and interviewing teachers, and working with elementary school students.

Prerequisite: None

ELD Academic Writing I Grade 9

Year Course

This course provides a foundation in academic and social writing presented through controlled and communicative exercises. The course will focus on writing academic paragraphs, letters, emails, infographics and other common genres. Grammar and vocabulary instruction will be built into writing lessons, and students will practice reflecting on and monitoring their own language use to help them develop independent learning strategies they can use in other courses. Students will also collaborate on writing projects and do peer review.

Prerequisite: None

ELD Reading and Writing I Grade 9

Year Course

This course is designed to develop reading comprehension skills and promote reading fluency through both intensive and extensive reading. Students will work on strategies to identify main ideas and supporting details, while also working on inferring and using other reading strategies. Readings will cover a range of topics and focus on building empathy and social emotional awareness. Additionally, students will work on developing increased reading rates through extensive reading of both fiction and nonfiction.

Prerequisite: None

ELD Academic Listening and Speaking II Grades 9-11

Year Course

This course continues to develop the listening and speaking skills students need for both social and academic communication. Using an academic listening textbook, students will study academic vocabulary and practice listening strategies to help them succeed in their mainstream classes and to prepare them for the TOEFL exam. At the same time, students will complete oral projects like presentations, interviews and role plays and reflect on these projects. Students will be encouraged to collaborate with others from the Mid-Pacific community.

Prerequisite: None

ELD Academic Skills II
Grades 9-11

Year Course

Building off the basic course, this course will continue developing the academic listening and reading skills needed for mainstream courses. Students will work with a variety of genres and academic subjects, collaboratively completing projects such as presentations, teacher interviews, posters, and infographics. Students will be expected to analyze data and opinions from different sources, synthesize information, formulate opinions and communicate their ideas to an audience throughout the course. Students will also be expected to self-assess and monitor their progress in both acquiring English and working collaboratively through written and oral reflections. In between projects, students will work on academic reading strategies and vocabulary using an ELL text to prepare for the TOEFL exam.

Prerequisite: None

ELD Academic Writing II
Grades 9-11

Year Course

This course provides a foundation in academic or rhetorical writing presented through controlled and communicative exercises. The course will focus on paragraph to multi-paragraph essays with explicit instruction in idea generation, topic development, connecting ideas, and organization. Students will begin collecting and analyzing texts for basic research topics. Grammar and vocabulary instruction will be built into writing lessons, and students will practice self-assessing and monitoring their own language use and development. Students will also collaborate on writing projects and do peer review extensively.

Prerequisite: None

ELD Reading and Writing II
Grades 9-11

Year Course

Building off the basic course, students will continue to learn reading strategies needed for reading both fiction and nonfiction to help prepare them for academic study in America, and to foster an appreciation of reading in general. In addition to finding main ideas and recognizing supporting arguments, students will learn other strategies such as inferring, recognizing opinion, predicting, and clarifying. Extensive reading will be used to improve reading fluency, promote the enjoyment of reading, and to improve vocabulary levels. Students will be asked to frequently reflect on topics in the stories to build empathy and social emotional awareness, and to reflect on the reading and writing process to improve self-assessment skills.

Prerequisite: None

ELD Academic Listening and Speaking III
Grades 9-12

Year Course

While this course will continue to focus on the continued development of students' communicative skills for social and academic situations, the balance will shift more towards academic communication and preparation for the TOEFL exam. Using authentic sources and an advanced ELL textbook, students will discuss current events and academic topics. Students will do collaborative projects to develop interpersonal competence and build skills for giving presentations and doing academic discussion circles. Students will also do a variety of academic listening activities to help them prepare for the TOEFL exam.

Prerequisite: None

ELD Academic Writing III
Grades 9-12

Year Course

The components of reading, writing, grammar and vocabulary make up this course to prepare ELL students for mainstream courses and the TOEFL exam. The readings focus mostly on nonfiction articles, accompanied by vocabulary from the academic word list. The writing component covers academic essay writing based on the readings and may include comparison/contrast, analysis, argumentation and a

research project. Students will collect and analyze information in order to apply new solutions through collaboration with their peers. Students will write reflections throughout the course to deepen their learning. Students will also do a variety of TOEFL style reading and writing tasks to help them prepare for the TOEFL exam.

Prerequisite: None

ELD English 9/10
Grades 9-12

Year Course

This course covers some materials in the mainstream Language Arts curriculum for grades 9 and 10. This course includes literature study, vocabulary development, essay writing, and research work to gather information and apply solutions based on their findings. Projects built around the readings aim to build students' creativity, problem solving skills and ability to collaborate with peers. Students present their findings through formal presentations either individually or collaboratively with a group or partner.

Prerequisite: None

Language Arts

Two basic objectives guide high school Language Arts. The first objective is to encourage an understanding and appreciation of the significance and artistry of literature; the second is to enable students to understand and appreciate the nuances of language and to use language confidently and competently. The curriculum of the Language Arts Department stresses the development of skills in reading, writing, speaking, and critical thinking. Classes provide an environment for lively discussions in which students learn to analyze challenging literature and to articulate their thoughts. The course sequences are differentiated primarily by the increasing complexity and sophistication in the writing expectations and in the works read. Literature from around the world exposes students to a broad range of ideas and experiences, while frequent and varied writing assignments hone clear, cogent, and confident expression.

Graduation Requirements

Students are required to be registered in a Language Arts course each semester and must pass each course in which they are registered for a total of 4 credits. Juniors and seniors are required to take one writing course and one literature course each year.

Courses

| 9 th and 10 th Grade Required Courses | 11 th and 12 th Grade Writing Courses | 11 th and 12 th Grade Literature Courses |
|---|---|--|
| English 9 | Argument and Rhetoric | Asian Voices in American Literature |
| English 9 Humanities (MPX) | Expository Writing | Literature from the Margins |
| English 10 | Making a Personal Statement | Literature of Hawai'i |
| English 10 Humanities (MPX) | Writing for Media | Media Literacy |

| IB English Courses | Elective Courses* |
|-------------------------------|--|
| IB English I (HL) - Grade 11 | Creative Writing |
| IB English II (HL) - Grade 12 | Journalism I-IV |
| | *Elective courses do not satisfy the Language Arts graduation requirements |

COURSE DESCRIPTIONS

English 9 Grade 9

Year Course

This course is designed to expose students to the foundational concepts on which so much of literary expression is built. Literature in this course will target seminal sources that continue to resurface in literature and in varied aspects of culture in general, as well as more modern works. Students will explore the basic elements of fiction, poetry, and drama. They will learn how to compose a literary analysis essay as they continue to enhance their vocabulary and polish their grammatical skills. Supplemental readings, including primary source documents, are used to complement core texts.

Prerequisite: None

English 9 Humanities (MPX) Grade 9

Year Course

This course uses integrative and project-based approaches in curriculum, instruction, and assessment. Students synthesize their knowledge of Language Arts through participation in collaborative project design

and execution. In their work, students will develop problem-solving skills as they prepare projects for exhibitions and presentations. Traditional assessments, such as essays, vocabulary and grammar instruction, and quizzes will serve as supplements to the projects. Students will explore basic literary elements in conjunction with readings in World History. Media arts and technology are integrated into the curriculum. This course meets the 9th grade Language Arts requirement.

Prerequisite: None

Requirement: Must be enrolled in the MPX Program

**English 10
Grade 10**

Year Course

English 10 builds on skills established in English 9. Students will explore questions of identity, gaining insight on how our identities are constructed. In addition to detailed literary study, students will continue to refine analytical skills through in-depth discussions and extensive writing practice, with a secondary emphasis on vocabulary development and grammar practice to help them communicate more precisely. Texts will vary widely, with exposure to novels, plays, poetry, graphic novels, and nonfiction.

Prerequisite: Freshman English or Freshman English Humanities

**English 10 Humanities (MPX)
Grade 10**

Year Course

This course uses integrative and project-based approaches in curriculum, instruction, and assessment. Students will synthesize their knowledge of both Language Arts and Social Studies through participation in collaborative project design and execution. In their work, students will develop problem solving skills as they prepare their projects for exhibition. Traditional assessments, such as essays as well as vocabulary and grammar instruction, will supplement the projects. Students will explore the literary elements of fiction and poetry and drama through appropriate readings in conjunction with readings in U.S. History. This course meets the 10th grade Language Arts requirement.

Prerequisite: Freshman English or Freshman English Humanities

Requirement: Must be enrolled in the MPX Program

LITERATURE COURSE DESCRIPTIONS

Juniors and Seniors are required to take one literature course and one writing course each school year.

**Asian Voices in American Literature (L)
Grades 11 and 12**

Semester Course

Asian immigration to North America began in 1587, with the arrival of Filipinos aboard a Spanish Galleon on the west coast of what is now California. Since that time, successive waves of Chinese, Korean, Japanese, and other Asian immigrants have sought their opportunity to join in the American experience, with large numbers settling in particular here in Hawai'i and becoming a part of the local cultural mix. Their stories of endurance, frustration, and final acceptance into the fabric of the United States are an important chapter in the broader American narrative. This course will explore the many themes of those stories, including exile, immigration and the immigrant experience, ethnic and racial identity, difference and assimilation.

Prerequisite: None

**Literature from the Margins (L)
Grades 11 and 12**

Semester Course

This course will examine the essential question: What does it mean to be an insider or an outsider? Students will read fiction that examine the interaction with and integration into American society and discuss the formation and erasure of identity, intergenerational conflict, and investigate why the recurring

themes of violence and subjugation continue to pervade our society today. Literature of marginalized communities may include LGBTQ, immigrant, refugee, and Black, Indigenous, People of Color (BIPOC).
Prerequisite: None

Literature of Hawai'i (L)
Grades 11 and 12

Semester Course

"Local" is a loaded term in Hawai'i, because it marks a distinction between the tourist and the people who have lived in the islands for generations. Who is considered local is often debated every few years in academia and newspapers. Nevertheless, those with some connection to Hawai'i make the land, family, and Hawai'i's history an integral part of their storytelling. Students will explore a range of works in different genres by writers we might consider "local," or raised and in some way connected to the Hawaiian Islands and its culture, including those of Native Hawaiian, Asian, and Pacific Islander descent. Such works take up important topics, such as Pidgin's place as Hawai'i's language, Hawaiian land rights and stewardship, plantation history, and the tourism and militarization within the islands.
Prerequisite: None

Media Literacy (L)
Grades 11 and 12

Semester Course

Students will explore a range of media with an emphasis on examining the language, images, narratives, and truths (or perceptions) they encounter in traditional or alternative news sources, advertising, television, politics, sports, social media, and other cultural institutions.
Prerequisite: None

WRITING COURSE DESCRIPTIONS

Juniors and Seniors are required to take one literature course and one writing course each school year.

Argument and Rhetoric (W)
Grades 11 and 12

Semester Course

Many people think of argument as something to be avoided or as a conflict to be won. In writing, though, argument tests the writer's reasoning: we have to present our best thinking as a series of claims, reasons, and responses to imagined challenges, so that readers can see not only what we think, but whether they ought to agree. At its core, argumentative writing requires a real purpose, a real audience, a real "voice" and real reasons. This class will examine the techniques of classical rhetoric (defined as the art of persuasion in effective writing and speaking) and explore fallacies in logic.
Prerequisite: None

Expository Writing (W)
Grades 11 and 12

Semester Course

Exposition is written expression that aims to explain, describe, define, or inform. Its exploratory nature invites intellectual inquiry and encourages writers to pursue questions and investigate issues. In attempting to enlighten, the writer uses words that clearly show what he or she is thinking, striving for understanding on the part of the reader. Since clarity also requires strong organization, a second focus of the course will be the various forms an essay can take, e.g., compare contrast, cause and effect, narration, description, etc. Most expository essays are persuasive in nature, meaning the writer puts forth an assertion and defends it, and as such, this course provides the foundation for almost all academic writing.
Prerequisite: None

Making a Personal Statement (W)
Grades 11 and 12

Semester Course

While Making a Personal Statement is centered on the theme of “me” (where am I from, where am I now, where am I going), the overall focus of the course is on encouraging the writer to have something meaningful to say and providing the writer with the means to say it clearly and elegantly. This course explores the wide range of ways one might make a personal statement. Students will read and then imitate various forms of writing, from creative nonfiction to memoir to more formal opinion and persuasive essays. In addition to studying form, students will learn to consider audience, purpose, tone, and selection of detail as they demonstrate the capacity to reflect on the ongoing process of writing.

Prerequisite: None

Writing for Media (W)
Grades 11 and 12

Semester Course

Writing for Media will offer students the opportunity to hone their skills in speaking and writing for the many forums available in modern culture. Student work will focus on the craft of writing for outlets such as social media, print publications (magazines, newspapers), vlogs, blogs, and online news sites. To facilitate that work, students will engage in examining and evaluating models of the different styles, and should be prepared to do research into the topics they will explore. Select work for the class may be published in Na Pueo, the Mid-Pacific student newspaper, on the website, or via the paper’s social media channel.

Prerequisite: None

IB COURSE DESCRIPTIONS

IB English I (HL)
Grade 11

Two-Year Course, Year One

This course is recommended for students who demonstrate a high ability in the language arts and is required for students in the IB Diploma Programme. Students enrolled in this course can expect rigorous study as they prepare for fulfilling some of the requirements for the International Baccalaureate assessments. Literary study in this course examines plays, novels, non-fiction, and poetry from American, European, and world literature from a variety of literary periods. A major objective of this course is to develop close reading skills and sophisticated writing skills so that students are capable of producing college-level work. Writing assignments will include literary analysis as well as creative pieces. Students will also create an IB Learner Portfolio, which is a place to more deeply explore the texts students encounter. Additionally, the class aims to work on oral skills, in preparation for the Individual Oral IB assessment.

Prerequisite: IB Coordinator approval

Requirement: All students enrolled in IB English I (HL) are required to complete all components of the IB Assessments to receive credit for the course.

IB English II (HL)
Grade 12

Two-Year Course, Year Two

This course is a continuation of IB English I (HL). Emphasis is placed on interpretation and analysis of literary works drawn from many time periods and places. Students will complete the IB assessments this year, including a literary analysis paper and two examinations in May. Students will continue to build their vocabulary, produce more mature writing, strengthen critical reading skills, and refine oral communication skills. Students will continue to build and add to their portfolio this year as evidence of learning.

Prerequisite: IB English I (HL); IB Coordinator approval

Requirement: All students enrolled in IB English II (HL) are required to complete all components of the IB Assessments to receive credit for the course. All students will take the IB examination, which is subject to an examination fee.

ELECTIVE COURSE DESCRIPTIONS

Creative Writing Grades 11-12

Semester Course

This course is for students who are passionate about storytelling. Students will focus on creative writing in its many forms, including short stories and poetry. Students have the opportunity to submit creative pieces for publication at Ka Nalu Ola, the school's literary magazine, as well as local and national publications.

This is an elective course open to grades 11 through 12, and does not fulfill a Language Arts graduation requirement.

Prerequisite: None

Journalism I Journalism II Journalism III Journalism IV Grades 9-12

Year Courses

Journalism offers students the opportunity to hone their skills at writing, editing, reporting, news gathering and production in the context of a news organization. Students in the course will act as journalists by writing news stories, developing interview skills, and finding original and compelling stories. Photographers will practice their craft by capturing compelling images, and designers will learn the basics of layout and news design. Student leaders have the opportunity to work as editors and manage teams of writers and photographers. Students will produce an original, factual and precise print publication as well as make ongoing updates to the Na Pueo website and social media channels. This course is considered co-curricular and has scheduled hours to meet in addition to class time. This is an elective course and does not fulfill a Language Arts graduation requirement.

Prerequisite for Level I: None

Prerequisite for Level II-IV: Completion of previous level

Mathematics

Learning mathematics fosters the abilities to think logically, analyze information and data, solve problems in both theoretical and real-world settings, and communicate thought processes effectively via a variety of mathematical representations (symbolic, graphic, verbal). While studying math, students are coached to make connections between concepts covered in different math courses or between mathematical concepts and real-life situations.

The math department encourages students to use class work and homework as opportunities to assess and monitor their own mathematical learning so that they can understand and communicate their learning progress with their teachers and peers. Teachers promote the ideas of maintaining a positive mindset, taking appropriate risks while learning to solve problems, and believing in the value of persistence in learning.

All new students will be placed in an appropriate course, as determined by one or more placement tests and other criteria.

Graduation Requirements

Students are required to complete three credits of mathematics in high school, including:

- **Class of 2024:** Successful completion of Integrated Math V or Integrated Math V Advanced
- **Class of 2025, 2026, and 2027:** Successful completion of Integrated Math VI, Integrated Math VI Advanced, or IB Mathematics: Applications and Interpretation II (SL)

Enrollment in a mathematics course is required until all graduation requirements in mathematics are completed. Students will be recommended for mathematics courses according to demonstrated knowledge, proficiency, experience and ability.

Calculator Requirements

Graphing calculators are required for all high school math courses; the department recommends the TI-84 Plus CE.

Courses

| | |
|--|---|
| Integrated Math IV: Algebra I/Geometry | Statistics A |
| Integrated Math V: Geometry/Algebra II/Probability | Statistics B |
| Integrated Math V Advanced: Geometry/Algebra II/Probability | Mathematical Modeling |
| Integrated Math VI: Algebra II/Statistics | Financial Mathematics |
| Integrated Math VI Advanced: Algebra II/Statistics/Precalculus | IB Mathematics: Applications and Interpretation I (SL) |
| Precalculus II | IB Mathematics: Applications and Interpretation II (SL) |
| Precalculus A | IB Mathematics: Analysis and Approaches (SL) |
| Precalculus B | IB Mathematics: Analysis and Approaches (HL) |
| Calculus | |

| Class of 2024 | | | |
|-------------------------------|---|---|---|
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Math IV | Integrated Math V | Pre-Calculus Foundations Pre-Calculus I Pre-Calculus II | Precalculus II Calculus Statistics A/B Mathematical Modeling Financial Mathematics |
| Integrated Math IV | Integrated Math V Advanced | Pre-Calculus Foundations Pre-Calculus I Pre-Calculus II IB Mathematics: Applications and Interpretation I (SL) | Precalculus II Calculus Statistics A/B Mathematical Modeling Financial Mathematics IB Mathematics: Applications and Interpretation II (SL) |
| Integrated Math IV | Integrated Math V | Integrated Math VI | Precalculus A/B Statistics A/B Mathematical Modeling Financial Mathematics |
| Integrated Math V Advanced | Pre-Calculus Foundations Pre-Calculus I Pre-Calculus II | Pre-Calculus II Statistics A Calculus IB Mathematics: Analysis and Approaches (SL) | IB Mathematics: Analysis and Approaches (SL) IB Mathematics: Analysis and Approaches (HL) |
| Algebra II | Pre-Calculus I Pre-Calculus II | IB Mathematics: Analysis and Approaches (SL) | IB Mathematics: Analysis and Approaches (HL) |

| Class of 2025, 2026, and 2027 | | | |
|-------------------------------|--------------------------------|---|--|
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Integrated Math IV | Integrated Math V | Integrated Math VI | Precalculus A/B Statistics A/B Mathematical Modeling Financial Mathematics |
| Integrated Math IV | Integrated Math V | IB Mathematics: Applications and Interpretation I (SL) | IB Mathematics: Applications and Interpretation II (SL) |
| Integrated Math IV | Integrated Math V Advanced | Integrated Math VI Advanced | IB Mathematics: Analysis and Approaches (SL) Calculus Statistics A/B Mathematical Modeling Financial Mathematics |
| Integrated Math V | Integrated Math VI | Precalculus A/B Statistics A/B IB Mathematics: Applications and Interpretation I (SL) | Calculus Statistics A/B Mathematical Modeling Financial Mathematics IB Mathematics: Applications and Interpretation II (SL) IB Mathematics: Analysis and Approaches (SL) |
| Integrated Math V Advanced | Integrated Math VI Advanced | IB Mathematics: Analysis and Approaches (SL) | IB Mathematics: Analysis and Approaches (HL) |

COURSE DESCRIPTIONS

Integrated Math IV: Algebra I/Geometry Grades 9-12

Year Course

This course is designed to develop the understanding and application of algebra, geometry and statistics, extending this knowledge to a more advanced level in preparation for Integrated Math V / V Advanced. The course will promote analytical reasoning and problem-solving skills, as well as the development of logical, abstract, and critical thinking. The course will also encourage students to communicate solutions in different ways (algebraically, graphically, verbally, etc.) and make concrete connections to the real world. Topics include but are not limited to: linear and quadratic functions, exponential functions, sequences, data regressions, geometry and trigonometry, and proportionality.

Prerequisite: Department approval

Integrated Math V: Geometry/Algebra II/Probability Grades 9-12

Year Course

This course is designed to strengthen understanding of algebra, geometry, and probability. Students are encouraged to make connections between mathematics and other subjects, communicate solutions via a variety of methods (algebraic, graphical, verbal, etc.), and explore their own ideas mathematically. Topics include but are not limited to: rates, proportions, linear and quadratic functions, linear inequalities, systems of equations and linear inequalities, radicals and exponents, geometry and probability.

Prerequisite: Integrated Math IV; Department approval

Integrated Math V Advanced: Geometry/Algebra II/Probability Grades 9-12

Year Course

This course is designed to strengthen and deepen understanding of algebra, geometry, probability, statistics, and trigonometry. Students are encouraged to make connections between mathematics and other subjects, communicate solutions via a variety of methods (algebraic, graphical, verbal, etc.), and explore their own ideas mathematically. Topics include but are not limited to: rates, proportions, linear and quadratic functions, linear inequalities, systems of equations and inequalities, radicals and exponents, geometry, the unit circle, and probability.

Prerequisite: Integrated Math IV; Department approval

Integrated Math VI: Algebra II/Statistics Grades 10-12

Year Course

This course is designed to strengthen and deepen understanding of algebra, geometry, statistics, and trigonometry. Students are encouraged to make connections between mathematics and other subjects, and communicate mathematical concepts via a variety of methods (algebraic, graphical, verbal, etc.). Topics include but are not limited to: analysis and applications of various functions (higher order polynomial, rational, power, radical, exponential, logarithmic and trigonometric), the unit circle, and statistics.

Prerequisite: Integrated Math V or V Advanced; Department approval

Integrated Math VI Advanced: Algebra II/Statistics/Precalculus Grades 10-12

Year Course

This course is designed to strengthen and deepen understanding of algebra, geometry, statistics, trigonometry, and discrete math topics. Students are encouraged to make connections between mathematics and other subjects, and communicate mathematical concepts via a variety of methods (algebraic, graphical, verbal, etc.). Topics include but are not limited to: analysis and applications of various

functions (higher order polynomial, rational, power, radical, exponential, logarithmic and trigonometric), the unit circle, and statistics (normal distribution).

Prerequisite: Integrated Math V or V Advanced; Department approval

Precalculus II
Grades 11 and 12

Semester Course

Students will extend their knowledge of advanced mathematical topics, including but not limited to, conic sections, sequences, series, probability, statistics, and bivariate analysis. Students will be asked to apply analytical thinking and reasoning skills to solve problems posed in real life contexts, and to communicate mathematical concepts clearly. This course addresses IB Mathematics Analysis and Approaches SL topics.

Prerequisite: Pre-Calculus I; Department approval

Precalculus A
Grades 11 and 12

Semester Course
Offered Semester 1 only

Students will expand their knowledge of advanced algebra topics in this rigorous course. Students will analyze and apply algebraic and transcendental functions to solve real-world problems and will explore such functions graphically, analytically and numerically. Students will be encouraged to self-assess and monitor their own progress and understanding. They will be asked to communicate their learning to others, both formally and informally. This is the foundation course for students who intend to study calculus.

Prerequisite: Integrated Math VI; Department approval

Precalculus B
Grades 11 and 12

Semester Course
Offered Semester 2 only

Topics in this course include a study of trigonometry, including analysis and applications of trigonometric functions and their graphs, and a study of discrete math topics. Students will be coached to use creativity and imagination to solve real-world problems. and to complete trigonometric proofs. Students will be encouraged to self-assess and monitor their own progress and understanding. They will be asked to communicate their learning, both formally and informally.

Prerequisite: Precalculus A; Department approval

Calculus
Grades 11 and 12

Year Course

Students will explore and communicate foundational calculus topics using analytical, graphical, numerical and verbal methods. They will study functions, limits, derivatives and their real-world applications, integrals and real-world applications of integration.

Prerequisite: Pre-Calculus II; Department approval

Statistics A
Grades 11 and 12

Semester Course

Students will be completing the entire statistical process: asking questions, collecting data, analyzing data, and making conclusions. Hands on methods of simulation will help students answer statistical questions before moving on to technology to greatly increase efficiency of these simulations. Students will be testing claims in sports, analyzing categorical variables, comparing two percentages, designing experiments, and calculating conditional probabilities.

Prerequisite: Integrated Math V or V Advanced; Department approval

Statistics B
Grades 11 and 12

Semester Course

Students will be completing the entire statistical process: asking questions, collecting data, analyzing data, and making conclusions. Hands on methods of simulation will help students answer statistical questions before moving on to technology to greatly increase efficiency of these simulations. Students will be analyzing quantitative variables, comparing two means or medians, exploring paired data, exploring more measures of variability, and calculating standardized scores and utilizing normal distributions.

Prerequisite: Statistics A; Department approval

Mathematical Modeling
Grade 12

Semester Course

This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices. Mathematical Modeling is finding the relationship between real-world phenomena and data and mathematical functions. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

Prerequisite: Integrated Math V or V Advanced; Department approval

Financial Mathematics
Grade 12

Semester Course

This course is designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study may include taxes, checking, saving, budgeting, investing, investing strategies, types of credit, managing credit, paying for college, and insurance. Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. This course places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

Prerequisite: Integrated Math V or V Advanced; Department approval

Competition Math
Grades 9-12

Year Course

This is a credit/no credit course and worth 0.5 credit. This course does not count towards the minimum number of courses per semester. Meetings will occur outside of regular school hours. Students are coached to apply their accumulated mathematical knowledge and to be persistent learners while solving non-routine problems. Students will learn topics beyond the regular curriculum, and deepen their analytical and communications skills as they prepare for mathematical competitions.

Prerequisite: Participation on High School Math Team for at least 2 semesters and approval by Math Team Advisor(s)

IB COURSE DESCRIPTIONS

- All IB Diploma students must take the IB SL examination, unless continuing on to the higher level of the same course. Those moving on to the higher level must take the IB HL examination.
- IB Diploma students taking IB Mathematics: Applications and Interpretation II must test.

IB Mathematics: Applications and Interpretation I (SL)
Grades 11 and 12

Two-Year Course, Year One

This course nurtures and builds on mathematical concepts from previous math courses. Students will communicate knowledge of mathematical principles via multiple mediums (verbal, written, digital, and graphical). Students will analyze and solve situations using sequential analysis, formula manipulation, geometric and trigonometric calculation, and mathematical modeling procedures. Completion of IB Mathematics: Applications and Interpretation I and II (SL) satisfies the requirements of IB Math Applications and Interpretation SL for students who are pursuing the full IB Diploma.

Prerequisite: Integrated Math V or V Advanced; Department approval

IB Mathematics: Applications and Interpretation II (SL)
Grade 12

Two-Year Course, Year Two

Students will extend their knowledge of statistics, number theory, probability, distributions, algebra, and calculus. A continued study of applications of mathematics in a variety of collegiate topics is included. Students are required to complete an individual research project during their first semester. Students will communicate knowledge of mathematical principles via multiple mediums (verbal, written, digital, and graphical).

Prerequisite: Mathematics: Applications and Interpretation I (SL), Pre-Calculus I, or Pre-Calculus II; Department approval

Requirement: IB Diploma candidates are required to take the IB Math Applications and Interpretation SL examination after completing both IB Mathematics: Applications and Interpretation I and II (SL)

IB Mathematics: Analysis and Approaches (SL)
Grades 11 and 12

Year Course

Students will communicate calculus concepts analytically, graphically, numerically and verbally. They will analyze and solve problems in real life contexts by applying and consolidating their knowledge of limits, derivatives, integrals, differential equations, and concepts from pre-calculus.

Prerequisite: Pre-Calculus II; Department approval

IB Mathematics: Analysis and Approaches (HL)
Grade 12

Year Course

In this course, students will extend their knowledge of calculus and discrete mathematics. They will continue to analyze and solve problems in both real-life and theoretical contexts by applying power series, further integration methods, vectors, complex numbers, statistics, and probability. Analytical, graphical, numerical and verbal communication will be reinforced and developed further.

Prerequisite: IB Mathematics: Analysis and Approaches (SL); Department approval

Mid-Pacific Exploratory Program (MPX)

MPX is an innovative interdisciplinary program featuring a project-based curriculum as the primary focus of student work. Students are immersed in hands-on and experiential learning experiences that develop their skills in collaboration, oral and written communication, inquiry, and problem solving.

- 9th grade MPX students will take a double-block course in Humanities, which combines history and language arts, and another double-block course in STEM, which combines biology, technology and engineering.
- 10th grade MPX students will take a double-block course in Humanities, which combines history and language arts, and another double-block course in STEM, which combines chemistry, technology, and engineering.
- Student assessment will be based on portfolio assignments, projects, public exhibitions, self-reflections, essays, traditional exams, laboratory work and a culminating presentation of learning at the end of each semester.

Enrollment in this program is a year-long commitment.

Graduation Requirements

- MPX 9 fulfills graduation requirements for Integrated Science: Biology, World Civilizations, English 9, and one elective credit
- MPX 10 fulfills graduation requirements for Integrated Science: Chemistry, U.S. History, English 10, and one elective credit

Courses

| Grade 9 (MPX 9) | Grade 10 (MPX 10) |
|----------------------------------|------------------------------------|
| English 9 Humanities | English 10 Humanities |
| World Civilization Humanities | U.S. History Humanities |
| STEM 9 | STEM 10 |
| STEM-Integrated Science: Biology | STEM-Integrated Science: Chemistry |

COURSE DESCRIPTIONS

English 9 Humanities

Two, Year Courses

World Civilization Humanities

Grade 9

These courses use integrative and project-based approaches in curriculum, instruction, and assessment. Students synthesize their knowledge of both Language Arts and Social Studies through participation in collaborative project design and execution. In their work, students will develop problem-solving skills as they prepare projects for exhibitions and presentations. Traditional assessments, such as essays, vocabulary and grammar instruction, and quizzes will serve as supplements to the projects. Students will explore basic literary elements in conjunction with readings in World History. Media arts and technology are integrated into the curriculum. These courses meet the 9th grade Language Arts and Social Studies requirements.

Prerequisite: None

STEM 9
STEM-Integrated Science: Biology
Grade 9

Two, Year Courses

These courses will focus on problem-based, student-directed learning utilizing the context of real-world problems to engage students in understanding and applying core concepts in biology, engineering design/build and ecology. Through their activities and lab work, students will demonstrate learning through portfolios, projects, written documentation, and traditional assessments. Students will also design and publicly exhibit projects based on studies of real-world problems and their solutions. Students will incorporate technology into the ways they investigate and represent their knowledge of construction. These courses meet the Integrated Science: Biology requirement and provides one elective credit.

Prerequisite: None

English 10 Humanities
U.S. History Humanities
Grade 10

Two, Year Courses

These courses use integrative and project-based approaches in curriculum, instruction, and assessment. Students will synthesize their knowledge of both Language Arts and Social Studies through participation in collaborative project design and execution. In their work, students will develop problem solving skills as they prepare their projects for exhibition. Traditional assessments, such as essays as well as vocabulary and grammar instruction, will supplement the projects. Students will explore the literary elements of fiction and poetry and drama through appropriate readings in conjunction with readings in U.S. History. These courses meet the 10th grade Language Arts and U.S. History requirements.

Prerequisite: Freshman English Humanities and World Civilization Humanities or Freshman English and World Civilizations

STEM 10
STEM-Integrated Science: Chemistry
Grade 10

Two, Year Courses

These courses will focus on problem-based, student-directed learning utilizing the context of real-world problems to engage students in understanding and applying core concepts in chemical science, engineering design/build, and technology. Through their activities and lab work, students will demonstrate learning through portfolios, projects, written documentation, and traditional assessments. Students will also design and publicly exhibit projects based on studies of real-world problems and their solutions. These courses meet the Integrated Science: Chemistry requirement and one elective credit.

Prerequisite: STEM 9 and STEM-Integrated Science: Biology or Integrated Science: Biology

Mid-Pacific School of the Arts (MPSA)

DANCE - THEATRE ARTS - MUSIC - VISUAL/DIGITAL MEDIA ARTS

College, conservatory, and pre-professional training in the arts are a major curricular mission of the school. The Mid-Pacific School of the Arts fulfills this mission by offering high quality experiences in a variety of performing and fine arts disciplines. Through a comprehensive practice, students develop creative strategies, utilize communication and collaboration skills, and develop greater empathy for the people around them. Through in-class projects and outside-of-class exhibitions or performances, students take creative risks and reflect on their work and artistic growth. The accomplished teachers of the School of the Arts model artistic habits through their own continued work in the professional art community in Hawai'i and beyond. Each performing and fine arts discipline follows a rigorous curriculum described in its individual section of this course catalog.

Students who are interested in advanced arts training beyond the graduation requirements may apply to be a part of a School of the Arts Certificate Program. For more information, see the School of the Arts Certificate Programs section in this course catalog.

Graduation Requirements

All students are required to complete 2 credits in the arts.

DANCE

The Mid-Pacific School of the Arts Dance Program offers a range of classes. Students with no previous dance experience can explore Dance I, while those with previous experience who seek recreational dance can take Dance II-V. Certificate Dance students study ballet and contemporary dance within the school day and receive supplementary training during dance concert rehearsals scheduled after school. Additionally, Mid-Pacific hosts guest choreographers and teaching artists from the global dance community to teach classes and create works with our students.

The Dance Program presents two concerts every school year. Our fall concert features work choreographed by Mid-Pacific dance faculty and visiting artists, while our spring concert features original work by our student choreographers enrolled in the Certificate Dance program.

Preparing our students for college and career readiness is an important component of the Dance Program. Select students have the opportunity to travel to the National High School Dance Festival to participate in classes taught by dance faculty from colleges and conservatories. At the festival, students may choose to audition for summer dance intensives, post-high school education, and scholarship opportunities. Our dance students have also been invited to present works at the festival gala performances. Mid-Pacific alumni continue to study dance at conservatories, colleges, and universities, and or pursue careers in performance, choreography, and teaching.

Students may elect to fulfill a portion or all of the PE graduation requirement through the successful completion of any one year-long course of Dance I-V. Please see the Physical Education and Health section of this catalog for more information. Students who select the dance certificate program also receive credit towards the PE graduation requirement. Please consult the School of the Arts Certificate Programs section of this catalog for more information.

Courses

Dance I
Dance II
Dance III
Dance IV
Dance V

Dance Certificate Courses

Ballet III and Contemporary Dance III
Ballet IV and Contemporary Dance IV
Ballet V and Contemporary Dance V
Ballet VI and Contemporary Dance VI
Ballet VII and Contemporary Dance VII
Ballet VIII and Contemporary Dance VIII
Contextual Studies in Dance
IB Dance (SL/HL)

COURSE DESCRIPTIONS

The following contemporary dance courses are open to all students and may be taken individually or in combination with other courses for the Theatre Arts and Dance/Hula Certificate programs. Class placement higher than Dance I requires a placement class and/or department approval.

Dance I **Year Course**
Grades 9-12

This course is designed for the student who has had very little or no dance training. The basics of contemporary dance as well as barre exercises will provide the technical foundation for the class. Student dancers create a strong pedagogical foundation through repetitive movement, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. This course may be repeated for credit.
Prerequisite: None

Dance II **Year Course**
Grades 9-12

This course is a continuation of basic contemporary technique as well as barre exercises at a low intermediate level. Previous training is required. Student dancers create a strong pedagogical foundation through repetitive movement, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. This course may be repeated for credit.
Prerequisite: Department approval

Dance III **Year Course**
Dance IV **Year Course**
Dance V **Year Course**
Grades 9-12

These courses are designed for a more serious dance student. Contemporary dance technique as well as barre exercises at a high intermediate/advanced level are the basis of the course. Previous training is required. Elements of improvisation and basic choreographic exercises are also included in the course. Student dancers create a strong pedagogical foundation through repetitive movement, discussion, and

exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

The following courses are offered to students enrolled in the dance certificate program and must be taken concurrently.

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|-------------------------------|--------------------|
| Ballet III | Year Course |
| Contemporary Dance III | Year Course |
| Grades 9-12 | |

These courses are designed to challenge the intermediate/low intermediate dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

| | |
|------------------------------|--------------------|
| Ballet IV | Year Course |
| Contemporary Dance IV | Year Course |
| Grades 9-12 | |

These courses are for the intermediate dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

| | |
|-----------------------------|--------------------|
| Ballet V | Year Course |
| Contemporary Dance V | Year Course |
| Grades 9-12 | |

These courses are for the high intermediate dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

| | |
|------------------------------|--------------------|
| Ballet VI | Year Course |
| Contemporary Dance VI | Year Course |
| Grades 9-12 | |

These courses are for the advanced dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

Ballet VII
Contemporary Dance VII
Grades 9-12

Year Course
Year Course

These courses are for the advanced dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

Ballet VIII
Contemporary Dance VIII
Grades 9-12

Year Course
Year Course

These courses are for the advanced dancer in classical ballet and contemporary dance. Student dancers create a strong pedagogical foundation through repetitive movement, of ballet and contemporary vocabulary, discussion, and exploration. With focus on creativity, discipline and technical development, student dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. These courses may be repeated for credit.

Prerequisite: Department approval

Contextual Studies in Dance
Grade 12

Year Course

Required for all School of the Arts Dance Certificate students in grade 12 not enrolled in IB Dance, for which they may receive 0.5 credit for Social Studies. This course provides a core body of understanding integrating the study of dance in its historical contexts with an introduction to the observable features of dance works. Students will develop skills in dance analysis. An understanding of the development of Western theatrical dance will be established, highlighting artistic and contextual issues from the 16th through early 21st centuries and the historical context for the development of the dance techniques and language used today. The course will introduce students to processes of dance research in conjunction with developing skills in movement observation and description and composition. Both aspects of the course will integrate a range of dance examples and resource materials. Additionally, this course provides opportunities for students to generate, define and refine movement ideas and to realize these ideas in performance. Emphasis will be placed on the rudiments of dance composition using experiential learning that employs the key skills of shape (body form), dynamics, space and time (both as rhythm and as duration).

Prerequisite: Department approval

Requirement: Concurrent Enrollment in Ballet and Contemporary Dance

IB COURSE DESCRIPTIONS

IB Dance (SL/HL)
Grades 11 and 12

Two-Year Course

Offered to Full IB Diploma candidates. This two-year-long course is designed for students to experience performance and choreographic skills, while gaining critical and historical understanding of the artistry of various dance styles, traditions and cultures. Written components include a World Dance Investigation, and a paper documenting the choreographic process of one significant work. Students are required to be involved in additional after school rehearsals and performances beyond the regular School of the Arts dance requirements.

Prerequisite: Department approval; IB Coordinator approval

Requirement: Participation in after school rehearsals and performances beyond the regular School of the Arts dance requirements. All students enrolled in this course are required to take the IB examination in their second year, which is subject to an examination fee.

HULA: HAWAIIAN CHANT AND DANCE

Classes in Hula are offered to students in grades 9-12. All levels of Hula may be repeated for credit. Students may elect to fulfill a portion or all of the PE graduation requirement through the successful completion of any one year-long hula course. Please see the Physical Education and Health section of this catalog for more information. Students will start, regardless of previous hula experience, in Hula I.

Courses

Hula I: Hawaiian Chant and Dance
Hula II: Hawaiian Chant and Dance
Hula III: Hawaiian Chant and Dance
Hula IV: Hawaiian Chant and Dance

COURSE DESCRIPTIONS

Hula I: Hawaiian Chant and Dance **Grades 9-12**

Year Course

Course content is designed to develop an awareness of, and appreciation for both the ancient and modern hula styles, and to encourage the study of the Hawaiian culture and language. No previous hula training is necessary. Students will learn terminology and basic hula steps.

Prerequisite: None

Requirement: Girls will be required to provide five yards of material for a hula skirt. (The instructor will give specifications and directions for sewing the skirt which will be worn during all class sessions.)

Hula II: Hawaiian Chant and Dance **Grades 10-12**

Year Course

This course enables students to further their study of the hula and expand their repertoire of dances. Students review the hula learned in the introductory course and continue to learn more advanced hula. In addition, the course enhances the knowledge of the history, language, geography and other related aspects of the Hawaiian culture.

Prerequisite: Department approval

Requirement: Girls will be required to provide five yards of material for a hula skirt. (The instructor will give specifications and directions for sewing the skirt which will be worn during all class sessions.)

Hula III: Hawaiian Chant and Dance **Grades 10-12**

Year Course

Hula III enables serious students of the hula to continue their study of Hawaiian chants and dances. Students will increase their repertoire of hula as well as review those learned in Levels I and II. Through the hula, students will continue to enhance their knowledge of the history, language, and other aspects of the Hawaiian culture.

Prerequisite: Department approval

Requirement: Girls will be required to provide five yards of material for a hula skirt. (The instructor will give specifications and directions for sewing the skirt which will be worn during all class sessions.)

Hula IV: Hawaiian Chant and Dance **Grades 10-12**

Year Course

Hula IV enables students who have completed Hula III or who have had extensive training to continue their study of the more complex chants and dances. Students will increase their knowledge of the

Hawaiian language and its usage in Hawaiian poetry in both the traditional and the modern mele. Choreography and research in the background and origin will be an integral part of this highest level in the study of the hula. Further emphasis on the male/female style will be continued.

Prerequisite: Department approval

Requirement: Girls will be required to provide five yards of material for a hula skirt. (The instructor will give specifications and directions for sewing the skirt which will be worn during all class sessions.)

INSTRUMENTAL MUSIC

The Mid-Pacific School of the Arts Music Program offers a range of music classes to prepare students for college and beyond. Through small and large ensemble performances, theory, and history, students receive a well-rounded music education. The Music Program presents multiple concerts throughout the year featuring all students from every ensemble. Additional activities may also include collaborations with other schools, all-state ensembles, and guest conductors and clinicians.

Class placement is based on technical ability. All music classes may be repeated for credit and attendance at rehearsals and performances which are scheduled outside the school day are required. All classes learn a wide range of music styles that focus both on different time periods in music history as well as around the world, so students gain experience and an appreciation for a wide variety of musical works

For Band/Orchestra, an instrument is required for class participation, and students may choose to rent one from the school for an additional fee.

- Band/Orchestra Instrument Rental (if needed): \$125.00 (subject to change)
- Band Percussion Rental (if needed): \$65.00 (subject to change)

Courses

Beginning Band
Intermediate Band
Advanced Band
Jazz Band
Beginning Orchestra

Intermediate Orchestra
Advanced Orchestra
Hawaii Youth Symphony
Music History
Music Theory

COURSE DESCRIPTIONS

Beginning Band Grades 9-12

Year Course

Students in beginning band will learn skills needed to perform in a large ensemble through the study of woodwind, brass, and percussion instruments. No prior musical experience is required for the course. The class will focus on fundamentals of instrumental playing, basic musicianship, and literacy skills. Students will be assigned an instrument based on several factors including personal choice, individual and group needs. A variety of music will be rehearsed in class from various genres and styles of music, and students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: None

Intermediate Band Grades 9-12

Year Course

This course is designed for woodwind, brass, and percussion players who have had at least one year of experience on their instrument. Students will continue to develop their technique and musicianship skills that they learned in Beginning Band, with greater focus on tone production, range, and technical passages. The repertoire chosen for class will help to prepare students for more advanced level playing by introducing more complex rhythms and harmonies and incorporating the techniques and theory learned in class. Students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: Beginning Band or Department approval

Advanced Band
Grades 9-12

Year Course

The Advanced Band class will focus on refinement of woodwind, brass, and percussion instrumental technique with an emphasis on ensemble playing and performance. Students will continue to improve their instrumental technique and musicianship skills through challenging repertoire that will help them to develop greater fluency in their note and rhythmic literacy, as well as a more refined tone and group blend. Students will perform music from a wide range of genres and styles, with a focus on musicality and expression. More advanced theoretical concepts will be introduced to help students grasp harmonic complexities and formal analysis, as well as providing them tools to evaluate their repertoire. Students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: Department approval

Jazz Band
Grades 9-12

Year Course

This course provides students an opportunity to study jazz, popular, and alternative music outside the traditional concert band experience. Students will study the art and techniques of musical improvisation and the technical skills used in jazz performances. Students should have at least 2 prior years of performance experience on their instrument before they take this class. This course may be repeated for credit.

Prerequisite: Department approval by placement session

Beginning Orchestra
Grades 9-12

Year Course

Students in beginning orchestra will learn skills needed to perform in a large ensemble through the study of string instruments: violin, viola, cello, and bass. No prior musical experience is required for the course. The class will focus on fundamentals of instrumental string playing, basic musicianship, and literacy skills. Students will be assigned an instrument based on several factors including personal choice, individual and group needs. A variety of music will be rehearsed in class from various genres and styles of music, and students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: None

Intermediate Orchestra
Grades 9-12

Year Course

This course is designed for string players who have had at least one year of experience on violin, viola, cello, or bass. Students will continue to develop their string playing and musicianship skills that they learned in Beginning Orchestra, in addition to learning more advanced string techniques like shifting, vibrato, and various bow techniques. The repertoire chosen for class will help to prepare students for more advanced level string playing by introducing more complex rhythms and harmonies and incorporating the techniques and theory learned in class. Students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: Beginning Orchestra or department approval

Advanced Orchestra
Grades 9-12

Year Course

The Advanced Orchestra class will focus on refinement of stringed instrument technique with an emphasis on ensemble playing and performance. Students will continue to improve their instrumental technique and musicianship skills through challenging repertoire that will help them to develop greater fluency in their

note and rhythmic literacy, as well as a more refined tone and group blend. Students will perform music from a wide range of genres and styles, with a focus on musicality and expression. More advanced theoretical concepts will be introduced to help students grasp harmonic complexities and formal analysis, as well as providing them tools to evaluate their repertoire. Students will be expected to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: Department approval

Hawaii Youth Symphony
Grades 9-12

Year Course

This course will not fulfill the Mid-Pacific Performing & Visual Arts graduation requirement, but it can be counted as one of the required electives. This course will give students a chance to participate in a professional student orchestra and to train with other serious students from all of Oahu. Students must audition and be accepted into the Youth Symphony. Classes are held at the University of Hawai'i, Mānoa campus every Sunday for three- and one-half hours during the entire school year. Students will be expected to participate in all HYS rehearsals and concerts. Students interested in learning more about joining HYS can visit hiyouthsymphony.org. *Students in the Hawaii Youth Symphony will receive notation on their transcript with a CR/NC (credit/no credit) for their participation. Upon acceptance by the Hawaii Youth Symphony, students must contact the Director of Mid-Pacific School of the Arts and their grade level dean in order to receive Mid-Pacific credit for participation. This course may be repeated for credit.

Prerequisite: Must be accepted to the Hawaii Youth Symphony through an audition

Music History
Grades 11 and 12

Semester Course

The main objective of this course is to offer a historical survey of dance from pre-history to the modern day. Music is a clear reflection of significant trends and events of history and is a reaction to the existing social, political and economic conditions. By examining the forces of humanity's creative energies, students will gain a better understanding of the role of music in society. The course will include lectures, group discussion and field trips to art events. This is a required course for all School of the Arts Music Certificate students. This course may be used to fulfill 0.5 credit towards the Social Studies graduation requirement.

Prerequisite: None

Music Theory
Grades 11 and 12

Semester Course

This course will be similar to a college level music theory course that takes students through the progression of music theory from the Baroque period of music through the present day and will reinforce the theory that is being studied with composition projects. Students will be introduced to music composition software to create their works and arrangements of pieces. Specifically, the course will look at musical form and its importance through history, the evolution of intervals and chord progressions, and voice leading and orchestration. Emphasis will be placed on creating works that are musically appropriate for the time period and students will work both in groups and individually on their projects. Regular presentations or performances of student work plus critiques of their works will happen over the course of the semester and the class will end with a concert of some of the best pieces. This is a required course for all School of the Arts Music Certificate students.

Prerequisite: At least two years of experience on one instrument or department approval

THEATRE ARTS AND FILM

Theatre Arts and Film classes are offered to students in grades 9 through 12. Theatre Arts and Film classes fulfill the Mid-Pacific two-year Arts requirement and can also be used as elective credit or taken as part of the MPSA Theatre Arts/Film Certificate program. MPX students should take Acting I and II in order to be prepared for potential certificate sequence in junior and senior year.

Courses

Acting I: Techniques for Stage and Film
Acting II: Techniques for Stage and Film
Acting III: Styles of Acting
Acting IV: Styles of Acting
Advanced Theatre Studies I-II
IB Theatre I (HL)
IB Theatre II (HL)

Film Production I-IV
Advanced Film Studies I-II
IB Film I (HL)
IB Film II (HL)
Musical Theatre Vocal Ensemble I-IV

COURSE DESCRIPTIONS

Acting I: Techniques for Stage and Film **Grades 9-12**

Year Course

This course introduces the student to acting techniques based on Michael Shurtleff's, *How to Audition*, and Uta Hagen's, *Respect for Acting*. These techniques have been adapted to meet the needs of the beginning teenage actor. The class will focus on the student's self-awareness and on the improvement of the student's presentation skills through constant practice in the use of eye contact, proper articulation, projection, use of gestures, physical poise, and the expression of confidence. Students will be introduced to methods of character development and text analysis. The main focus in the first year is the discovery of self and the ability to use one's self in developing characters that express honest feelings and emotions. Students will be assigned and perform cold readings, prepared audition monologues, and contemporary scenes. Opportunities are also provided for students to learn and experience the skill of acting on camera for TV and film.

Prerequisite: None

Acting II: Techniques for Stage and Film **Grades 10-12**

Year Course

This course builds on the acting techniques learned in Acting I. Students are involved in scenes that demand more detailed text analysis, in depth character study including the use of multi leveled emotions and contrasts and the use of discovery in the creation of complex relationships between characters. The course places a special emphasis on the study of objectives, obstacles, action, circumstances, relationships, sense and emotional recall and substitutions through further examination of Uta Hagen's, *Respect for Acting*. Additional areas explored are techniques for developing characters out of their own age range and playing comedy through assigned scenes from the plays of Neil Simon. The students will be required to do historical research on assigned scenes from the plays of Tennessee Williams written in the 1930's and 40's. Opportunities are also provided for students to learn and experience the skill of acting on camera for TV and film.

Prerequisite: Acting I: Techniques for Stage and Film

Acting III: Styles of Acting **Grades 11 and 12**

Year Course

Acting IV: Styles of Acting **Grade 12**

Year Course

These courses are for juniors and seniors who have completed Acting II: Techniques for Stage and Film, or their equivalent. This two-year course sequence builds upon the techniques and content foundations established in Acting I and II.

In Acting III and IV, students are immersed in several historic styles and traditions of acting, each with a continued focus on the development of the actor's instrument, process, technique, and content knowledge. In each year of the rotation, the course places special emphasis on approaches to Shakespeare and acting for the camera. In addition, the two-year cycle covers aspects of theatre history and dramatic literature including Greek Theatre, Realism, Post Realism, Commedia dell'arte, Clown, and Contemporary Physical Approaches to Acting (including Viewpoints and Suzuki). Students autonomously and collaboratively rehearse to perform scenes, monologues, poems, original movement pieces, and larger chunks of dramatic text, all with an emphasis on process over product. Students will develop self-awareness, social emotional awareness, empathy, persistence, and the confidence to take artistic, intellectual, and creative risks. Students will also frequently self-assess through written reflections on their work. Course texts include: Harrop and Epstein's Acting with Style, Jon Jory's Tips: Ideas for Actors, Michael Caine's Acting in Film, and numerous supplementary readings.

Prerequisite: Completion of previous level

| | |
|------------------------------------|--------------------|
| Advanced Theatre Studies I | Year Course |
| Grades 11 and 12 | |
| Advanced Theatre Studies II | Year Course |
| Grade 12 | |

These School of the Arts Certificate courses are designed for Theatre Arts Certificate students only. These project-based courses explore theatre topics beyond the parameters of the Acting courses. The curriculum encourages individual student creativity and autonomous choice, as well as collaboration with peers and professionals from around the world. Guest artist led workshops, exposure to professional productions, and engagement with theatre professionals and master teachers are also central aspects of the course. Topics include: playwriting, devising original theatre, creating an ensemble, exploring solo performance, discovering world theatre traditions, directing, exploring design (set, lighting, sound, costume, prop, hair, makeup, video projection), and other elements of theatre history, technique, and production. This course runs concurrently with the IB Theatre course. However, ATS students do not have to produce the same volume of academic writing as their IB Theatre counterparts.

Prerequisite: Acting I: Techniques for Stage and Film

Requirement: Must be enrolled in the MPSA Theatre Arts Certificate program and concurrently enrolled in an Acting class

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|----------------------------|--------------------|
| Film Production I | Year Course |
| Grades 9-12 | |
| Film Production II | Year Course |
| Grades 10-12 | |
| Film Production III | Year Course |
| Grades 11 and 12 | |
| Film Production IV | Year Course |
| Grade 12 | |

All work will be executed and discussed within the aesthetic framework of fine arts. The course will cover the entire process of film production from pre-production: screenwriting, storyboarding, treatments, casting and rehearsal; to production: principal photography, blocking, acting skills, framing, lighting, art design and audio; to post production: beginning to advanced editing techniques, effects, sound design, scoring, screening and distribution. In addition to all course work, students will be encouraged to submit work for public screening and required to submit for consideration at least one film to the spring School of the Arts Media Arts Festival. To promote cross disciplinary work, students will be encouraged to

collaborate on projects with School of the Arts acting students. Students may have opportunities to consult with guest artists such as film actors and directors. Field trips may include visiting local television and film sets.

Prerequisite for Level I: None

Prerequisite for Levels II-IV: Completion of the previous level

| | |
|---------------------------------|--------------------|
| Advanced Film Studies I | Year Course |
| Grades 11 and 12 | |
| Advanced Film Studies II | Year Course |
| Grade 12 | |

These School of the Arts Certificate courses are designed for Film Certificate students only. These project-based courses explore film topics beyond the parameters of the Film Production courses. The curriculum encourages individual student creativity and autonomous choice, as well as collaboration with peers and professionals from around the world. Guest artist led workshops, exposure to professionals' productions, and engagement with film professionals and master teachers are also central aspects of this course. Topics include screenwriting, casting, cinematography, devising original film content, discovering world film traditions, directing, exploring design (set, lighting, sound, costume, prop, hair, makeup), and other elements of film history, technique, and production. This course runs concurrently with the IB Film course. AFS students do not have to produce the same volume of academic writing as their IB Film counterparts and may choose to take one or two years of Advanced Film Studies.

Prerequisite: Film Production I

Requirement: Must be enrolled in the MPSA Film Certificate program and concurrently enrolled in a Film Production class

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|---|--------------------|
| Musical Theatre Vocal Ensemble I | Year Course |
| Grades 9-12 | |
| Musical Theatre Vocal Ensemble II | Year Course |
| Grades 10-12 | |
| Musical Theatre Vocal Ensemble III | Year Course |
| Grades 11 and 12 | |
| Musical Theatre Vocal Ensemble IV | Year Course |
| Grade 12 | |

Musical Theatre Vocal Ensemble will focus on three main concentrations of Musical Theatre: Music, Dance and Theater Studies. Areas of focus include: vocal training with emphasis on performance and technique; exploration from the classics to contemporary productions; basic choreography as it relates to musical theater performance; and acting technique to further hone a student's performance. Emphasis will be placed on recognizing the relevance of each discipline as it relates to Musical Theatre and preparing students for auditions/performances. The culmination of this course will result in students gaining a broader understanding of Musical Theatre while participating in a fun and exciting experience, increasing their abilities and helping them become well-rounded performers.

Prerequisite for Level I: None

Prerequisite for Levels II-IV: Completion of the previous level

IB COURSE DESCRIPTIONS

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|------------------------|----------------------------------|
| IB Film I (HL) | Two-Year Course, Year One |
| Grade 11 | |
| IB Film II (HL) | Two-Year Course, Year Two |
| Grade 12 | |

This two-year course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course

develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. Students will experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. This course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film. Students must complete all IB Film HL assessments which include the production role film reels, a collaborative finished short film, a multimedia comparative study, and a written film text analysis.

Prerequisite: Film Production I

Requirement: All students enrolled in this course are required to take the IB examination in their second year, which is subject to an examination fee. Must be enrolled in the MPSA Film Certificate program and concurrently enrolled in a Film Production class.

Exception for full IB Diploma candidates: Students may take the two-year sequence and the HL exam without concurrent enrollment in a Film Production class as a certificate student.

IB Theatre I (HL)

Two-Year Course, Year One

Grade 11

IB Theatre II (HL)

Two-Year Course, Year Two

Grade 12

This two-year course project-based sequence explores theatre topics beyond the parameters of the acting courses. The curriculum encourages individual student creativity and autonomous choice, as well as ensemble collaboration with peers and professionals from around the world. Guest artist led workshops, exposure to professional productions, and engagement with theatre professionals and master teachers are also central aspects of the course. Topics include: playwriting, devising original theatre, creating an ensemble, solo performance, world theatre traditions, directing, design (set, lighting, sound, costume, prop, hair, make up, video projection), and other elements of theatre history, technique, and production. At the core of this course lies an emphasis on the student's clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis – all of which can be achieved through practical engagement in theatre through a variety of activities and projects including: leading and participating in class discussions, creative and critical writing, research projects, and presentations. Students must complete all IB Theatre HL exam requirements including a solo theatre piece, a director's notebook, a research presentation, and collaborative project.

Prerequisite: Department approval and Acting I: Techniques for Stage and Film

Requirement: All students enrolled in this course are required to take the IB examination in their second year, which is subject to an examination fee. Must be enrolled in the MPSA Theatre Arts Certificate program and concurrently enrolled in an Acting class.

Exception for full IB Diploma candidates: Students may take the two-year sequence and the HL exam without concurrent enrollment in an Acting class as a certificate student.

VISUAL AND DIGITAL MEDIA ARTS

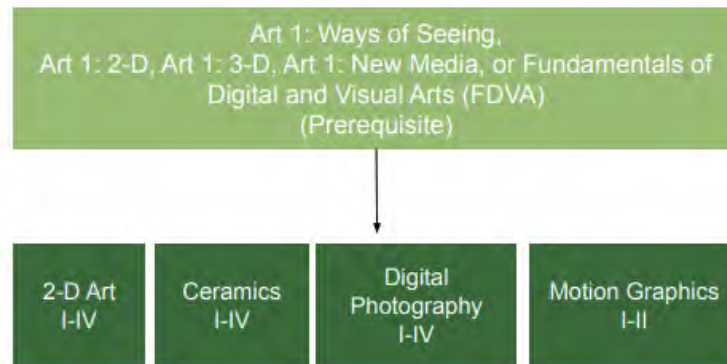
Visual and Digital Media Arts foster creativity through exploration, personal expression, and technical mastery. The faculty are professional, practicing artists, leading by example. Teachers value the ideas and opinions of the artistic voice inherent within each student. Students create self-directed artwork alongside the rigor of course assignments. Students document and reflect upon their growth as artists over time.

Real world pre-professional habits of an artist are realized via direct instruction, one-on-one portfolio preparation, mentorship, on- and off-campus exhibitions, visiting artists, or independent study / teaching assistant opportunities. Students develop artistic thinking strategies and technical skills in drawing, painting, printmaking, collage, ceramics, sculpture, photography, graphic design, animation, motion graphics, virtual reality, film, installation, and new media.

Courses

2-D Art I-IV
Advanced Studio Art
Art 1: Ways of Seeing
Ceramics I-IV
Digital Arts Certificate Studio I-III
Digital Photography I-IV

Historical Artifacts of World Cultures
IB Visual Arts (SL/HL)
Motion Graphics I-II
Visual Arts 2-D/3-D Certificate Studio I-III
Yearbook I-IV



COURSE DESCRIPTIONS

2-D Art I Grades 9-12

Semester Course

Level I introduces students to a variety of art making media and techniques. These include (but are not limited to): graphite pencil, charcoal, pastel, colored pencil, oil pastel, pen & ink, collage, watercolor and acrylic painting. Students draw from observation, creating still life studies, outdoor plein air paintings, printmaking pieces, anatomy studies, and self-portraits. Students in all levels are required to use a sketchbook/drawing journal in order to practice the Elements and Principles of Design through thumbnail sketches, drawing, note taking, and collage. Mid-Pacific offers all the art making supplies for students enrolled in the 2-D arts courses.

Prerequisite: Fundamentals of Digital and Visual Arts, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

2-D Art II
Grades 9-12

Semester Course

Level II expands upon the skills and techniques learned in level I. Augmented by a variety of films on artists' lives, slide presentations on art historical periods, and museum/gallery visits – students utilize a range of drawing and painting media under the instructor's guidance, receiving direct instruction in technical practices. Students learn to discuss, reflect upon, and critique work in open collaborative dialogue. Personal, authentic drawing, realism, and the use of visual reference are continually explored. Students investigate the role of drawing and its connection to science, anatomy, and the world of design.
Prerequisite: 2-D Art I or Art 1: 2-D

2-D Art III
Grades 9-12

Semester Course

Level III students commit to an intensive study in drawing, painting, collage, and printmaking media. With a strong technical background, students are encouraged to explore beyond the basics, developing a personal method, process of working, or artistic style. A balance of both conceptual and technical skill is emphasized. Students continue to maintain a sketchbook/art journal that is used for various forms of collage and “rapid visualization drawing” in relationship to the Elements and Principles of Design. This course is an excellent opportunity to begin properly documenting artwork for a portfolio.
Prerequisite: 2-D Art II

2-D Art IV
Grades 9-12

Semester Course

Level IV students work rigorously in pursuing their own personal, stylistic, and aesthetic art-making goals. Students at this advanced level challenge themselves to engage in drawing, painting, or printmaking practices that aim towards a higher level of skill and craft. Students may build upon previous skills in drawing that are instrumental in a variety of professional fields such as graphic design, architecture, film, fashion, product and automotive design. Students are guided in how to best use their art portfolio towards supplementing their college/university application process. Although Mid-Pacific offers all the art-making supplies for students enrolled in 2-D arts courses, the advanced level students are encouraged (but not required) to acquire some of their own personal supplies at home.
Prerequisite: 2-D Art III

Advanced Studio Art
Grades 11 and 12

Semester Course

A student selecting this advanced course creates a technically and conceptually strong body of artwork under the guidance of a mentor teacher. Students should expect to be scheduled during the mentor teacher's highest-level class. The student will compose a contract of agreed upon goals, outcomes, and due dates with the teacher, for the work to be created, adhering to the highest standards of quality for student driven projects. Students are expected to present or exhibit the work completed as it is assessed at multiple points throughout the semester. At this high level of study, students should expect an individualized curriculum which may include; creating art for a client, engaging in self marketing practices, creating or supporting art event announcements or materials, creating an online portfolio/blog, writing a comprehensive artist's statement/biography, teaching peers, engaging in more extensive research, or pushing his/her media of choice to a high level of uniqueness, perhaps by introducing another media. Students are strongly encouraged to create multi-media artwork across disciplines, taking advantage of the opportunity to utilize multiple studios.
Prerequisite: Highest level (IV) of a specific arts elective, Advanced Digital Photography III-IV, Visual Arts 2-D/3-D Certificate Studio III, or Digital Arts Certificate Studio III.
Requirement: Prior arrangement with a mentor teacher is required to request this course.

Art 1: Ways of Seeing
Grades 9-12

Semester Course

Students investigate a variety of essential artistic skills necessary to become a productive and confident artist, exploring a variety of media. Essential ways of seeing include; developing a journaling/sketching practice, investigating artistic interests, developing expressive skills, and gaining abilities in a variety of drawing techniques that apply to multiple fields. Many of the skills learned in this course are applicable in fields such as all the fine arts, architecture, product design, systems design, engineering, concept/storyboarding, site-mapping, or graphic design, etc. The art-making components of this course provide visual experiences needed to thrive in various careers. This course sets the foundation for understanding the ethics, responsibilities, and extensive artistic connections available to all students on campus. This course is the prerequisite for all Visual and Digital Art Courses except Yearbook.

Prerequisite: None

Ceramics I
Grades 9-12

Semester Course

Students in level I practice foundational forming techniques (such as hand building and wheel throwing), utilize basic glazing techniques, and participate in kiln loading. Students begin to use specific terminology, explore essential concepts (such as drying stages and kiln theory), and effectively use tools to create sculptures and functional utilitarian pieces. Students work independently, guided by class demonstrations and direct instruction. They receive individualized feedback throughout the process. All students document project ideas in a sketchbook that is kept throughout their studies in ceramics and other arts courses. Students form appropriate “habits of the artist” by managing project requirements and due dates as well as cooperating in studio maintenance.

Prerequisite: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: New Media, or Art 1: Ways of Seeing

Ceramics II
Grades 9-12

Semester Course

Students in level II expand upon their skills in both hand building and wheel throwing, as learned in level I. Students further develop their construction skills, creating more challenging projects and using varied glazing techniques. The sketchbook has a more prominent role in developing ideas through sketches, images, documenting research, and writing reflections.

Prerequisite: Ceramics I or Art 1: 3-D

Ceramics III
Grades 9-12

Semester Course

Students in level III, students create more advanced forming, glazing, and firing techniques. Specific projects are assigned but are more open ended, as students are encouraged to push their creativity and interpretation. The use of the sketchbook has an increasingly more important role for project planning, research, documentation, or reflective writing.

Prerequisite: Ceramics II

Ceramics IV
Grades 9-12

Semester Course

Students are introduced to basic chemistry in firing and glaze development. Students work to create both teacher-directed and student-directed projects through individualized instruction and consistent teacher feedback. The sketchbook is vital in the process of developing artistic/expressive ideas, creating written proposals, conducting research, and preparing for consultations with the instructor. The student’s progress in developing a body of work as well as their development of appropriate habits of an artist are reviewed periodically and at the end of the semester. Students are expected to schedule and maintain their time

management plan, as agreed upon with the instructor, to execute projects in a timely manner. Students are encouraged at this level to participate in studio activities/events and to take a larger role in the life of the studio.

Prerequisite: Ceramics III

Digital Arts Certificate Studio I
Digital Arts Certificate Studio II
Digital Arts Certificate Studio III
Grades 9-12

Year Course
Year Course
Year Course

These School of the Arts Certificate courses are designed for Digital Media Certificate students only. Digital Arts Certificate students are required to take a Digital or Visual Arts elective(s) concurrently with these courses. This studio art and seminar course offers serious media art students an opportunity to work independently and collaboratively with other certificate students. Students integrate learning with another techniques course (a required second art elective to be taken concurrently) to inform the projects assigned in this class. Students have the opportunity to explore in-depth techniques in personal areas of interest through portfolio development, formal models of art criticism, and curatorial practices. Students will expand personal creative niches within the context of contemporary art and culture through creative experimentation, written assignments, and research. This class will address aspects of digital art history and theory, including media literacy as it relates to contemporary and global issues. Contemporary art is explored through artist talks and other learning activities. Students develop the oral communication skills necessary to present their work to the public. At the end of each certificate year, students have developed a professional portfolio to be used for academic and professional applications. This class is highly recommended for all levels of MPSA Digital and Visual Art Certificate students who are interested in specializing in digital illustration, web design, graphic design, experimental 2-D animation, photography, and filmmaking.

Prerequisite for Level I: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

Prerequisite for Level II and III: Completion of previous level

Requirement: Digital or Visual Arts elective(s) must be taken concurrently with these courses

Digital Photography I
Grades 9-12

Semester Course

In this studio-based course, students explore the art of digital image making and the ways in which photography can be a powerful mode of self-expression and communication. As students develop their unique sense for seeing, topics covered will include camera mechanics, exposure, compositional techniques, and utilizing post processing software to communicate creatively through imagery. Students will engage with hands on projects, slide lectures, supplemental readings as well as individual and collaborative group critique. A personal DSLR digital camera is highly recommended.

Prerequisite for Level I: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

Digital Photography II
Digital Photography III
Digital Photography IV
Grades 9-12

Semester Course
Semester Course
Semester Course

In these advanced photography courses, students build on previous knowledge of camera mechanics, digital processing, and image making to create dynamic photographs that move beyond literal representation. Students will explore more deeply their creative abilities and the ways in which photography can be a powerful means of self-expression and communication. Students should expect to spend additional time outside of class in order to complete assignments and develop a diverse portfolio of work. A personal DSLR digital camera is highly recommended.

Prerequisite for Level II: Digital Photography
Prerequisite for Level III: Advanced Digital Photography I
Prerequisite for Level IV: Advanced Digital Photography II

Historical Artifacts of World Cultures
Grades 11 and 12

Semester Course

In this course, students learn the knowledge and skills of being a historian of primary sources of global human development, analyzing artifacts found in antiquity, middle ages, and contemporary eras. Students learn to use physical evidence, documentary evidence, or internal evidence, to reveal the cultural context of artifacts. Concepts covered include the cognitive revolution/evolution of humans, innovation of materials, influence/appropriation across groups, conflict, and the class status of artisans/artists. Students annotate resources with symbolic text coding, mind map connecting subjects, compose research questions, write progress reflections, and present findings. Students identify issues surrounding patronage, propaganda, repatriation, interpretation, religious expression, racial depictions, and bias in historical records. A highlight of this course is when students create replica artifacts out of clay, wood, paper, ink/paint, shell, or textile materials, exhibiting them in a didactic museum format. Students enrolled in the Visual/Digital Art Certificate program are required to take this course as part of achieving the MPSA Certificate notation. This course may be used to fulfill 0.5 credit towards the Social Studies graduation requirement.

Prerequisite: None

Motion Graphics I **NEW COURSE!**
Motion Graphics II **NEW COURSE!**
Grades 9-12

Year Course
Year Course

These courses incorporate the essentials of "still" graphic design including, but not limited to, digital illustration, logo and website design, product/publications design, etc. into "moving" graphics, including augmented reality, virtual reality, motion capture technologies, photogrammetry, laser etching, 3D printing, and professional software utilized by companies in advertising/marketing/product design as well as the animation, film, and gaming creative industries. The creative process in these courses focuses on the principles of composition, proportion, emphasis, color theory, "timing/posing," etc. in both still and moving digital arts. Game and product user "interface design" are more heavily uncovered in the second year, as students are more deeply introduced to emerging technologies. This class builds proficiency in using Adobe Illustrator, Photoshop, Animate, After Effects, Unity, GameMaker Studio, and Autodesk Maya.

Prerequisite for Level I: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

Prerequisite for Level II: Motion Graphics I

Visual Arts 2-D/3-D Certificate Studio I
Visual Arts 2-D/3-D Certificate Studio II
Visual Arts 2-D/3-D Certificate Studio III
Grades 9-12

Year Course
Year Course
Year Course

This course is offered to Visual Arts Certificate students only, offering an opportunity to work at an accelerated pace, with more in-depth research into historical and contemporary art perspectives of global cultures and world views. Visual Arts Certificate students are required to take a Digital or Visual Arts elective(s) concurrently with these courses. Students utilize techniques in drawing, painting, sculpture, printmaking, collage, ceramics, photography, design, illustration, and mixed media, with some digital integration into the work, as appropriate. This course is taught by a variety of teachers who emphasize their areas of expertise, alternating every other year from an emphasis in two-dimensional artwork to an emphasis in three-dimensional artwork. Due to the alternating years, this Visual Arts Certificate course in 2022-2023 will emphasize 2-D work. Artists from the community may be guest instructors, or students attend field trips. Students are expected to communicate visually, orally, and in writing. By the end of

senior year, students have developed a diverse, technically strong and personally introspective, college ready portfolio and a growth-oriented artist statement based on individual areas of strength or focus.
Prerequisite for Level I: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

Prerequisite for Levels II and III: Completion of previous level

Requirement: Digital or Visual Arts elective(s) must be taken concurrently with these courses

| | |
|---------------------|--------------------|
| Yearbook I | Year Course |
| Yearbook II | Year Course |
| Yearbook III | Year Course |
| Yearbook IV | Year Course |
| Grades 9-12 | |

Students work collaboratively in this cross-curricular, project-based class while producing a creative, quality yearbook that records school memories and events. Areas of study include project management, graphic design, photography, desktop publishing, writing, editing, and interviewing. Yearbook students develop real-world skills in time management, persistence, teamwork, creativity, imagination, and design principles. The yearbook is completed through individual and group work to create high-quality materials. Students must be willing to and periodically required to work after school and on weekends to acquire photos, conduct interviews, and complete pages to meet deadlines. Students who continue to higher levels of the yearbook course will have the opportunity for leadership, growth, and advancement as a possible editor of the yearbook. Editors make decisions about content, design, layout, and overall thematic choices for the yearbook and are responsible for staff management and deadline planning. Our student publication staff must strive to maintain a tradition of excellence in which the school and the community can take pride. This course provides real-world experience culminating with a professionally published book.

Prerequisite: None

IB COURSE DESCRIPTIONS

| | |
|-------------------------------|------------------------|
| IB Visual Arts (SL/HL) | Two-Year Course |
| Grades 11 and 12 | |

Students will conceive and complete individual projects according to the IB HL/SL Visual Arts curriculum and assessment standards, building a portfolio to evidence exploration, process driven decisions, methodical arts research, and conceptual thinking. This two-year-long course provides students of various art interests and abilities with opportunities to develop aesthetic, imaginative, and creative faculties in a global context. The IB Portfolio may include a variety of art media including traditional 2-D & 3-D media, and computer-generated work, and maintaining a detailed visual journal. This course, when taken concurrently with art elective(s), serves as a certificate course. Students are highly encouraged to take any Visual or Digital Media Arts course concurrently with this class.

Prerequisite: Fundamentals of Digital and Visual Arts, Art 1: 2-D, Art 1: 3-D, Art 1: New Media, or Art 1: Ways of Seeing

Requirement: All students enrolled in this course are required to take the IB examination in their second year, which is subject to an examination fee

Physical Education and Health

The Mid-Pacific Physical Education Department values the development of a positive attitude towards physical activity. Our goal is to provide a classroom environment that is safe both physically and mentally while providing a space for all students to achieve success. The course offerings allow the student to participate in a variety of physical activities that develop competencies in the motor skills learned. During these courses students will think critically by applying the concepts and tactics needed to be successful during competitive and non-competitive physical activities. Special attention is paid to the social-emotional health of the students through the perspective of sportsmanship. Students will leave with the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Coupling this knowledge with positive experiences prepares a student to value and participate in a lifetime of physical activity.

Graduation Requirements

- 1.5 credits earned by enrolling in three semesters of PE during grades 9 through 12
- OR
- Any combination of the completion of courses or sports participation as described below
- Completion of Health is required

| Class of 2024, 2025, and 2026 | | |
|-------------------------------|--|-------------------------------------|
| Option | Course(s) | PE Credit Fulfilled* |
| Dance Certificate | Concurrent enrollment in Ballet and Contemporary Dance | 0.5/year (no maximum) |
| Dance/Hula Certificate | Concurrent enrollment in Hula and Dance | 0.5/year (no maximum) |
| Theatre Certificate | Concurrent enrollment in Acting and Dance or Hula | 0.5/year (maximum 1.0 credit) |
| Year-long Dance Class | Enrollment in any 1 year-long Dance or Hula class | 0.5/year (maximum 0.5 credit) |
| Sports Participation | (See Sports Participation Criteria) | 0.25/season (maximum 1.0 credit) |

*Credits earned count toward PE graduation requirements

| Beginning with Class of 2027 | | |
|------------------------------|--|-------------------------------------|
| Option | Course(s) | PE Credit Fulfilled* |
| Dance Certificate | Concurrent enrollment in Ballet and Contemporary Dance | 1.5/year |
| Dance/Hula Certificate | Concurrent enrollment in Hula and Dance | 1.5/year |
| Year-long Dance Class | Enrollment in any 1 year-long Dance or Hula class | 1.0/year |
| Sports Participation | (See Sports Participation Criteria) | 0.25/season (maximum 1.0 credit) |

*Credits earned count toward PE graduation requirements

Sports Participation Criteria

- Students may elect to fulfill a maximum of 1.0 credit of the PE graduation requirement through the participation in an Interscholastic League of Honolulu (ILH) sport in grades 9-12 that displays aerobic fitness, flexibility, muscular strength, and muscular endurance in order to enhance performance in that sport. The above characteristics should occur three to four times per week throughout the season.
- Participation in two ILH sport seasons (in the same or different sport, and in the same or different year) fulfills 0.5 credits of the PE graduation requirement.
- If an athlete is injured during the season, and has participated in at least one half of the season before injury, then one season of sports participation will be fulfilled towards the PE graduation requirement.
- At least 0.5 of the PE graduation requirements must be earned through the completion of a PE course.

Courses

Advanced Aquatics
Basic Aid and Fitness
Health
Lifetime Sports and Recreation
Racquet Sports
Strength Training
Team Sports

COURSE DESCRIPTIONS

Advanced Aquatics Grades 9-12

Semester Course

This is a one-semester American Red Cross Lifeguard Certification course, which includes CPR for the professional rescuer. The student is able to receive ARC Lifeguard certification upon successful completion of the course. The course requires daily swimming and rescue skills practice, excellent class participation, and an appropriate attitude for ARC certification work. Students will receive a credit/no credit assessment of their learning.

Prerequisite: None

Requirement: Ability to swim and tread water

Basic Aid & Fitness Grades 9-12

Semester Course

This is a one-semester American Red Cross First Aid/CPR/AED Certification course. The student can receive ARC certification in First Aid/CPR/and AED upon successful completion of this course. Emphasis is on prevention of life-threatening emergencies, practical skill application and readiness. During the fitness component of the course, students will have the opportunity to maintain and improve their overall level of physical fitness through a variety of fitness activities. Approximately 50% of class time will be dedicated to participation in fitness activities. Students will receive a credit/no credit assessment of their learning.

Prerequisite: None

Health
Grades 9-12

Semester Course

This is a course intended to give students the opportunity to explore health-related topics to better prepare them to make informed decisions regarding their current and future health. Content includes, but is not limited to, infectious disease, non-infectious disease, nutrition, drug education, human reproduction, and contraception. Students enrolled in this course will demonstrate their knowledge through writing assignments, conversations, oral presentations, and through various project-based activities. Students will receive a letter grade assessment of their learning.

Prerequisite: None

Lifetime Sports and Recreation
Grades 9-12

Semester Course

This course is designed to introduce students to a variety of sports and recreational activities that they can participate in now and for the rest of their lives. Participants will explore sports and activities such as golf, pickleball, and bowling. The goal of this course is to promote lifelong fitness, health, and wellness. Students will receive a credit/no credit assessment of their learning.

Prerequisite: None

Racquet Sports
Grades 9-12

Semester Course

This course is intended to create a non-competitive environment through participation in racquet sports. Emphasis will be placed on skills needed for participation in tennis, badminton, table tennis, and pickleball for the sake of improving a student's hand-eye coordination. Students will be expected to use the rules and demonstrate the strategies needed for each sport in order to provide evidence of their learning and critical thinking ability. Students will receive a credit/no credit assessment of their learning.

Prerequisite: None

Strength Training
Grades 9-12

Semester Course

This course will provide students with an opportunity to learn and use proper resistance training techniques to acquire muscular strength, power, hypertrophy and endurance. Students will learn about the various muscle groups in the body and how to best train these groups to achieve specific results. The emphasis will be placed on helping students to learn correct form, to identify individual fitness goals, and to use those goals to develop and utilize an individualized resistance-training program. Students will receive a credit/no credit assessment of their learning. This course may be repeated once for credit.

Prerequisite: None

Team Sports
Grades 9-12

Semester Course

This course is intended to introduce students to a variety of the most popular team sports they can participate in throughout their lifetime. The class also provides students with an opportunity to work with others to reach a common goal in a competitive setting. The emphasis is placed on individual and team skills, developing team concepts, and facing challenges as a unit. Students will practice skills necessary to play a variety of team sports, follow the rules, and use a variety of strategies while participating in game situations. Concepts such as teamwork, strategy, and sportsmanship are explored. Students will receive a credit/no credit assessment of their learning.

Prerequisite: None

Science

Throughout their science studies, students will acquire the basic knowledge and skills needed to contribute constructively to the decision-making processes of a complex, global, and dynamic society that is strongly influenced by science and technology. Students will make accurate observations, perceive general patterns, make logical predictions, analyze information and data, as well as plan rational action. Additionally, the program is designed to assure those science-oriented students have the requisite academic background and laboratory skills needed for subsequent studies at the university level.

Mid-Pacific follows the Next Generation Science Standards (NGSS) to guide the implementation of the science curriculum. Through the three required science classes, students will investigate biology, chemistry, and physics curricular concepts in addition to sharpening their scientific thinking skills.

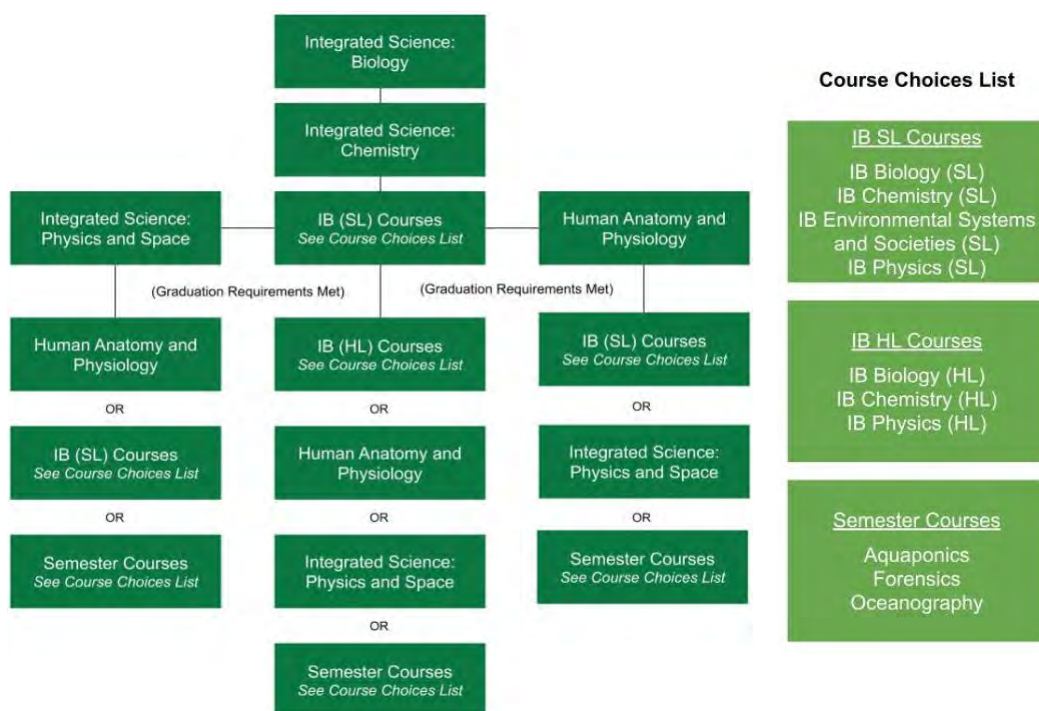
Graduation Requirements

Students are required to complete three years of a laboratory science. Students may fulfill the third year of the science graduation requirement by taking Integrated Science: Physics and Space, IB (SL) Science courses, or Human Anatomy and Physiology. Enrollment in a science course is required until all graduation requirements in science are completed.

Courses

Integrated Science: Biology
 Integrated Science: Chemistry
 STEM-Integrated Science: Biology (MPX)
 STEM-Integrated Science: Chemistry (MPX)
 Integrated Science: Physics and Space
 Human Anatomy and Physiology
 IB Biology (SL)
 IB Chemistry (SL)

IB Environmental Systems and Societies (SL)
 IB Physics (SL)
 IB Biology (HL)
 IB Chemistry (HL)
 IB Physics (HL)
 Aquaponics
 Forensics
 Oceanography



COURSE DESCRIPTIONS

Integrated Science: Biology Grade 9

Year Course

This introductory course will ground students in, and develop their understanding of, key concepts of Biology. Biological concepts, scientific method, and inquiry-based learning are emphasized. Thematic units include cell biology, genetics, evolution, biodiversity, ecology and human impact. While learning key concepts in Life Science, students will gain lab science skills by developing and using models, designing and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations, it is through these practices that students will be able to demonstrate their understanding of the core concepts.

Prerequisite: None

STEM-Integrated Science: Biology (MPX) Grade 9

Year Course

This course will focus on problem-based, student-directed learning utilizing the context of real-world problems to engage students in understanding and applying core concepts in biology, engineering/design, and ecology. Through their activities and lab work, students will demonstrate learning through portfolios, projects, written documentation, and traditional assessments. Students will also design and publicly exhibit projects based on studies of real-world problems and their solutions. Students will incorporate technology into the ways that they investigate and represent their knowledge of construction. This course meets the Integrated Science: Biology requirement and provides one elective credit.

Prerequisite: None

Integrated Science: Chemistry Grade 10

Year Course

This introductory course will ground students in, and develop their understanding of, key concepts of Chemistry. Chemistry concepts, scientific method, and inquiry-based learning are emphasized. Thematic units include matter, atomic theory, periodic trends, bonding, organic molecular structures, intermolecular forces, chemical reaction and equations, stoichiometry, solutions and gases, and acids and bases. While learning key concepts in Chemistry, students will gain lab science skills by developing and using models, designing and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. It is through these practices that students will be able to demonstrate their understanding of the core concepts.

Prerequisite: Integrated Science: Biology or STEM-Integrated Science: Biology

STEM-Integrated Science: Chemistry (MPX) Grade 10

Year Course

This course will focus on problem-based, student-directed learning utilizing the context of real-world problems to engage students in understanding and applying core concepts in chemical science, engineering design/build, and technology. Through their activities and lab work, students will demonstrate learning through portfolios, projects, written documentation, and traditional assessments. Students will also design and publicly exhibit projects based on studies of real-world problems and their solutions. This course meets the Integrated Science: Chemistry requirement and one elective credit.

Prerequisite: Integrated Science: Biology or STEM-Integrated Science: Biology

Integrated Science: Physics and Space
Grades 11 and 12

Year Course

This science laboratory course will ground students in, and develop their understanding of, key concepts of Physics and Space Science. Curricular topics include the study of motion, forces and interactions, energy, waves, electromagnetic radiation, origin of the Universe, structure of the Universe, evolution of stars, and our Solar System. While learning key concepts, students will improve their lab science skills by developing and using models, designing and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations, it is through these practices that students will be able to demonstrate their understanding of the core concepts. A variety of topics will be explored via historical and literature lenses.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology

Human Anatomy & Physiology
Grades 11 and 12

Year Course

Human Anatomy & Physiology is a laboratory-based course with support lectures which investigates the structure and function of the human body. Topics covered include the proper anatomical terminology, the organization of the body, biochemical composition, and major body systems along with the impact of disease. Students will engage in a variety of topics and competencies related to the understanding of the structure and function of the human body.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology

Aquaponics
Grades 11 and 12

Semester Course

Aquaponics is the integration of aquaculture and hydroponics in a closed recirculating system. Throughout this hands-on course, students will apply their knowledge in the biological and physical sciences to techniques in raising fish and plants together in an aquaponics system. In addition to learning about the basic components involved, students will develop the skills and knowledge needed to perform the day-to-day operations required to maintain a successful aquaponics system. Students will analyze current topics surrounding agriculture, food systems, and place-based issues. By focusing on sustainability, this course addresses the role of aquaponics in helping to solve global concerns such as threatened food supplies and increasing energy consumption.

Prerequisite: Completion of Science graduation requirements

Forensics
Grades 11 and 12

Semester Course

This is a one semester investigative, lab-based science course. Students will develop skills necessary to observe, collect, analyze, and evaluate evidence found at crime scenes. Some of the many core topics that will be explored are crime scene procedure, analysis of evidence including fingerprints, footprints, hair, blood type, and blood spatter. Additional topics could include forensic anthropology, firearms and ballistics, fiber and DNA analysis, forensic toxicology, entomology and handwriting analysis. The culmination of the course involves student teams in the preparation and analysis of simulated crime scenes.

Prerequisite: Completion of Science graduation requirements

Oceanography
Grades 11 and 12

Semester Course

This one semester course integrates various science disciplines in relation to the ocean. The course includes the examination of biological, physical, chemical, and environmental aspects of the ocean. Emphasis will be made on sustainability and stewardship of the environment. Instruction includes hands on activities and labs, multimedia presentations, and research projects.

Prerequisite: Completion of Science graduation requirements

IB COURSE DESCRIPTIONS

- All IB Diploma students must take the IB SL examination, unless continuing on to the higher level of the same course. Those moving on to the higher level must take the IB HL examination.
- IB examinations are subject to examination fees which will be invoiced by the Business Office, and are in addition to the regular school tuition.
- All students who are testing in the IB Sciences, with the exception of IB Environmental Systems and Societies (SL), must participate in the Group 4 Project. This must be completed only once in two years.

IB Biology (SL)
Grades 11 and 12

Year Course

This fast paced, rigorous one year biology course prepares students for the IB Biology SL examination. This inquiry lab-based course will explore the core topics of biology including cell biology, molecular biology, genetics, ecology, evolution & biodiversity, and human physiology. This course is required for students intending to take the advanced IB Biology (HL) course. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology; IB Coordinator approval

IB Chemistry (SL)
Grades 11 and 12

Year Course

This is a more challenging introductory course that covers all of the basic concepts of chemistry (physical states, atoms and molecular structure and behavior, periodicity, stoichiometry, solutions, acids and bases, chemical formulas, nomenclature, equations, gas laws, reaction rates, equilibrium, oxidation and reduction, energy changes, and organic chemistry). IB students will be required to keep a portfolio of their lab work for both internal and external assessment. Students will participate in formal labs, collect and analyze data, and work together to solve the tasks given. Throughout the year students will be asked to self-assess their learning and progress and to communicate their opinions effectively with the instructor. This course is required for students intending to take the advanced IB Chemistry (HL) course. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology; IB Coordinator approval

IB Environmental Systems and Societies (SL)
Grades 11 and 12

Year Course

This interdisciplinary college level course aims to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental problems are identified and evaluated while possible solutions are examined. In addition, students explore personal perspectives and beliefs to determine their own environmental value system. The major topics central to this course include Earth systems and resources, ecology, biodiversity, land and water use,

energy production, pollution, conservation, environmental policy, and global change. Instruction includes lectures, laboratory/fieldwork, case studies, literature reviews, and projects. A mandatory two-day fieldwork trip is an essential part of the course. IB candidates will need to submit a portfolio of practical work for internal and external assessment. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology; IB Coordinator approval

IB Physics (SL)
Grades 11 and 12

Year Course

IB Physics (SL) is a rigorous math intensive course that encourages students to explore their physical world through experimental work and an academic study that aligns with the International Baccalaureate curriculum. IB Physics students analyze, evaluate and synthesize information to develop a better understanding of the possibilities and limitation of science and technology. This course satisfies the requirements of the IB SL Program as well as preparing interested students who want to take the advanced IB Physics (HL) course. IB students will be required to keep a portfolio of their lab work for both internal and external assessment. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: Integrated Science II – Biology and Ecology, Integrated Science: Biology, or STEM-Integrated Science: Biology; IB Coordinator approval

Recommended: Integrated Math V preferred

IB Biology (HL)
Grade 12

Year Course

This college level course in biology builds upon the IB Biology (SL) course and is geared towards preparing students for the IB Biology HL examination. Topics include biochemistry, molecular biology, genetics, evolution, ecology, biodiversity, animal physiology, plant biology, and more advanced topics in ecology and conservation. Students will be required to engage in an original research project for internal and external assessment.

Prerequisite: IB Biology (SL); IB Coordinator approval

IB Chemistry (HL)
Grade 12

Year Course

This college level course revisits several of the areas covered in IB Chemistry (SL) in much greater depth and will prepare students for the IB Chemistry HL examination. This course includes some novel topics, such as balancing redox equations, molecular orbitals, and equilibrium problems. Students will be expected to study consistently on their own initiative and may be expected to review, out of class, the topics covered in IB Chemistry (SL). Students will be required to keep a portfolio of their lab work for internal and external assessment.

Prerequisite: IB Chemistry (SL); IB Coordinator approval

IB Physics (HL)
Grade 12

Year Course

IB Physics (HL) is a second-year physics course taught at the college freshman level and will prepare students for the IB Physics HL examination. Students should expect a level of rigor similar to that found in a non calculus-based college freshman physics course. Students will use data collection and creative problem-solving techniques to analyze complex questions. The focus will be on the application of these principles to the solution of problems. The material will be systematically developed with a level of mathematical rigor expected of college freshmen with the aim of developing rational thinking through problem solving skills. Another objective is to develop in students an understanding and appreciation of

the scientific process itself through experimentation and demonstrations. Students will be required to complete an internal and external assessment.

Prerequisite: IB Physics (SL); IB Coordinator approval

Social Studies

The Social Studies department offers a sequence of courses, which provides an understanding of the geographic, social, political, economic, moral and spiritual issues of today's interdependent world. The Social Studies department seeks to create young historians and social scientists who can use the skills of these disciplines to participate in inquiry, to apply concepts and tools, to evaluate and interpret sources and perspectives, and who will ultimately take informed action. It is anticipated that the student will find answers to questions concerning the values accepted in civilizations, the patterns of historical events, which have produced the world that we know, and the geographical, economic, political and social forces at work in both the past and present. Students will develop skills in effective expression of ideas in both written and oral form, along with the development of empathy, the ability to locate and analyze a variety of perspectives, the use of community experts and the exploration of relevant historical and contemporary sites. Students will present to authentic audiences through presentations of learning, service learning, and national activities such as Model United Nations.

Graduation Requirements

Students will need to complete a total of 3 credits in Social Studies courses: 1 credit of World Civilization, 1 credit of U.S. History, and 1 credit of elective courses. *U.S. History Humanities (MPX) and World Civilizations Humanities (MPX) meet these requirements.

Courses

- | | |
|--|-------------------------------------|
| Economics | IB Psychology (SL) |
| Hawaiian Studies | Museum Studies |
| Historical Artifacts of World Cultures | Social Justice |
| IB Global Politics I (HL) | U.S. History |
| IB Global Politics II (HL) | U.S. History Humanities (MPX) |
| IB Digital Society (SL) | World Civilization |
| IB Digital Society (HL) | World Civilization Humanities (MPX) |

COURSE DESCRIPTIONS

World Civilization Grade 9

Year Course

This year-long course explores key elements of culture and the experience of major civilizations of the world and aims to examine how forces such as colonialism and imperialism have impacted institutions and thought systems that have had a significant influence on the modern world. A key objective of the course is to explain continuity and change through time, through historical concepts, and through multiple perspectives. World Civilization is concerned with individuals and societies in the widest context: political, social, economic, religious, technological, and cultural. In addition to providing an analysis of events and movements in world history, the course is designed to prepare students by emphasizing the development of critical thinking and problem solving, collaboration, primary and secondary document analysis, independent research, and effective oral and written communication. The course incorporates place-based learning, community experts, simulations, and community presentations of learning. Each semester of World Civilization culminates in a final project.

Prerequisite: None

World Civilization Humanities (MPX)
Grade 9

Year Course

This course uses integrative and project-based approaches in curriculum, instruction, and assessment. Students synthesize their knowledge of Social Studies through participation in collaborative project design and execution. In their work, students will develop problem-solving skills as they prepare projects for exhibitions and presentations. Traditional assessments, such as essays, vocabulary and grammar instruction, and quizzes will serve as supplements to the projects. Students will explore basic literary elements in conjunction with readings in World History. Media arts and technology are integrated into the curriculum. This course meets the 9th grade Social Studies requirement.

Prerequisite: None

Requirement: Must be enrolled in the MPX Program

U.S. History
Grade 10

Year Course

U.S. History is a year-long required course that allows students to explore important historical topics and their relevance today through a thematic approach. Students will investigate themes such as American Beginnings, Slavery and Civil Rights, Immigration, and War and Conflict. Throughout the course of the year, students will strengthen and build upon the important inquiry skills introduced in 9th grade such as learning to ask strong questions, understanding historical concepts and content, and source evaluation, all of which allows students to create their own informed conclusions that inspire them to take action to solve local and global problems. Additional skills that are emphasized include self-assessment, reflection, and collaboration, which help students take ownership of their own learning. A strong emphasis on these 21st century skills prepare students for the rigors of the International Baccalaureate Programme.

Prerequisite: World Civilization or World Civilization Humanities

U.S. History Humanities (MPX)
Grade 10

Year Course

This course uses integrative and project-based approaches in curriculum, instruction, and assessment. Students will synthesize their knowledge of Social Studies through participation in collaborative project design and execution. In their work, students will develop problem solving skills as they prepare their projects for exhibition. Traditional assessments, such as essays as well as vocabulary and grammar instruction, will supplement the projects. Students will explore the literary elements of fiction and poetry and drama through appropriate readings in conjunction with readings in U.S. History. This course meets the 10th grade U.S. History requirement.

Prerequisite: World Civilization or World Civilization Humanities

Requirement: Must be enrolled in the MPX Program

ELECTIVE COURSE DESCRIPTIONS

All of the elective courses emphasize the development of empathy, the exploration of multiple perspectives, academic research, academic writing, student-centered learning, presentations of learning, and an appreciation for using an authentic audience for assessment. Elective courses are available to all students after World Civilization and U.S. History have been completed.

Economics
Grades 11 and 12

Semester Course

This one semester, elective course, will introduce students to the study of economics. We will examine the different types of economic systems and their effects on resources and markets. Using a project-based learning model, students will be asked to interpret the costs and benefits of trade, free markets, and globalization. Students will present their knowledge of economic ideas and principles as they practice

decision-making skills and analyze dynamic market conditions. During this course, students will examine the different types of business organizations, debate investment strategies, and evaluate investment opportunities, all part of our market simulation projects. Students will research the role of investment professionals and interview financial advisors from the local community, as students manage their own stock portfolios.

Prerequisite: None

Hawaiian Studies
Grades 11 and 12

Year Course

This year-long elective course will focus on Hawaiian history, culture, language, and art forms. Students will explore Hawaiian history from ancient Polynesia to present day Hawai'i. Student understanding of Hawaiian history will be enhanced by place-based learning, service learning, and projects focused on local sites and events that engage in authentic and relevant learning experiences. Throughout the course students will work individually and collaboratively to develop essential skills such as historical thinking skills, critical thinking, historical empathy, and effective oral and written communication.

Prerequisite: None

Historical Artifacts of World Cultures
Grades 11 and 12

Semester Course

In this course, students learn the knowledge and skills of being a historian of primary sources of global human development, analyzing artifacts found in antiquity, middle ages, and contemporary eras. Students learn to use physical evidence, documentary evidence, or internal evidence, to reveal the cultural context of artifacts. Concepts covered include the cognitive revolution/evolution of humans, innovation of materials, influence/appropriation across groups, conflict, and the class status of artisans/artists. Students annotate resources with symbolic text coding, mind map connecting subjects, compose research questions, write progress reflections, and present findings. Students identify issues surrounding patronage, propaganda, repatriation, interpretation, religious expression, racial depictions, and bias in historical records. A highlight of this course is when students create replica artifacts out of clay, wood, paper, ink/paint, shell, or textile materials, exhibiting them in a didactic museum format. Students enrolled in the Visual/Digital Art Certificate program are required to take this course as part of achieving the MPSA Certificate notation. This course may be used to fulfill 0.5 credit towards the Social Studies graduation requirement.

Prerequisite: None

Museum Studies
Grades 11 and 12

Semester Course

This technology rich, elective course, that can be used as part of the technology certificate, and fulfills the technology graduation requirement. In this hands on course, students create their own essential questions as a part of a semester long inquiry project that looks at the significance of museums in today's world. History comes alive as students investigate the cultural and historical significance of preserved artifacts. Community partnerships with organizations, such as 'Iolani Palace, the Bishop Museum, the East-West Center, and the National Parks Services WWII Valor in the Pacific, allow students to document, display, and preserve history. Through these partnerships, students will utilize current technological imaging techniques to gain a deeper understanding of history in a real world setting. Students become modern day historians and curators that actually preserve historically significant artifacts, all the while learning about the artifacts and its contribution to the understanding and interpretation of an historical event. Students will develop essential skills, such as collaboration, historical and critical thinking, and effective oral and written communication.

Prerequisite: None

Social Justice
Grades 11 and 12

Semester Course

The goal of this course is for students to build an emotional awareness of the political, economic, and social injustices being suffered globally, empathy for the victims of inequality, discrimination, oppression, and deprivation, along with a lifelong desire to end this suffering. Students will collect relevant data from many disparate disciplines to analyze why these injustices occur and apply creativity and imagination in finding new solutions. In addition, students will monitor their own mindset and values, debate controversial social justice issues, and self-assess their progress in becoming caring activists. Most importantly, collaborating with a variety of global social justice organizations and institutions, students will engage in projects that will allow them to communicate with their global peers and advocate for immediate action.

Prerequisite: None

IB COURSE DESCRIPTIONS

- All IB Diploma students must take the IB SL examination, unless continuing on to the higher level of the same course. Those moving on to the higher level must take the IB HL examination.
- IB examinations are subject to examination fees which will be invoiced by the Business Office, and are in addition to the regular school tuition.

IB Digital Society (SL)
Grades 11 and 12

Year Course

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed to explore the impacts and importance of digital systems and technologies in the modern world. Digital society addresses a broad range of topics in the social studies, media, humanities, IT and related subject areas. The course integrates concepts, content and contexts (The 3-Cs) through an inquiry model. Individuals will apply technical and cognitive knowledge of digital systems acquired through independent research to prepare for exam Papers 1 & 2. Learners are also required to complete the IB Internal Assessment (IA) Inquiry Project; an original investigation into a topic of choice. The IA project examines the impacts and implications of a digital system for people and communities. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: IB Coordinator approval

IB Digital Society (HL)
Grade 12

Year Course

Digital Society is an interdisciplinary course within the individuals and societies subject group. The course is designed to explore the impacts and importance of digital systems and technologies in the modern world. Digital society addresses a broad range of topics in the social studies, media, humanities, IT and related subject areas. The course integrates concepts, content and contexts (The 3-Cs) through an inquiry model. HL learners also explore and consider contemporary challenges, digital interventions, global well-being, governance and human rights, as well as sustainable development. Individuals will apply technical and cognitive knowledge of digital systems acquired through independent research to prepare for exam Papers 1 & 2 and apply technical and cognitive knowledge of IT systems acquired through independent research to prepare for the annually issued Exam Paper 3 Case Study. Learners are also required to complete the IB Internal Assessment (IA) Inquiry Project; an original investigation into a topic of choice. The IA project examines the impacts and implications of a digital system for people and communities.

Prerequisite: IB Digital Society (SL), or IB Information Technology in a Global Society (SL), IB Coordinator approval

IB Global Politics I (HL)
Grade 11

Two-Year Course, Year One

This is the first year of a two-year course that satisfies the IB Diploma social studies higher level group option. During this year students will explore current political issues through three of the four core units: Power, Sovereignty and International Relations; Human Rights; Development; and Peace and Conflict. Students will demonstrate their learning through simulations, debates and socratic seminars, projects and writing assignments. Additionally, students will also complete capstone project that allows them to identify a local political issue that is of interest to them, formulate a research question, and actively engage with our community in search of the answer.

Prerequisite: IB Coordinator Approval

IB Global Politics II (HL)
Grade 12

Two-Year Course, Year Two

This is the second year of a two-year course that satisfies the IB Diploma social studies higher level group option. During this year, students will solidify their understanding of political issues and complete the final unit of the four core units introduced in year one. Additionally, students will further their knowledge by exploring issues falling within six global political challenge areas: environment, poverty, health, identity, security and borders. They will demonstrate their learning through simulations, debates and socratic seminars. In this final year, they will also deliver two oral presentations, on case studies of their own choosing and complete the IB examination.

Prerequisite: Completion of IB Global Politics I; IB Coordinator Approval

IB Psychology
Grades 11 and 12

Year Course

Psychology is the rigorous and systematic study of mental processes and behavior. This course introduces the biological, cognitive, and sociocultural approaches to psychology. The interaction of these approaches will form the basis of a holistic and integrated approach to understanding mental processes and behavior as complex, dynamic phenomena, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. Surrounding the approaches are the overarching themes of research and ethics. Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. IB Psychology promotes an understanding of the various approaches to research and how they are used, enabling students to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Additionally, students will practice clear, focused writing which demonstrates knowledge and critical thinking in accordance with the standards of the International Baccalaureate organization. All students taking this course are required to take the IB SL examination and must attend Office Hours for extra instruction.

Prerequisite: Department recommendation; IB Coordinator approval

Theory of Knowledge
IB Diploma Juniors (Semester 2)
IB Diploma Seniors (Semester 1)

Semester Course

All IB Diploma candidates are required to register for this course, which will provide students with an understanding of knowledge as a scientist, an artist, a historian, etc. Critical thinking skills are developed wherein students learn to evaluate what they know and how they know it. The interrelation of knowledge in all subject areas is explored. By exposing the relationship between subjects, a deeper understanding of the world we live in is obtained. The focus of the course is on inquiry. The spirit of inquiry encourages more appreciative ways of looking at other subjects. In Theory of Knowledge, there may not be right or wrong answers, but there are standards for judgment and defenses of knowledge claims. Critical thinking can take place when there is evaluation of the inquiry and its expression. Main topics covered include

language, logic, mathematics, science, social studies, moral, political and aesthetic value judgments, knowledge, truth, and beliefs.

Prerequisite: IB Coordinator approval

Technology and Engineering

The goal of the Technology and Engineering department is to engage students with human imagination, engineered devices, tools, and processes, to build knowledge and skills. One of the great benefits of learning about technology is learning to do technology, that is, to carry out in the laboratory-classroom many of the processes that underlie the development of technology in the real world.

Today's students must be prepared to thrive in a constantly evolving technological landscape and to:

- Generate original solutions to unique problems;
- Collaborate to broaden understanding through social knowledge construction;
- Leverage emerging technologies to understand their impact on society;
- Self-assess and monitor their progress and understanding and communicate the quality of their learning to others;
- Embody digital citizenship through their use of resources and their behaviors in an interconnected world;
- Embrace failure and iteration to improve their thinking and designs;
- Give and receive feedback as a means to deepen their thinking and empathy; and,
- Curate a variety of resources using digital tools to construct knowledge.

Courses

Computer Science I: Foundations
Computer Science II: Programming
Computer Science III: Extended Reality
Computer Science IV: App Development
Design & Fabrication I
Design & Fabrication II
Engineering I

Engineering II
IB Computer Science I (HL)
IB Computer Science II (HL)
IB Design Technology (SL)
IB Design Technology (HL)
Student Technology Leader
Technology Independent Study

COURSE DESCRIPTIONS

Computer Science I: Foundations Grades 9-12

Semester Course

Interested in coding and looking to know how your favorite app works? In this introductory course, you will learn the foundations of computer science and write basic programs, learn programming concepts, and gain an understanding of what a computer scientist is. Topics introduced include algorithms, AI and machine learning, big data, computer hardware, extended reality, IoT, networks, system design and analysis, and the societal impacts of computing.

Prerequisite: None

Computer Science II: Programming Grades 9-12

Semester Course

Ready to dive deeper into computer science and develop computer programming skills? This course focuses on computational thinking skills and helps simplify complex problems by breaking them into smaller, more solvable parts. Students will be exposed to programming theory and best practice to help them become a successful programmer, no matter the programming language.

Prerequisite: Computer Science I: Foundations

Computer Science III: Extended Reality
Grades 9-12

Semester Course

Extended reality encompasses all virtual and real environments. This project-based programming course will refine your programming skillset as you learn about the power of extended reality, creating 2-D and 3-D scenes. Various extended reality tools and programs will be utilized.

Prerequisite: Computer Science II: Programming

Computer Science IV: App Development
Grades 9-12

Semester Course

In this project-based course, students will refine their programming knowledge by solving a real-world problem. Students use system design and analysis to create their programs. Students will use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. The design process is used to create programs, determine specifications, design the software, and then, through iteration, improve the product until it meets the specifications.

Prerequisite: Computer Science III: Extended Reality

Design & Fabrication I
Grades 9-12

Semester Course

Students will be highly engaged in hands-on modeling, construction, and building. This course enables students to learn the basics of Computer Aided Design (CAD) and its application to laser cutting fabrication of cardboard, woods, and plastics. Further exploration into fabrication will be conducted through the application of CAD to 3-D printing. By completing the introductory Design Thinking and initial Maker Space projects, students will experience the CAD/fabrication process from the initial design concept to the finished produced part. Students then apply the knowledge and skills developed through these activities to complete a major design project that incorporates the entire process from design to CAD to fabrication. This experiential approach encourages students to “learn by doing” and, thereby, develop problem-solving and teamwork skills fundamental to industry practice in engineering and manufacturing.

Prerequisite: None

Design & Fabrication II
Grades 9-12

Semester Course

Design & Fabrication II enables students to learn the basics of Computer Aided Design (CAD)/Computer Aided Manufacturing (CAM) and apply it to both manual and Computerized Numerical Control (CNC) milling of wood and metals to fabricate custom parts and products. By completing the introduction of material properties, proper use of the equipment, and best safety practices in the Maker Space, students will be allowed to experience the CAD/CAM fabrication process from the initial design concept to the finished produced part. Students then apply the knowledge and skills developed through these activities to complete a major design project that incorporates the entire process from design to CAD to CAM to fabrication. This experiential approach encourages students to “learn by doing” and, thereby, develop problem-solving and teamwork skills fundamental to industry practice in engineering and manufacturing. Upon successfully completing this course, students interested in designing their own custom project are encouraged to register for the Technology Independent Study course.

Prerequisite: Design & Fabrication I or Design Engineering

Engineering I
Grades 9-12

Semester Course

This course is a fun, hands-on introduction to engineering for all students. Students in this course develop their ability to analyze design problems, find solutions within the scope of their resources, and work independently and collaboratively to complete projects on time. Students learn the design process, blueprint reading, electronics, mechanics and project management. Students will participate in hands-on engineering challenges using different fabrication techniques that highlight skills and technologies used within the core engineering fields.

Prerequisite: None

Engineering II
Grades 9-12

Semester Course

Engineering is a profession that contributes to change and improvements in our world. Students will learn to apply the design and project planning process and fundamental engineering principles to find real-world design solutions. Students continue their engineering knowledge will learn to integrate circuits, sensors and motors into their engineering builds to create interactive projects.

Prerequisite: Engineering I

Student Technology Leader
Grades 11 and 12

Semester Course

This elective program empowers technically literate students with the challenge of providing service to Mid-Pacific. Students accepted into this program are provided the opportunity to give expertise, communication, and education to Mid-Pacific's faculty, staff, and students. This course does not count towards the minimum number of classes students are required to take each semester.

Prerequisite: Program Head and Assistant Principal for Academics approval

Requirement: Technology Independent Study Proposal submitted to the Technology and Engineering Program Head and the Assistant Principal for Academics

Technology Independent Study
Grades 11 and 12

Semester Course

The Independent Study Program provides an educational experience based on personal commitment and a self-directed approach to learning. Independent study by groups of certificate students may be considered who desire the time and mentorship to complete a collaborative project as a team. This course aligns with the highest expectations of the Mid-Pacific Technology Vision Statement. Under the guidance of a faculty advisor, each student participates directly in the planning and development of a personalized educational experience. A culmination of the independent study will be a presentation of learning. This is a credit/no credit course and worth 0.5 credit. This course does not count towards the minimum number of courses per semester. Students registering for this course need to submit a Technology Independent Study Proposal form to the Technology and Engineering Program Head and then to the Assistant Principal for Academics for approval.

Prerequisite: Program Head and Assistant Principal for Academics approval

Requirement: Technology Independent Study Proposal submitted to the Technology and Engineering Program Head and the Assistant Principal for Academics

IB COURSE DESCRIPTIONS

- All IB Diploma students must take the IB SL examination, unless continuing on to the higher level of the same course. Those moving on to the higher level must take the IB HL examination.

- IB examinations are subject to examination fees which will be invoiced by the Business Office, and are in addition to the regular school tuition.
- All students who are testing in the courses below must participate in the Group 4 Project. This must be completed only once in two years.

IB Computer Science I (HL)

Two-Year Course, Year One

Grade 11

IB Computer Science II (HL)

Two-Year Course, Year Two

Grade 12

IB Computer Science (HL) includes relevant and contemporary real-world problems for students to study and attempt to solve. Students will use an inquiry-based approach to decompose, gain understanding, and present solutions for successful IT developments and implementations. Understanding how algorithms influence how software/applications work, code as an essential part of communication, and the difference of data, information, knowledge, and wisdom will all be discussed and practiced within the class. This course requires an externally assessed case study, provided by the IB, of an organization or scenario that requires students to research various aspects of the subject—which may include new technical concepts and additional subject content—in greater depth.

Prerequisite for Level I: None

Prerequisite for Level II: IB Computer Science I (HL)

IB Design Technology (SL)

Year Course

Grades 11 and 12

In this course, students will learn the worldwide methodologies, techniques, and equipment designers use. This course offers an in-depth analysis of design with hands-on activities. Topics include, but are not limited to, human factors and ergonomics, resources management and sustainable production, modeling, final production, innovation and design, and classic redesign. A final design project will implement the design cycle model – creating and developing a conceptual design to solve a problem, testing and analyzing the strengths and limitations of designed prototypes, applying modifications to the design, and further developing the design to best solve a problem. This course follows the IB Design Technology (SL) syllabus. No prior knowledge of design or technology is required. Students who opt to take the IB SL examination for this course are required to attend Office Hours for extra instruction.

Prerequisite: None

IB Design Technology (HL)

Year Course

Grade 12

IB Design Technology (HL) expands on the first year SL curriculum by introducing four additional topics; user-centered design, sustainability, innovation and markets, and commercial production. The course will use the design cycle to develop and create an innovative commercial product for the student's final project. The students will examine political, social, and economic considerations that affect people's priorities when creating products.

Prerequisite: IB Design Technology (SL) or IB Coordinator approval

WORLD LANGUAGES

All World Language courses are designed to develop each student's linguistic skills, as well as gain a deeper understanding of cultures in which the language is widely spoken. Linguistic skill development encompasses speaking, listening, reading and writing. Students employ in-class and at-home work opportunities to self-assess and monitor their own progress to be able to understand and communicate their learning to the instructor, peers, and others.

In the classroom, teachers encourage and foster a positive learning environment, and students work cooperatively and collaborate with local and global peers. In every aspect of learning a language, students are reminded to always maintain a positive mindset and are encouraged to persist through challenges and take the necessary risks when learning a new language.

Mid-Pacific offers the following languages: Hawaiian, Japanese, Latin, and Spanish. French is also an option for IB Diploma candidates. The World Languages Department is diligent in following the World-Readiness Standards for Learning Languages from the American Council of the Teaching of Foreign Languages.

Graduation Requirements

Students at Mid-Pacific are required to complete at least two levels of one World Language, which must be taken in grades 9-12. Students with previous exposure to the language will be required to complete a placement survey to determine the appropriate language level placement. The level 1 courses are intended for students with little or no previous background in the language.

Courses

| | | |
|-----------------------------|--------------------------|--------------------|
| IB French AB (SL) | Japanese III | Spanish I |
| Hawaiian I | Japanese IV | Spanish II |
| Hawaiian II | Japanese V | Spanish III |
| Hawaiian III | IB Japanese V (SL) | Spanish IV |
| Hawaiian IV | IB Japanese AB (SL) | Spanish V |
| Accelerated Japanese I/II | Latin I | IB Spanish IV (SL) |
| Accelerated Japanese II/III | Latin II | IB Spanish AB (SL) |
| Japanese I | Latin III | |
| Japanese II | Accelerated Spanish I/II | |

COURSE DESCRIPTIONS

Hawaiian I **Year Course**
Grades 9-12

This course is an introduction to the language, geography, and culture of Hawai'i, our home. This class emphasizes the following language skills: aural, oral, reading, writing, fundamental vocabulary, idiomatic expressions, and songs that reflect the culture of Hawai'i. This class is highly interactive and students engage frequently with peers and the instructor.

Prerequisite: None

Hawaiian II **Year Course**
Grades 9-12

Students will develop stronger language skills in listening, speaking, reading and writing in a classroom setting that begins to immerse students in the language. There is increased attention to speaking in

Hawaiian for effective communication. Platforms of communication and expression include speaking, writing, video, and Hawaiian-medium art using words and emotions. Throughout the course, students make connections between the ways that the language is reflective of the culture and traditions of Hawai'i.

Prerequisite: Hawaiian I

**Hawaiian III
Grades 10-12**

Year Course

Students will develop stronger language skills through increased immersion in the language. Instruction is mostly in Hawaiian language and students will expand their daily conversational skills. Students will continue to expand their skills in listening, speaking, reading, writing, and translating. Students will engage with Hawaiian language recordings from the 1970s and 1980s, Hawaiian newspapers from 1834 to 1948, as well as mele and hula.

Prerequisite: Hawaiian II

**Hawaiian IV
Grades 11 and 12**

Year Course

This course is designed for students who wish to continue their learning of the Hawaiian language and advance their poetic, cultural, idiomatic, translation, and composition skills. Additionally, the course is designed to advance student skills of daily speech, and hone their literary composition skills of song, poetry, and verse. Students are expected to communicate exclusively in 'Ōlelo Hawai'i. Students create original texts with accuracy and fluency. Students will learn to express original thought through spoken presentations and discussions. Students build upon their communication skills in the language and strengthen their aptitude to comprehend and interpret 'Ōlelo Hawai'i. Students will learn and discuss current events while engaging in frequent discussions and other forms of communication with the emphasis on the importance of our relationship to land.

Prerequisite: Hawaiian III; Department approval

**Accelerated Japanese I/II
Accelerated Japanese II/III
Grades 9-12**

**Two-Year Course, Year One
Two-Year Course, Year Two**

These courses are an accelerated language program that aims to bring students to a level three competence in two years. During the first year, students will learn how to communicate about oneself, family, hobbies, school, daily routines, weekends, and more. Students will also learn how to recognize and write hiragana, katakana and kanji. During the second year, students will learn how to communicate about health and wellness, rules, abilities, shopping, food and more. In addition to building practical communication skills in both formal and informal Japanese, students will also explore products, practices and perspectives of Japanese culture, which will deepen their ability to understand and connect with Japanese people.

Prerequisite Level I/II: None

Prerequisite for Level II/III: Accelerated Japanese I/II or Department approval

**Japanese I
Grades 9-12**

Year Course

This course provides students with a strong foundation in the Japanese language through the development of the four language skills: speaking, listening, reading, and writing. Topics covered include family, school, everyday life, hobbies and describing people. Mastery of the two phonetic alphabets is a major focus of the course. Hiragana is introduced in the first semester and katakana in the second semester. Approximately 35 kanji are also introduced. This course covers essential vocabulary, basic

sentence structures, and useful expressions, focusing on integrating the content with an understanding of Japanese culture.

Prerequisite: None

Japanese II
Grades 9-12

Year Course

This course focuses on enforcing the basic Japanese and compound sentence patterns. Approximately 50 new kanji characters and more essential vocabulary are introduced. Both written and verbal communicative activities center on students applying and synthesizing the material they have learned into personalized work.

Prerequisite: Japanese I

Japanese III
Grades 10-12

Year Course

This course focuses on more advanced sentence patterns, vocabulary and kanji. Polite and conversational speech styles and their usage are introduced. Approximately 80 new kanji characters are introduced in this level. Students will participate in communicative activities to apply the basic knowledge they have gained in the previous levels. Reading comprehension and writing activities will be presented. Students should be able to describe daily activities in speaking and writing assignments.

Prerequisite: Japanese II

Japanese IV
Grades 11 and 12

Year Course

Learn how to shop, ask for directions, explain a recipe, tell a story and more. Explore IB themes of identity, experience, human ingenuity, social organization and sharing the planet, and challenge IB-level tasks. Develop strategies to understand authentic written and spoken texts such as posters, interviews, and blog posts and create your own.

Prerequisite: Japanese III; Department approval

Japanese V
Grade 12

Year Course

This course is for students who wish to continue to extend their practical Japanese communication skills while preparing for the International Baccalaureate exam. Students will use authentic texts such as blogs, movies, web articles, pamphlets, letters and reviews to explore topics such as identity, experiences, society, art, technology and the environment. Students will expand their vocabulary, kanji and communication skills through projects such as designing a school uniform and creating a dream travel itinerary.

Prerequisite: Japanese IV; Department approval

Latin I
Grades 9-12

Year Course

This course introduces students to the classical language of the Romans. The study of the ancient history, literature, and culture of the Roman Empire provide students with an understanding of the foundation for Western civilization. Students will increase their knowledge of English grammar and vocabulary through the study of Latin. Instruction focuses on grammar analysis and translation from Latin into English.

Prerequisite: None

Latin II
Grades 9-12

Year Course

In this course, students expand their vocabulary to include Greek as well as Latin roots, which will enhance each student's verbal ability of English. Students will translate adapted selections from Virgil's AENEID as well as Latin versions of popular myths. Historical elements focus on the events leading up to and during the era of the Roman Republic.

Prerequisite: Latin I

Latin III
Grades 10-12

Year Course

This course concludes the historical breadth of the Roman Empire with an insight into the Julio Claudian Dynasty of the 1st Century A.D. Students will acquire additional components of grammar and vocabulary, which will enhance their preparation for college, as well as the SAT test.

Prerequisite: Latin II

Accelerated Spanish I/II
Accelerated Spanish II/III
Grades 9-12

Two-Year Course, Year One
Two-Year Course, Year Two

These courses are an accelerated language program that aims to bring students to a level three competence in two years. During the first year, students will learn how to communicate about oneself, family, hobbies, school, holidays, shopping, daily routines, and more. During the second year, students will learn how to communicate about food, celebrations, relationships, pastimes, health and well-being, travel and more. In addition to building practical communication skills, students will also explore products, practices and perspectives of different Spanish-speaking cultures, which will deepen their ability to understand and connect with Spanish-speaking people.

Prerequisite for Level I/II: None

Prerequisite for Level II/III: Accelerated Spanish I/II or Department approval

Spanish I
Grades 9-12

Year Course

Students will learn how to communicate in Spanish about themselves, others and Spanish cultures. They will develop all 3 modes of communication (interpersonal, presentational, interpretive) and skills of language (listening, reading, speaking and writing) at the novice level. It's all about communication, not perfection! Students will know more about the products, practices and perspectives from different Spanish-speaking cultures, helping them to understand and connect with others. Some of the topics that we will explore together are: families and communities, personal and public identities, and global challenges and contemporary life. To improve in the Spanish language, students will need to use it as much as possible through daily conversations, in-class and out-of-class experiences and performance assessments that are project-based and student-centered.

Prerequisite: None

Spanish II
Grades 9-12

Year Course

Students build on their knowledge and skills acquired in Spanish I and continue to expand on vocabulary and grammar to develop stronger skills in speaking, writing, listening, and reading. There is increased attention to speaking in Spanish for effective communication using multiple oral, written, artistic, and digital forms of communicating, fostering linguistic progress and in-depth study of the culture of the Spanish-speaking world.

Prerequisite: Spanish I

Spanish III
Grades 10-12

Year Course

Students will keep learning how to communicate in Spanish about themselves, others and Spanish cultures. They will develop all 3 modes of communication (interpersonal, presentational, interpretive) and skills of language (listening, reading, speaking and writing) at the intermediate level. It's all about communication, not perfection! Students will know more about the products, practices and perspectives from different Spanish-speaking cultures, helping them to understand and connect with others. Some of the topics that we will explore together are: families and communities, science and technology, beauty and aesthetics, contemporary life and global challenges. To improve in the Spanish language, students will need to use it as much as possible through daily conversations, in-class and out-of-class experiences and performance assessments that are project-based and student-centered.

Prerequisite: Spanish II

Spanish IV
Grades 11 and 12

Year Course

Spanish IV is designed for students who wish to expand upon their Spanish-language skills through the exploration of Hispanic culture. Learning will be mostly student-driven, where students help to design and realize projects and products around their interests and passions using all modes of communication.

Prerequisite: Spanish III; Department approval

Spanish V
Grade 12

Year Course

Spanish V is a culturally-rich course for dedicated students who wish to continue to advance their language study and further develop their communicative competence. While there is a heavy emphasis on student-driven learning based on passions and interests, students will also examine authentic materials in order to understand Hispanic cultures, peoples, and practices more deeply

Prerequisite: Spanish IV or IB Spanish IV; Department approval

IB COURSE DESCRIPTIONS

- All students enrolled in an IB world language course must take the IB SL examination, which is subject to an examination fee. Exams for IB AB courses will occur in the second year.
- Students testing in SL are required to attend Office Hours for extra instruction.

IB French AB (SL)
Grades 11 and 12

Two-Year Course

This course is designed for IB Diploma students with no prior knowledge of the language. It brings students to a third-year competency in two years, and thus is taught at an accelerated pace. This course may be taught before and/or after school, and must be started in the junior year. In addition to reading, writing and conversational skills, students also learn about francophone culture. The emphasis is on practical French and how to communicate in public situations. Demanding a mature approach to learning, this course requires students to be self-directed and independent learners.

Prerequisite: IB Coordinator approval

Requirement: Must be enrolled in the IB Diploma Programme

IB Japanese AB (SL)
Grades 11 and 12

Two-Year Course

This course is designed for IB Diploma students with no prior knowledge of the language. It brings students to a third-year competency in two years, and thus is taught at an accelerated pace. This course may be taught before and/or after school, and must be started in the junior year. Demanding a mature approach to learning, this course places much of the responsibility for learning on the student, fostering the development of excellent study habits.

Prerequisite: IB Coordinator approval

Requirement: Must be enrolled in the IB Diploma Programme

IB Japanese V (SL)
Grade 12

Year Course

This course is for students who wish to continue to extend their practical Japanese communication skills while preparing for the International Baccalaureate exam. Students will use authentic texts such as blogs, movies, web articles, pamphlets, letters and reviews to explore topics such as identity, experiences, society, art, technology and the environment. Students will expand their vocabulary, kanji and communication skills through projects such as designing a school uniform and creating a dream travel itinerary.

Prerequisite: Japanese IV; Department approval

IB Spanish AB (SL)
Grades 11 and 12

Two-Year Course

This course is designed for IB Diploma students with no prior knowledge of the language. It brings students to a third-year competency in two years, and thus is taught at an accelerated pace. This course may be taught before and/or after school, and must be started in the junior year. Demanding a mature approach to learning, this course places much of the responsibility for learning on the student, fostering the development of excellent study habits.

Prerequisite: IB Coordinator approval

Requirement: Must be enrolled in the IB Diploma Programme

IB Spanish IV (SL)
Grades 11 and 12

Year Course

This course is designed for students who wish to continue the study of advanced Spanish and prepare for the International Baccalaureate exam. Students create original texts with accuracy and fluency and utilize and comprehend expansive vocabulary and grammar structures. Students will express original thought through spoken presentations and discussions and will understand the spoken language both formally and informally in conversations and narrations. Students expand knowledge and understanding of the practices, perspectives and products of Spanish and Hispanic cultures and develop an awareness of global issues and cultural diversity in a variety of topics: history, geography, art and politics.

Prerequisite: Spanish III; Department approval