



MID-PACIFIC INSTITUTE HIGH SCHOOL COURSE CATALOG

SCHOOL YEAR 2025-2026



Amaya Takeshita c/o 2029



LEARNER PROFILE

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

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



MID-PACIFIC
Innovators. Artists. Individuals.

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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 – to include Integrated Math VI, Integrated Math VI Advanced, Math Applications: Functions and Advanced Geometry, or IB Mathematics: Applications and Interpretations (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, an Advanced science course, or an IB SL Science course.
SOCIAL STUDIES	3.0 credits – to include World Civilization 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 six 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, teachers, and IB Coordinator (11th and 12th grade). It is also highly recommended that students discuss any first and alternate course selections with their parents/guardians prior to submission.

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

In most cases, the student's first course selection choice will be met. However, if a scheduling conflict occurs, or if there is insufficient enrollment in the class selected, the student may 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 Mid-Pacific summer 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 one or more additional 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).

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. As of October 2024, there were over 8,000 programmes being offered worldwide, across over 5,900 schools in 160 countries. 71% of Mid-Pacific students score a 4, 5, 6, or 7 on their IB Exams.

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. Students must complete a minimum of six CAS experiences, with one experience in each quarter of their junior year and the first semester of their senior year. Additionally, students are required to complete an additional CAS project. The CAS project is a self-directed project that allows IB Diploma candidates to explore their interests and develop their skills in creativity, activity, and service.

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 (SL)

IB Mathematics: Analysis and Approaches (SL)

IB Mathematics: Analysis and Approaches (HL)

MPSA

IB Dance I (SL/HL)

IB Dance II (SL)

IB Dance II (HL)

IB Film I (HL)

IB Film II (HL)

IB Theatre I (HL)

IB Theatre II (HL)

IB Visual Arts I (SL/HL)

IB Visual Arts II (SL)

IB Visual Arts II (HL)

SCIENCE

IB Biology (SL)

IB Biology (HL)

SCIENCE (continued)

IB Chemistry (SL)

IB Chemistry (HL)

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 Spring 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 Collaborative Sciences 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.

Students who successfully complete the requirements for an interdisciplinary certificate for each school year will receive graduation credits, a yearly certificate, and a notation on their transcript.

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 be expected to be an active member in Mid-Pacific's Model United Nations Club, with a year-end reflection on their experience.

Hawaiian Cultural Studies Certificate: Kū Ka 'Ōhi'a

Available to students in Grades 11 and 12

Students taking, or who have taken, two out of three Hawaiian-focused courses (Hula, Hawaiian Studies, and Hawaiian language) may earn a Hawaiian Cultural Studies Certificate. A course taken in freshmen or sophomore year will qualify. At least one qualifying course must be taken junior or senior year. 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 who enroll in two tech-related courses each semester are eligible to apply for the Technology Certificate. To qualify for the certificate, students can select from: all courses offered in the Technology and Engineering department, IB Digital Society (SL/HL), Museum Studies, MPX (.5), Motion Graphics I & II, and

Yearbook I-IV. With department head approval, the following may be applied towards the requirements, Robotics, CyberOwls, Owlgorithms or GameStudio. At least one credit of the courses for the certificate must be a graded course 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 and 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. Attendance at MPSA Fall and Spring Dance Concerts (fee approximately \$15/ticket) is required for course credit.

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.

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

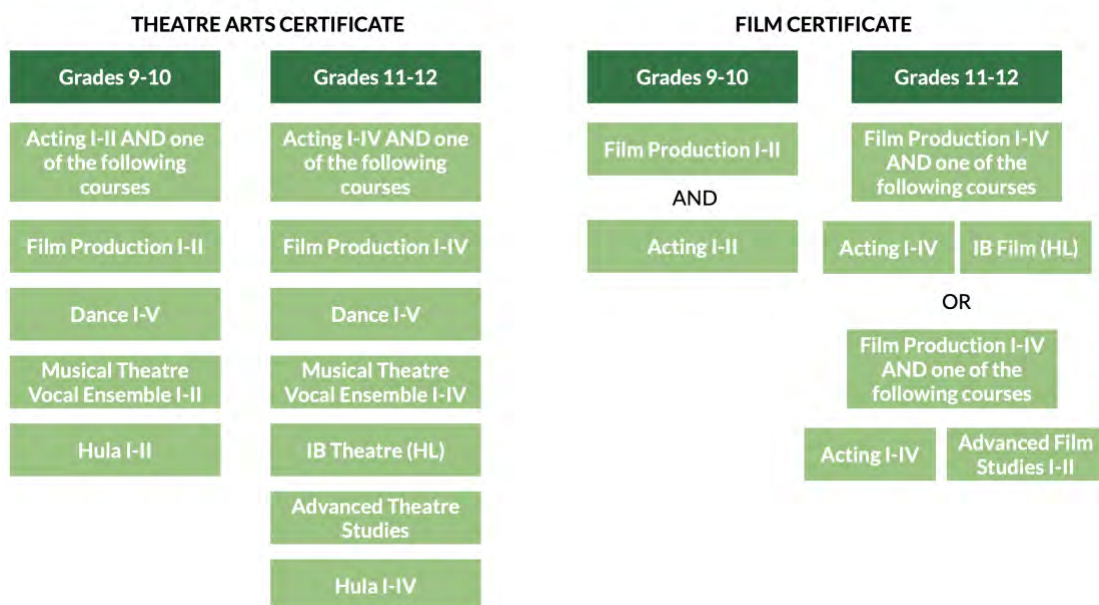
For each year a student successfully completes the concurrent courses of Hula and Dance, students may earn a Dance/Hula Certificate. Students will fulfill credit towards the PE graduation requirement (see the Physical Education and Health section for details), in addition to the arts credit. Rehearsals 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

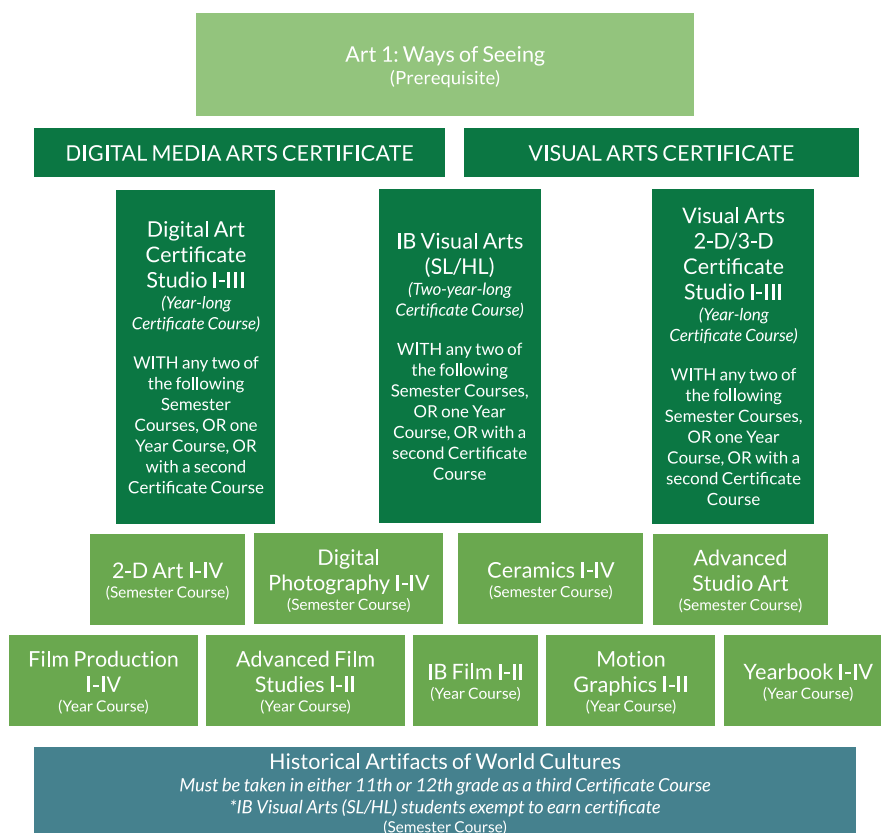
This program enables music students to gain a broader appreciation for their craft while refining their skills through ensemble practice and performance. Students are eligible to receive the music certificate by taking two music performance courses per year in Band, Jazz Band, Orchestra, or Musical Theater 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, the Digital Media Arts Certificate Program, or both. 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, faculty, or 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 students 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 starting to work on inferring with textual evidence and creating critical thinking questions during discussions. 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 Grade 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 that may include presentations, teacher interviews, poster production, video editing, note-taking and infographics design. 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 academic exams.

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 primary focus of this course will be crafting various types of research essays. This involves mastering skills such as assessing source validity, skillful integration of quotes from references, and constructing a well-organized works cited list, among other essentials. Students will also be exploring how to incorporate Generative AI to help them in the writing process. Furthermore, students will work on the refining aspects of writing, including formatting, vocabulary selection, grammar application, punctuation accuracy, and proofreading.

Prerequisite: None

ELD English 9/10
Grades 9-12

Year Course

This course covers many skills in the mainstream Language Arts curriculum. This course focuses on literature analysis, vocabulary, essay writing, and research to boost students' English skills and prepare them for success in mainstream courses. Projects built around the readings aim to build students' critical thinking, 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 English Literature Courses	11 th and 12 th Grade English Writing Courses
English 9	Asian Voices in American Literature	Argument and Rhetoric
English 9 Humanities (MPX)	Individual's Journey in Literature	Expository Writing
English 10	Media Literacy	Making a Personal Statement
English 10 Humanities (MPX)	The Psyche in Literature	Writing for Media

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. Course texts will include foundational and modern works that address recurring literary themes and offer insight into our world, both near and far. 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: English 9 or English 9 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: English 9 or English 9 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.

English: 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

English: Individual's Journey in Literature (L)
Grades 11 and 12

Semester Course

The literature studied in this course encourages students to reflect upon the experiences that move us out of a state of innocence and allow us to grow into experienced individuals. Students will look at literature that attempts to chronicle the varied yet universal range of human experiences, thereby providing them with empathetic knowledge and understanding to aid in their own growth and enlightenment.

Prerequisite: None

English: Media Literacy (L)
Grades 11 and 12

Semester Course

From the printed text through the internet age, media resources have spread experiences, ideas and stories; each new media innovation—from the invention of writing, to the printing press, to the internet—increases the speed at which ideas are spread and shared. This course considers both traditional media—one-way interactions where materials are published and then distributed, received, and consumed by an audience—as well as social media—the interactive “media” where users both receive materials from other users and contribute their own products to the stream of media available. We will consider the function and differences between traditional media and interactive media. Traditional media include books, journalism, television, and radio, while social media include a range of digital technologies and spaces, including Facebook, Twitter, Snapchat, and ChatGPT.

Prerequisite: None

English: The Psyche in Literature (L)
Grades 11 and 12

Semester Course

Human emotions exert a powerful and complex influence on human psychology and actions. The deep psychological intricacies of the human mind and the vast range of emotions existing in the human heart have fascinated authors and readers since the first written word. This class will examine the aspects of life that drive our behavior, focusing primarily on emotions and the stimuli that cause our emotional responses. The literature in this course will explore the complicated interplay between the human heart and mind, providing students with insight into human psychology, including, ideally, their own.

Prerequisite: None

WRITING COURSE DESCRIPTIONS

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

English: 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

English: 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

English: 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

English: 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 HL examination, which is subject to an examination fee.

ELECTIVE COURSE DESCRIPTIONS

Creative Writing Grades 11 and 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 and does not fulfill a Language Arts graduation requirement.

Prerequisite: None

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

**Year Course
Year Course
Year Course
Year Course**

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, successful completion of Integrated Math VI, Integrated Math VI Advanced, Math Applications: Functions and Advanced Geometry, or IB Mathematics: Applications and Interpretations (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
Integrated Math V: Geometry/Algebra II/Probability
Integrated Math V Advanced: Geometry/Algebra II/Probability
Integrated Math VI: Algebra II/Statistics
Integrated Math VI Advanced: Algebra II/Statistics/Precalculus
Precalculus A
Precalculus B
Calculus
Statistics A
Statistics B
Math Applications: Functions and Advanced Geometry
Advanced Math Applications: Statistics and Trigonometry
IB Mathematics: Applications and Interpretation (SL)
Advanced Math Analysis: Calculus with Probability
IB Mathematics: Analysis and Approaches (SL)
IB Mathematics: Analysis and Approaches (HL)
Financial Mathematics
Mathematical Modeling

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	Math Applications: Functions and Advanced Geometry	Advanced Math Applications: Statistics and Trigonometry IB Mathematics: Applications and Interpretation (SL)
Integrated Math IV	Integrated Math V Advanced	Integrated Math VI Advanced	Advanced Math Applications: Statistics and Trigonometry IB Mathematics: Applications and Interpretation (SL) Advanced Math Analysis: Calculus with Probability 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 Math Applications: Functions and Advanced Geometry	Calculus Statistics A Statistics B Financial Mathematics Mathematical Modeling Advanced Math Applications: Statistics and Trigonometry IB Mathematics: Applications and Interpretation (SL) Advanced Math Analysis: Calculus with Probability
Integrated Math V Advanced	Integrated Math VI Advanced	Calculus Advanced Math Analysis: Calculus with Probability IB Mathematics: Analysis and Approaches (SL)	Advanced Math Analysis: Calculus with Probability 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, and geometry.

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 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: Integrated Math VI Advanced, or Precalculus B; Department approval

Statistics A
Grades 11 and 12

Semester Course

Students will be learning Statistics and Probability through Applications. They will learn how to solve a real problem after learning statistical techniques that are often asked in a variety of fields such as biology, public health, politics, sports, and gaming so they can learn by doing. Topics may include, but are not limited to, analyzing one-variable data, modeling one-variable quantitative data, analyzing two-variable data, collecting data, and probability.

Prerequisite: Integrated Math VI or VI Advanced; Department approval

Statistics B
Grades 11 and 12

Semester Course

Students will be learning Statistics and Probability through Applications. They will learn how to solve a real problem after learning statistical techniques that are often asked in a variety of fields such as biology, public health, politics, sports, and gaming so they can learn by doing. Topics may include, but are not limited to, random variables, sampling distributions, estimating a parameter, testing a claim, comparing two populations or two treatments, and inference for distributions and relationships.

Prerequisite: Statistics A; Department approval

Math Applications: Functions and Advanced Geometry **NEW COURSE!**
Grades 11 and 12

Year Course

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. Six drafts of the Mathematics Internal Assessment for IB shall be created during this course. Completion of Math Applications: Functions and Advanced Geometry and IB Mathematics: Applications and Interpretation (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 Coordinator approval

Advanced Math Applications: Statistics and Trigonometry **NEW COURSE!**
Grades 11 and 12

Year Course

This course nurtures and builds on mathematical concepts from Math Applications: Functions and Advanced Geometry. Students will communicate knowledge of mathematical principles via multiple mediums (verbal, written, digital, and graphical). Students will investigate the applications of data-based analysis through a passion project dedicated to applying the knowledge of mathematical procedures to a field of study of their choice. This course is designed to assist students in learning the mathematics of their future field of studies.

Prerequisite: Integrated Math VI or VI Advanced or Math Applications: Functions and Advanced Geometry

Advanced Math Analysis: Calculus with Probability **NEW COURSE!**
Grades 11 and 12

Year Course

Students will communicate mathematical 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, probability and statistics.

Prerequisite: Integrated Math VI Advanced or Precalculus B; 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 VI or VI Advanced; 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 VI or VI Advanced; Department approval

Competition Math
Grades 10-12

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.
- Non-IB Diploma students may take the IB SL examination upon request. Students must initiate a request to take the exam and must submit their request by the end of October.
- All students will take the IB HL examination in all IB HL courses.
- 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 Mathematics: Applications and Interpretation (SL) **Grades 11 and 12**

Year Course

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). Students are expected to perform 15 hours of independent study on Advanced Calculus Topics and take the IB Mathematics: Application and Interpretation (SL) Exam in May.

Prerequisite: Math Applications: Functions and Advanced Geometry, Integrated Math VI Advanced, or Precalculus B; Department approval; IB Coordinator approval

Requirement: All students must take the IB SL examination, which is subject to an examination fee.

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

Year Course

Students will communicate mathematical 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, probability and statistics. Students are expected to take an IB exam at the conclusion of this course or at the conclusion of IB Mathematics: Analysis and Approaches (HL). Students will be expected to study on their own initiative and may be expected to review, outside of class, topics covered in Integrated Math VI Advanced. Students who take the IB SL exam are required to complete an original math exploration project for internal assessment. This course is required for students intending to take IB Mathematics: Analysis and Approaches (HL).

Prerequisite: Integrated Math VI Advanced or Precalculus B; Department approval; IB Coordinator approval

Requirement: Students will complete an internal assessment and take the IB SL exam, which is subject to an examination fee.

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. Students will be expected to study on their own initiative and may be expected to review, outside of class, topics covered in Integrated Math VI Advanced and IB Mathematics: Analysis and Approaches (SL). Students are required to complete an original math exploration project for internal assessment.

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

Requirement: All students must take the IB HL examination, which is subject to an examination fee.

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

World Civilization Humanities

Grade 9

Two, Year Courses

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: English 9 Humanities and World Civilization Humanities or English 9 and World Civilization

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 provides 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 arts 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 I (SL/HL)
IB Dance II (SL)
IB Dance II (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. Attendance at MPSA Fall and Spring Dance Concerts (fee approximately \$15/ticket) is required for course credit.

Dance I Grades 9-12

Year Course

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 Grades 9-12

Year Course

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 Dance IV Dance V Grades 9-12

Year Course
Year Course
Year Course

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. Attendance at MPSA Fall and Spring Dance Concerts (fee approximately \$15/ticket) is required for course credit.

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	Year Course
Contemporary Dance VII	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 VIII	Year Course
Contemporary Dance VIII	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

Contextual Studies in Dance	Year Course
Grade 12	

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 I (SL/HL)	Two-Year Course, Year One
Grade 11	
IB Dance II (SL) or IB Dance II (HL)	Two-Year Course, Year Two
Grade 12	

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. Requirements vary between SL and HL levels.

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. 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. 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): \$150.00 (subject to change)
- Band Percussion Rental (if needed): \$75.00 (subject to change)

If you have previous experience, please contact Mr. Bloch at ebloch@midpac.edu for a band placement session or Mr. Murphy at rmurphy@midpac.edu for an orchestra placement session.

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 required 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 required 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 required 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 and are required to showcase their skills in group performances throughout the year. This course may be repeated for credit.

Prerequisite: Department approval by placement session

Beginning Orchestra
Grades 9-12**Year Course**

Beginning Orchestra offers students instruction on violin, viola, cello, and double bass in a large ensemble setting, with a focus on building skills necessary for long-term success. The fundamentals emphasized include proper posture and playing position, development of characteristic tone quality, and training in music literacy. No prior musical experience is required for this course. It is also well-suited for students who already have some experience but may need to review note reading, playing fundamentals, and techniques that are vital for lasting musical development. This course may be repeated for credit.

Prerequisite: None

Intermediate Orchestra
Grades 9-12**Year Course**

Intermediate Orchestra is designed for students who have at least one year of experience on violin, viola, cello, or bass. Students will continue to develop the string playing and musicianship skills learned in Beginning Orchestra, while advancing to more complex techniques such as shifting, vibrato, and various bowing techniques. The repertoire chosen for the class will prepare students for higher-level string playing

by introducing more complex rhythms and harmonies, as well as incorporating the techniques and theory covered in class. Students will be required 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

Advanced Orchestra will focus on refining string instrument techniques with an emphasis on ensemble playing and performance. Students will continue to improve their instrumental technique and musicianship through challenging repertoire, which will help them develop greater fluency in note and rhythmic literacy, as well as a more refined tone and ensemble blend. The repertoire will include a wide range of genres and styles, with a focus on musicality and expression. Advanced theoretical concepts will be introduced to deepen students' understanding of harmonic complexities and formal analysis, providing them with tools to evaluate their repertoire. Students will be required 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 a 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 music 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 9-12. 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 a 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 del'Arte. 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.

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

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 Film Showcase. 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

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

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; IB Coordinator approval

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 project-based course 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: Acting I: Techniques for Stage and Film; IB Coordinator approval

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

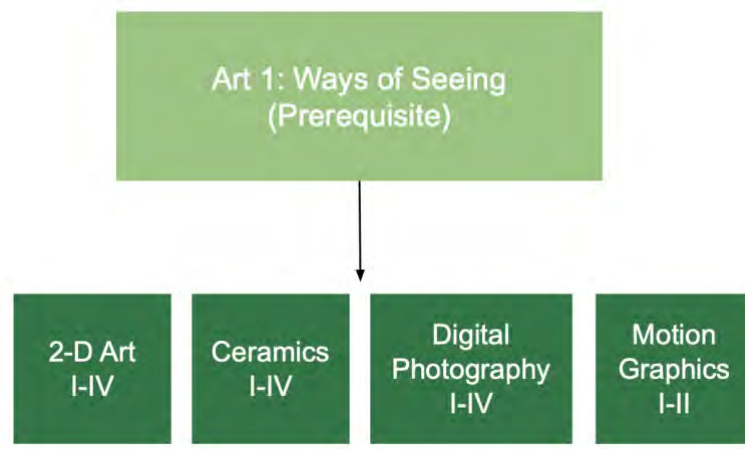
Visual and Digital Media Arts foster creativity through exploration, personal expression, and technical mastery. The faculty are professional, practicing artists, leading by example. The offered courses range from a beginning level to advanced level with fast-paced work environments. Students create self-directed artwork alongside the rigor of course projects. In all classes, students document and reflect upon projects and growth as artists over time, developing real-world "habits of an artist" skill sets.

The real-world pre-professional habits of an artist are realized via self-assessment, direct instruction, teacher feedback, mentorship, one-on-one portfolio preparation, participating in or attending exhibitions, engaging with visiting artists, or leading independent study/teaching assistant opportunities. Students develop artistic thinking strategies and technical skills in drawing, painting, printmaking, collage, ceramics, sculpture, photography, graphic design, product/functional 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 I (SL/HL)
IB Visual Arts II (SL)
IB Visual Arts II (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 range of art-making media and techniques, expanding their creative expression and technical skills. Media include, but are not limited to, graphite pencil, charcoal, pastel, colored pencil, oil pastel, pen & ink, collage, watercolor, and acrylic painting. Students also explore textile arts, sculpture projects (including clay, wire, and mixed-media), and digital art forms. Projects involve drawing from observation, creating still life studies, outdoor plein air paintings, printmaking pieces, anatomy studies, self-portraits, as well as experimenting with fiber arts and 3D modeling. These varied approaches develop a well-rounded understanding of both traditional and contemporary artistic practices. 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. All art-making supplies are supplied for students enrolled in this course.

Prerequisite: Art 1: Ways of Seeing

2-D Art II Grades 9-12

Semester Course

Level II builds upon the skills and techniques of Level I, as students work with a broader range of materials and methods. In addition to drawing and painting, students engage in textiles, mixed media, and sculpture, adding alternate techniques to a creative process. Augmented by a variety of films on artists' lives, slide presentations on art historical periods, and guest artist/gallery visits, students utilize diverse media under the instructor's guidance, receiving direct instruction in technical practice. Through open, collaborative dialogue, students thoughtfully discuss, reflect upon, and critique their work. The exploration of realism, and the use of visual references remains central. Students investigate the connection of drawing to science, anatomy, and design, developing an interdisciplinary understanding of art in other contexts.

Prerequisite: 2-D Art I

2-D Art III Grades 9-12

Semester Course

Level III students commit to an intensive study in drawing, painting, collage, textiles, mixed media, sculpture, and printmaking. Building on a strong foundation in painting and other core techniques, students are encouraged to move beyond the basics, developing their own methods, processes, and artistic styles. Both conceptual and technical skills are emphasized equally, fostering a balanced approach to creativity and craft. Students continue to maintain a sketchbook/art journal, which serves as a space for collage, "rapid visualization drawing," and exploration of the Elements and Principles of Design. Students begin documenting their work for a portfolio, laying the groundwork for college applications or professional pursuits.

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 alongside teacher-provided prompts. Students at this advanced level challenge themselves to engage in advanced drawing, painting, textiles, mixed media, sculpture 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 a 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 (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 art teacher. Students are 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 required to present or exhibit the work, as it is assessed at multiple points throughout the semester. At this high level of study, students are expected to co-construct individualized projects 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.

Prerequisite: Highest level (IV) of a specific arts elective, Digital Photography IV, Visual Arts 2-D/3-D Certificate Studio III, or Digital Arts Certificate Studio III

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, graphic design, with the potential for additional sculptural techniques. 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: 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

Ceramics III
Grades 9-12

Semester Course

Students in level III 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

This series of courses is designed only for students seeking the Digital Media Art Certificate. This studio art and seminar course offers serious media art students an opportunity to work independently, collaboratively, and at an accelerated pace. Students have the explore in-depth techniques in personal areas of interest through portfolio development, formal models of art criticism, and curatorial practices. This class will address aspects of digital art history and theory, including media literacy as it relates to contemporary and global issues. Students develop the oral communication skills necessary to present their work to the public. At the end of the year, students have developed a professional portfolio to be used for academic and professional applications. This class is highly recommended for those interested in specializing in digital illustration, web design, graphic design, experimental 2-D animation, photography, and filmmaking. Digital Arts Certificate students are required to take a Digital or Visual Arts elective(s) concurrently with these courses.

Prerequisite for Level I: 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 this course.

Digital Photography I
Grades 9-12

Semester Course

In this studio-based course, students explore the art of digital photography as a powerful tool for self-expression and communication. As students develop their unique sense for seeing, topics covered will include camera mechanics, exposure, compositional techniques, utilizing post processing software and exploration of various photography genres. Instruction will include interactive projects, slide lectures, supplemental readings as well as individual and collaborative group critique. A personal DSLR digital camera is highly recommended, but not required.

Prerequisite for Level I: 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 expand their knowledge of camera mechanics, advanced compositional techniques and nuanced use of light, digital processing, and visual storytelling to create compelling and expressive images that move beyond literal representation. Students more deeply explore 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 camera is highly recommended, but not required.

Prerequisite: Completion of previous level

**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 eras, 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 in our campus gallery. 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
Motion Graphics II
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, 3-D 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 engage with emerging technologies. This class builds proficiency in using Adobe Illustrator, Photoshop, Animate, After Effects, Unity, GameMaker Studio, and Autodesk Maya.

Prerequisite for Level I: 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**

These courses are offered to Visual Arts Certificate students only. Students work at an accelerated pace, learning to incorporate references or research of historical and contemporary perspectives of art across world views. Students utilize media and techniques in drawing, painting, sculpture, printmaking, collage, ceramics, photography, design, illustration, and mixed media, with some digital integration. This course is taught by a variety of teachers who emphasize their areas of expertise, alternating every other year from two-dimensional and three-dimensional artwork. Artists from the community are guest instructors and students attend some field trips. Ultimately, students create a diverse, technically strong and personally introspective college ready portfolio, a growth-oriented artist statement, and garner the essential skill of discussing and presenting their work to peers or professionals. Students are required to 1) communicate

visually, orally, and in writing, 2) maintain a journal / sketchbook 3) attend and participate in groups shows, 4) attain feedback by attending portfolio review sessions, and 5) attend monthly "studio hours."

Prerequisite for Level I: 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 this course.

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 I (SL/HL)	Two-Year Course, Year One
Grade 11	
IB Visual Arts II (SL) or IB Visual Arts II (HL)	Two-Year Course, Year Two
Grade 12	

Students will conceive and complete individual projects according to the IB SL/HL 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 thematic, imaginative cohesive, and creative faculties culturally informed works in a modern global context. The IB Process Portfolio, Comparative Study research, and the concluding solo Exhibition by each student may include a variety of art media including traditional 2-D & 3-D media, and computer-generated work, and students must maintain a highly detailed visual journal. Students are highly encouraged to take other Visual or Digital Media Arts courses concurrently with this class. When taken concurrently with art elective(s), official certificate notation is earned on official transcripts. Requirements vary between SL and HL levels.

Prerequisite: Art 1: Ways of Seeing; IB Coordinator approval

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.

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

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 9-12
- OR
- Any combination of the completion of courses or sports participation as described below
- Completion of Health is required

Class of 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 continuously for 10 minutes and tread water. Must be 15 years old at the start of class.

Basic Aid and 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 course gives 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 written assessments. 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 creates 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 provides 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. Emphasis is 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 introduces 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. 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.

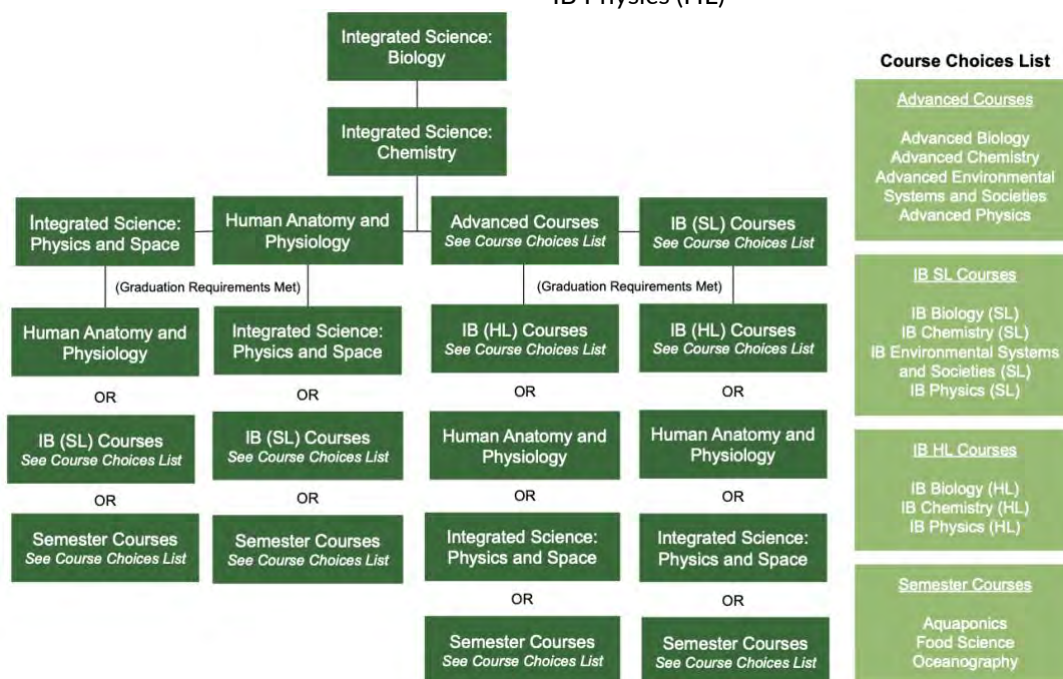
Graduation Requirements

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, Human Anatomy and Physiology, Advanced science courses, or IB (SL) science courses. 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
Aquaponics
Food Science
Oceanography

Advanced Biology
Advanced Chemistry
Advanced Environmental Systems and Societies
Advanced Physics
IB Biology (SL)
IB Chemistry (SL)
IB Environmental Systems and Societies (SL)
IB Physics (SL)
IB Biology (HL)
IB Chemistry (HL)
IB Physics (HL)



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 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: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry

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: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry

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

Food Science **NEW COURSE!**
Grades 11 and 12

Semester Course

This is a one semester introductory course in food science. Food Science is an interdisciplinary subject that integrates chemistry, microbiology, engineering, math and nutrition from the perspective of food. Some of the main topics that will be covered are calorimetry, molecular bonding, food-borne pathogens, conduction/convection and basic nutrition. Additional topics may include: flavor and sensory science, antioxidants, food safety, non-communicable diseases in the Pacific and sports nutrition. This is not a cooking class, it is a lab-based science course in which students will also utilize case studies, research projects, and multimedia presentations for instruction and demonstration of learning.

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

Advanced Biology **NEW COURSE!**
Grades 11 and 12

Year Course

This is a fast-paced and rigorous one year biology course. This lab-based inquiry course will explore the core topics of biology including cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. This class is taught alongside the IB Biology (SL) course but has fewer topics, no IB exam, and no Internal Assessment.

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

Advanced Chemistry **NEW COURSE!**
Grades 11 and 12

Year Course

Advanced Chemistry is a rigorous math-intensive course. This course 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). 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 class is taught alongside the IB Chemistry (SL) course but has fewer topics, no IB exam, and no Internal Assessment.

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

Recommended: Integrated Math V preferred

Advanced Environmental Systems and Societies **NEW COURSE!**
Grades 11 and 12

Year Course

This interdisciplinary rigorous 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. This course is taught alongside the IB Environmental Systems and Societies (SL) course but has fewer topics, no IB exam, and no Internal Assessment.

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

Advanced Physics **NEW COURSE!**
Grades 11 and 12

Year Course

Advanced Physics is a rigorous math-intensive course that encourages students to explore their physical world through experimental work and an academic study. Physics students analyze, evaluate and

synthesize information to develop a better understanding of the possibilities and limitation of science and technology. This class is taught alongside of the IB Physics (SL) course but has fewer topics, no IB exam, and no Internal Assessment.

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

Recommended: Integrated Math V preferred

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.
- All students will take the IB HL examination in all IB HL courses.
- 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 Collaborative Sciences 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 lab-based inquiry course will explore the core topics of biology including cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. This course is required for students intending to take the advanced IB Biology (HL) course.

Prerequisite: Integrated Science: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry; IB Coordinator approval

Requirement: All students are required to attend Office Hours for extra instruction.

IB Chemistry (SL) Grades 11 and 12

Year Course

This a rigorous math-intensive 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 IB Chemistry (HL) course.

Prerequisite: Integrated Science: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry; IB Coordinator approval

Requirement: All students are required to attend Office Hours for extra instruction.

Recommended: Integrated Math V preferred

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.

Prerequisite: Integrated Science: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry; IB Coordinator approval

Requirement: All students are required to attend Office Hours for extra instruction.

IB Physics (SL) **Grades 11 and 12**

Year Course

This 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.

Prerequisite: Integrated Science: Biology, STEM-Integrated Science: Biology, Integrated Science: Chemistry, or STEM-Integrated Science: Chemistry; IB Coordinator approval

Requirement: All students are required to attend Office Hours for extra instruction.

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: Advanced Biology or IB Biology (SL); IB Coordinator approval

Requirement: All students must take the IB HL examination, which is subject to an examination fee.

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: Advanced Chemistry or IB Chemistry (SL); IB Coordinator approval

Requirement: All students must take the IB HL examination, which is subject to an examination fee.

IB Physics (HL) **Grade 12**

Year Course

This 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: Advanced Physics or IB Physics (SL); IB Coordinator approval

Requirement: All students must take the IB HL examination, which is subject to an examination fee.

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 are required 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

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

Year Course

Grade 9

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

Year Course

Grade 10

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

Year Course

Grade 10

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.

**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 eras, 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 in our campus gallery. 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

**Introduction to 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 how resources and markets form the basis of economic activity. Students will analyze the costs and benefits of trade and globalization. Throughout the course students will work individually and collaboratively, using a project-based approach, to present their knowledge of economic ideas and concepts. Students will examine the different types of business organizations, debate investment strategies, and evaluate investment opportunities. Students will research the role of investment professionals and manage their own stock portfolios.

Prerequisite: U.S. History or U.S. History Humanities

**Museum Studies
Grades 11 and 12****Semester Course**

This is a technology rich, elective course, that can be used as part of the technology certificate. 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 their 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. Students may collaborate with a variety of global social justice organizations and institutions. They will engage in projects that will allow them to communicate with their global peers and advocate for positive change.

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 will take the IB SL examination unless moving on to HL. Students testing for SL 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), IB Coordinator approval

Requirement: All students will take the IB HL examination, which is subject to an examination fee.

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 a 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

Requirement: All students must take the IB HL examination, which is subject to an examination fee.

IB Psychology (SL)
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.

Prerequisite: Department recommendation; IB Coordinator approval

Requirement: All students taking this course are required to take the IB SL examination, which is subject to an examination fee, and must attend Office Hours for extra instruction.

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 Technology and Engineering Department aims to immerse students in human creativity and innovation by engaging them with engineered devices, tools, and processes. Our goal is to build knowledge and skills through hands-on experiences. One of the greatest benefits of studying technology is the opportunity to practice it directly. Students actively participate in many of the processes that drive technological development in the real world.

In today's rapidly evolving technological landscape, it is essential to equip students with the skills and mindset needed to thrive. To achieve this, our objectives include:

- **Innovative Problem-Solving:** Empower students to generate original solutions for unique and complex challenges.
- **Collaborative Learning:** Foster teamwork to enhance understanding through the collective construction of knowledge.
- **Technological Literacy:** Enable students to leverage emerging technologies and critically assess their impact on society.
- **Self-Assessment and Communication:** Encourage students to continuously evaluate their progress and effectively communicate the quality of their work and the world around them.
- **Digital Citizenship:** Instill responsible use of digital resources and promote positive behaviors in an interconnected world.
- **Resilience and Iteration:** Teach students to embrace failure as a learning opportunity and to iterate on their ideas and designs for continuous improvement.
- **Constructive Feedback:** Develop the ability to give and receive feedback, enhancing both critical thinking and empathy.
- **Resource Curation:** Guide students in using digital tools to curate diverse resources, facilitating the construction of comprehensive and informed knowledge bases.

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 code basic programs, learn programming concepts, and gain an understanding of what it means to be a computer scientist. 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 10-12

Semester Course

Extended Reality (XR) merges the virtual with the real, delivering immersive experiences that blend both dimensions across video game platforms and beyond. Dive deep into this dynamic realm through our project-driven course, designed to refine your programming skills and explore XR for game design. Discover the magic of crafting both 2D and 3D interactive scenes, while mastering an array of game design methodologies. You'll gain hands-on experience with cutting-edge game development engines, empowering you to create the future of digital experiences.

Prerequisite: Computer Science II: Programming

Computer Science IV: App Development
Grades 10-12

Semester Course

Step into this practical course where you'll get a chance to work on real-world challenges and improve your programming skills. You'll explore system design and analysis while creating programs. Along the way, you'll use object-oriented methods, event-driven approaches, modular coding, and some data handling techniques. Project planning and management skills are emphasized as you craft a comprehensive development strategy for your app. This strategy includes the establishment of benchmarks and the identification of critical development milestones.

Prerequisite: Computer Science III: Extended Reality

Design & Fabrication I
Grades 9-12

Semester Course

In this hands-on experience you'll delve into modeling, construction, and building. This course introduces you to the basics of Computer Aided Design (CAD) and its uses, especially in laser cutting materials like cardboard, woods, and plastics. You'll also venture into the world of 3-D printing through CAD applications. Kickstart your journey with the introductory Design Thinking and initial Maker Space projects, guiding you from the early stages of design to the final product. By the end, you'll take on a significant design challenge, that integrates initial design, CAD, and fabrication. This immersive method encourages you to "learn by doing", fostering essential problem-solving and teamwork abilities vital for engineering and manufacturing roles.

Prerequisite: None

Design & Fabrication II
Grades 9-12

Semester Course

In Design & Fabrication II, you'll dive deeper into Computer Aided Design (CAD) and Manufacturing (CAM). Learn hands-on milling techniques for wood and metals, and bring your designs to life. After mastering material properties and safety protocols, you'll transition from initial design to a final product. Using these skills, you'll tackle a comprehensive project, blending design, CAD, CAM, and fabrication. This hands-on approach emphasizes real-world problem-solving and teamwork, essential for engineering and manufacturing. For those eager to pursue a custom project afterwards, the Technology Independent Study course awaits.

Prerequisite: Design & Fabrication I

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 apply the design and project planning process and fundamental engineering principles to develop real-world design solutions. Students continuing 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 offers students with strong technical skills the opportunity to contribute to Mid-Pacific by assisting faculty, staff, and students with their expertise, communication, and educational needs. Participation in this program is a privilege extended to selected students. 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.

Prerequisite: Department Head and Assistant Principal for Academics approval

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

Technology Independent Study
Grades 11 and 12

Semester Course

The Technology Independent Study course offers students the opportunity to dive deep into expanding areas of these dynamic disciplines. Designed for self-motivated students, this course provides the time and mentorship to pursue a personalized project that aligns with your interests in technology and engineering. Under the guidance of a faculty advisor, you'll plan and develop an educational experience that reflects the highest standards of the Mid-Pacific Technology Vision Statement. The program culminates in a presentation showcasing your discoveries and advancements in cutting-edge technological and engineering topics. This is a credit/no credit course worth 0.5 credit and does not count toward the minimum number of courses per semester.

Prerequisite: Department Head and Assistant Principal for Academics approval

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

IB COURSE DESCRIPTIONS

- All students must take the IB SL examination, unless continuing on to the higher level of the same course.
- All students will take the IB HL examination in all IB HL courses.
- 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 Collaborative Sciences Project. This must be completed only once in two years.

IB Computer Science I (HL) Grade 11

Two-Year Course, Year One

In this course, students will experience computer science in action and discover how it connects to the world around them. Through hands-on projects and real-world challenges, they will explore how systems work in theory, how they are built in practice, and how they influence lives in context. Using Python as their primary tool, students will tackle problems, create solutions, and uncover the possibilities and limitations of technology. Along the way, they will reflect on the social, emotional, ethical, environmental, and cultural impacts of computer science. This course immerses students in meaningful experiences that deepen their understanding and prepare them to contribute to the ever-changing tech landscape.

Prerequisite: None; IB Coordinator approval

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

IB Computer Science II (HL) Grade 12

Two-Year Course, Year Two

In year two of this course, you will explore the exciting world of computing, gaining a solid grounding in both theory and practice. Key areas that are covered include software development, system fundamentals, and the societal impact of technology. You will start with the basics and gradually tackle more complex topics, such as data management and advanced programming. Practical sessions, where you'll code in various programming languages, are designed to enhance your problem-solving and technical skills. Alongside these technical aspects, the course also encourages you to consider the ethical dimensions of computing, preparing you to think about the wider consequences of technological advancements. This blend of theoretical understanding and hands-on experience is perfect for equipping you with the knowledge and skills needed for both further education and future careers in technology. The course requires an externally assessed case study, provided by 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: IB Computer Science I (HL); IB Coordinator approval

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

IB Design Technology (SL) Grades 11 and 12

Year Course

The IB Design Technology course equips students with a deep understanding of design principles, focusing on people, processes, products, and production. Through a rigorous, hands-on approach, students learn to apply design thinking, user-centered research, and sustainable practices. They explore material properties, structural and mechanical systems, and manufacturing techniques, with an emphasis on innovation and responsibility. By engaging in prototyping, modeling, and real-world problem-solving, students develop practical skills and critical awareness, preparing them to address complex design challenges in diverse

contexts. This course fosters creativity, adaptability, and a forward-thinking approach to design.

Prerequisite: None; IB Coordinator approval

Requirement: All students are required to attend Office Hours for extra instruction.

IB Design Technology (HL)
Grade 12

Year Course

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); IB Coordinator approval

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

World Languages

World Language courses are designed to develop linguistic skills and foster a deeper understanding of cultures in which the language is widely spoken. Linguistic skill development encompasses interpretive, interpersonal, and presentational modes. Students employ in-class and at-home work opportunities to practice, self-assess and monitor their own progress to be able to understand and use the language to 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 collaboratively 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 and using a new language.

Mid-Pacific offers the following languages: French, Hawaiian, Japanese, Latin, and Spanish. The World Languages Department follows 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

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

COURSE DESCRIPTIONS

Accelerated French I/II	NEW COURSE!	Two-Year Course, Year One
Accelerated French II/III	NEW COURSE!	Two-Year Course, Year Two
Grades 9-12		

These courses are an accelerated language program that aims to bring students to a level three competence in two years. 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 for Level I/II: None

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

Hawaiian I
Grades 9-12

Year Course

This introductory course immerses students in the foundational aspects of 'Ōlelo Hawai'i (Hawaiian language), Hawaiian geography, and culture. Emphasis is placed on developing essential language skills, including listening, speaking, reading, and writing. Students will build fundamental vocabulary and use idiomatic expressions that reflect the culture of Hawai'i. Oli (chants) are introduced as a cultural and linguistic component, helping students connect with Hawaiian traditions. The class is highly interactive, with frequent peer and instructor engagement to build a supportive learning environment.

Prerequisite: None

Hawaiian II
Grades 9-12

Year Course

In Hawaiian II, students continue to develop their proficiency in listening, speaking, reading, and writing while moving toward greater immersion. Instruction includes a more focused approach to speaking and understanding Hawaiian, with practical applications in various forms of communication, including oral presentations, creative writing, and Hawaiian-medium art. Through these platforms, students explore the connections between Hawaiian language, culture, and traditions, deepening their understanding of cultural values and practices.

Prerequisite: Hawaiian I

Hawaiian III
Grades 10-12

Year Course

This advanced course places students in an immersive Hawaiian language environment, where instruction is primarily conducted in 'Ōlelo Hawai'i. Students will refine conversational skills and enhance their abilities in listening, speaking, reading, writing, and translating. The course introduces students to Hawaiian language recordings from the 1970s and 1980s, along with Hawaiian newspapers from the 19th and early 20th centuries, to deepen cultural and historical understanding. Mele (songs) are incorporated to connect students with traditional Hawaiian expressions and the cultural significance of music.

Prerequisite: Hawaiian II

Hawaiian IV
Grades 11 and 12

Year Course

Hawaiian IV is an intensive course for students who wish to advance their mastery of the Hawaiian language through extensive communication and cultural study. The course focuses on daily conversational fluency, comprehension, and interpretation skills through exclusive use of 'Ōlelo Hawai'i. Students will engage with historical recordings of native speakers, translate Hawaiian newspaper articles, and discuss current events, fostering a nuanced understanding of Hawaiian language and society. Students will learn to express original thought through spoken presentations and discussions, building upon their communication skills and strengthening their aptitude to comprehend and interpret 'Ōlelo Hawai'i. This course emphasizes analytical skills and deepens students' connections to Hawaiian values, especially the relationship with 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. Students will explore the themes of identity, experience, social organization, human ingenuity and sharing the planet. Students will develop communication skills in the interpretive,

interpersonal and presentational modes, while connecting with the cultural perspectives, practices and products of Japan. 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 Level I/II: None

Prerequisite for Level III/IV: 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: listening, reading, speaking and writing. Topics covered include family, school, everyday life, hobbies and describing people. 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 themes of identity, experience, human ingenuity, social organization, sharing the planet, and challenging 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 in a rigorous course. 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 three 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. Students are expected to practice through daily conversations, and in and out-of-class experiences. Performance assessments 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 to communicate about themselves, others, and Spanish cultures in Spanish. They will develop all three modes of communication (interpersonal, presentational, interpretive) and language skills (listening, reading, speaking, and writing) at the intermediate level. It's all about communication, not perfection! Students will learn more about Spanish-speaking cultures' products, practices, and perspectives, helping them understand and connect with others. We will explore 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 a heavy emphasis is on student-driven learning based on passions and interests, students will also examine authentic materials 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 must take the IB SL examination, which is subject to an examination fee, and must attend Office Hours for extra instruction.
- Exams for IB AB courses will occur in the second year.

IB French AB (SL)
Grade 11
Grade 12

Two-Year Course
Year One
Year Two

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 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)

Grade 11

Grade 12

Two-Year Course

Year One

Year Two

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 must be started in the junior year. Students will explore the themes of identity, experience, social organization, human ingenuity and sharing the planet. Students will develop communication skills in the interpretive, interpersonal and presentational modes, while connecting with the cultural perspectives, practices and products of Japan. 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 Coordinator approval

IB Spanish AB (SL)

Grade 11

Grade 12

Two-Year Course

Year One

Year Two

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 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 accurately and fluently and utilize and comprehend expansive vocabulary and grammar structures. Students will express original thoughts through spoken presentations and discussions and understand the spoken language formally and informally in conversations and narrations. Students expand their knowledge and understanding of Spanish and Hispanic cultures' practices, perspectives, and products and develop an awareness of global issues and cultural diversity in various topics: history, geography, art, and politics.

Prerequisite: Spanish III; Department approval; IB Coordinator approval