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### Introduction

The following 2015 – 2016 course information will assist you in understanding our credit requirements for graduation and our programming procedures. Punahou awards a diploma to each student who earns at least 22 credits during four years of high school and who meets the course requirements described below. It is the responsibility of each student to take all required courses needed to meet graduation requirements.

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

All semester grades, with the exception of Credit/No Credit courses, are weighed equally to compute Grade Point Average (GPA). With the exception of School Year Abroad (SYA) and Global Online Academy (GOA) courses, only graded courses taken at Punahou are reflected in Punahou’s GPA. Each course earns one-half credit per semester except JROTC, which earns one-half credit per year, and ASPE, which earns one-quarter credit per quarter.
It is the responsibility of each student to take all required courses and to be accountable for meeting graduation requirements.

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

**English**
- Four credits

**Language**
- Two credits

**Mathematics**
- Three credits

**Physical Education**
- Two credits

**Science**
- Two credits

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

**Visual and Performing Arts**
- Two credits

**Electives**

An elective is any course that exceeds departmental requirements for graduation or those courses that are not identified as meeting departmental requirements for graduation.

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**Critical Thinking Requirement**

Through Critical Thinking, students develop an understanding of what thinking is, how to evaluate it and how to promote the intellectual traits required for effective reasoning. These goals reflect a common set of principles:

- Understanding is produced through reasoning and can be constructed and created only in the minds of learners.
- Understanding is only as sound as the reasoning that produced it; therefore, to evaluate knowledge, it is necessary to evaluate the reasoning that produced it.
- Reasoning well improves our understanding of all areas of our lives; understanding how we think makes it possible to use knowledge effectively in novel situations.

Elements and standards of critical thinking have been embedded in the required sophomore English course, so that all Punahou students will have an introduction to Critical Thinking concepts and strategies during the Sophomore year.
Spiritual, Ethical, Community Responsibility Requirement

In order to educate the heart as well as the mind, Punahou students are asked to explore their spirituality, examine their ethical systems, and develop their roles in communities. Courses with a Spiritual, Ethical and Community Responsibility (SECR) credit focus on two of three areas:

- Spirituality: students explore their potential for spirituality by practicing ways of understanding that are not grounded in factual analysis and which allow for mystery.

- Ethics: students use empathy, imagination, and dialogue to examine and develop complex understandings of ethical issues.

- Community Responsibility: students participate in 14 hours of service integral to the course. They are encouraged to see themselves as part of a larger self – the earth and its inhabitants – and to understand the value of serving their communities.

All students select at least one SECR course during their high school career. SECR courses are listed here; full course descriptions can be found in the appropriate academic department section of this catalog.

Spiritual, Ethical, Community Responsibility Courses

Art
- Arts & Letters (ID)

English
- American Literature – Nature
- Arts & Letters (ID)
- The Bible as Literature
- Buddhist Philosophy and the Game of Go
- Creative Writing
- Magical Realism
- Speech: Art of the Spoken Word
- Words R Us

Language
- Hawaiian IV
- Japanese IV Honors
- Mandarin Chinese IV Honors
- Spanish IV Honors

Physical Education
- ISPE Yoga I
- Yoga I Hybrid (summer)
- ISPE Yoga II
- ISPE Yoga II Hybrid

Psychosocial Education
- Child Development
- Peer Helping
- Womb to Tomb: Psychology Across the Lifespan

Science
- Bioethics
- Science and Sustainability: Costa Rica (summer 2015)

Social Studies
- Asian History – Year
- Capstone Arctic (summer 2015)
- Capstone China (summer 2015)
- Capstone Tahiti and Rapa Nui (summer 2016)
- Hawaiian Culture II
- Introduction to Social Studies – Hawai‘i (summer 2015)
- Modern Japan (summer 2015)
Credit/No Credit Option Courses (CR/NC)

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

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

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

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

Programming Process

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

From early February until mid-March, deans meet with individual students to enroll them in courses. At the end of the third quarter, a printout of the selected courses is sent home with third quarter grades. Changes from that point on will depend on availability; some courses will be closed and changes will not be possible.

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

Course offerings depend upon sufficient enrollment and available staff.

Global Online Academy (GOA) Programming

Registration for online courses offered through GOA is done during general course registration with the deans. Students may enroll in only one GOA course per semester and, due to limited class size, selection may be by lottery if necessary. Preference is given to juniors and seniors.
Travel and Study Abroad Programming

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

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

Summer School Programming

Each student is allowed to register for one Summer School course each year that satisfies a graduation requirement. Students may, for example, enroll in Composition or Senior Capstone; they may not enroll in both. The exceptions to this policy are PE, Art and Music courses, of which a student may take two. Some departments limit departmental graduation credits earned in Summer School. Such specifications are detailed in the Summer School section.

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

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

All course offerings are subject to sufficient enrollment.

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

The visual art curriculum extends beyond skills, techniques and concepts. We provide environments that promote purposeful exploration towards the creation of visual expressions. Our goal is to have students develop the habits of mind and practice that allow them to become curious, confident, resilient individuals devoted to creating value in the world and in the lives of the people around them.
Graduation Requirements

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

Course Offerings

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

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

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

Open to Grades 9, 10, 11, 12. Prerequisite: Drawing I recommended but not required. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. This course may be repeated for credit. Lab fee.

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

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

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

Painting I
Painting I is an introductory course which teaches basic painting skills and includes the study of value, color, space and texture. Through the experience of several paintings, students become familiar with these elements and explore their relationships. Students learn to stretch and prepare canvas, in addition to being introduced to a variety of painting surfaces.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.
Painting II
Painting II is a natural extension of Painting I. Students are introduced to the traditional method of painting that uses oil paint and various mediums. Having learned the basic skills of painting, students apply techniques and processes with more confidence and intent. Connections between historical, contemporary, and the students’ paintings are discussed. Painting II is designed to deepen experience, develop self-confidence, instill understanding and encourage growth in the artistic capabilities of the art student.

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

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

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

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

The learning process is the most valued aspect of this course. All criteria and expectations are detailed in advance with a contract, so that students can understand what is required to pass and to excel on each assignment. Each student will be recognized for his or her progress in developing the foundation and printmaking skills taught in this course.

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

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

Students are assigned six assignments in which film is exposed, developed, proofed and printed. Each student needs a manual exposure control camera (i.e. 35mm SLR) or the ability to override automatic exposure of the shutter speed and aperture. New cameras start at $200 and used ones (in good condition) from $100 and up. Students can buy and sell their cameras at the beginning of the semester online, at local camera stores or from each other. The photo teacher (Alex Selarque,aselarque@punahou.edu) will help to facilitate communication if students need a camera or want to sell theirs.

Open to Grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Color Digital Photography
Color Digital Photography serves as a comprehensive technical primer on color still photography using modern digital technology. Through lectures, demonstrations, discussions, critiques and lab activities, students master basic skills which include operation and maintenance of a camera system, computer import and export procedures, digital archiving and photo retouching using Adobe Bridge and Photoshop.

Students are given six assignments in which a digital photograph is taken, imported, organized, proofed, enhanced, printed on inkjet and dye sublimation printers, and then saved to disk. Each student needs a manual exposure control camera (i.e. D-SLR) or the ability to manually adjust the shutter speed and aperture.

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

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

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

Open to Grades 9, 10, 11, 12. Prerequisite: One of the following: Black and White Film Photography or Color Digital Photography. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
**Digital Art**

Digital Art offers a unique approach to understanding basic visual language. Computer applications and tools allow students to explore new ways of conceiving and constructing works of art. At the same time, the course provides a deeper understanding of art and its basic principles through assignments designed to integrate with and build upon foundation art skills, especially drawing and design.

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

The learning process is the most valuable aspect of the course. Students expand their skills and are evaluated on their individual progress in developing skills and ideas for each assignment. A contract describes course criteria and expectations so students can understand requirements and plan how to excel on each assignment.

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

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**Digital Video**

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

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

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

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

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

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

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

Introduction to Ceramics: Wheel Throwing I

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

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

Open to Grades 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Ceramics: Wheel Throwing II
Advanced wheel throwing continues the challenge of expression through sculptural as well as functional forms. Centering takes on additional significance as the student seeks to find the center of the aesthetic gesture, trimming away all that is not needed to find the essence of craft brought to art form.

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

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

Glass Blowing I
The course teaches students to form hot glass by off-hand blowing techniques. Students study a variety of shapes and proportions and apply them to functional, decorative and expressive forms. Color, optic molds, surface applications, grinding, polishing and sand blasting are presented as modifications of basic forms. Students focus on craftsmanship and purposeful control, while being encouraged to personalize their work.

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

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

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

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

Open to Grade 11, 12. Prerequisite: Glass Blowing I and consent of instructor. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit. Lab fee.
Jewelry I
Jewelry I is an introduction to the basic techniques of metalsmithing and to the creative process of designing original jewelry. Students develop skills through exploration of a variety of techniques including soldering, forging, use of the jeweler’s saw, polishing, stone setting and simple forming. They create several finished pieces of jewelry using silver and semiprecious stones.

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

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

Jewelry II
Advanced design and metalsmithing techniques are explored in Jewelry II. Assignments in this course include enameling, the creation of three-dimensional hollow forms, creating moving parts such as hinges, setting stones and personal technical explorations. Students are allowed personal choice in deciding which technical areas to focus on and are expected to develop a clear sense of personal expression. The course focuses attention on contemporary work in jewelry and on critical assessment.

Students create projects using silver, copper, semiprecious stones, enamel and related materials. They develop working plans for each major assignment based on criteria that they help to formulate. A sketchbook is required.

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

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

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

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

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

Studio Art is a non-media specific art course focusing on strengthening the creative process and defining the creator’s unique and original voice. Catering to a diverse group of students working in 2D, 3D and 4D, with varying levels of art-making experience, this class’ core unifying principle is the concept of what it means to be creative and how to create meaningful work. Students are encouraged to experiment and explore ideas through a variety of media to develop skills to go from being a rule-taker to a rule-maker. The course structure is centered around the individual student exploring ideas with the teacher as a facilitator. Class time is devoted to discussions on creative strategies, what to do when you don’t know what to do, critiques, field trips and visiting artists. The teacher aids the student in finding strategies of art-making that match the student’s learning style. Students end the semester with the presentation of a portfolio of images of the work done for this class. All students are welcome: both students who have a focus in mind as well as those seeking to find a focus in their work.

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

**Advanced Placement Art Studio**

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

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

**Arts & Letters (English (ID))**

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

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One credit (one-half English, one-half Art). Satisfies English and Visual and Performing Arts graduation requirements and Spiritual, Ethical, Community Responsibility graduation requirement or general elective credit. Lab fee.*
Independent Art Studio
Independent Art Studio is an advanced course of self-directed studio work that may be taken with the permission of a sponsoring teacher by a student who has completed all available classes in a particular medium. Students must confer with, and receive permission from a sponsoring teacher, before signing up for this course. A contract for the course is developed and approved by the teacher and Department Head prior to the beginning of the semester. This course is appropriate only to those few independent students whose projects do not fit in the Studio Art course.

Open to Grades 11, 12. Prerequisites: All level I and II courses available in the medium to be studied, and permission of the sponsoring teacher. Each Art Department teacher may accept no more than four Independent Art Studio students in one semester. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement if taken for a grade or general elective credit if Credit/No Credit. Lab fee.
The goal of the Academy English Department is to teach students to read compassionately, think exactingly, write clearly and gracefully, and act with the compassion, exactitude, clarity and grace they derive from their engagement with the English language and with literature. We believe that offering students a wide variety of curricular challenges with language and literature will increase their capacity for perception, feeling, reason, and tolerance; nourish their imaginations; and inspire their actions.
English (continued)

Grade 9

ENGLISH 1AB
2 SEMESTERS

Grade 10

ENGLISH 2AB
2 SEMESTERS

Grade 11 or Grade 12

REQUIRED
One of the following
American Literature Courses:
American Studies (2 semesters)
American Voices
Jazz Age and the Lost Generation
Nature*
Survey: Dream and Disillusion
Writing the Self

ELECTIVES
American Literature Honors
Arts and Letters*
Bible as Literature*
Buddhist Philosophy and the Game of Go*
Composition
Creative Writing*
Crime and Punishment
Fiction and Film
Humanities
Ideas in Western Literature
Identity and Culture
Journalism
Lyric Essay
Magical Realism*
Science Fiction
Senior English Honors
Senior Independent Project
Shakespeare and Friends
Speech*
Voices of Hawai’i
Words R Us*
Write On!
Young Adult World and Perspective

Any of the courses in this column may also be taken as an additional elective once the American Literature requirement has been fulfilled.

Courses marked with an asterisk fulfill the Spiritual, Ethical, Community Responsibility graduation requirement.
Graduation Requirements:
1. Four credits are required for graduation.
2. Students should earn 2 credits in English in their junior and senior years.
3. Every student must take one American Literature course.

Course Offerings

English 1
foundation [foun-dey-shuhn]
noun: an underlying basis or principle for something – New Oxford American Dictionary

This course provides you with a foundation for your English experience in the Academy and beyond. You will explore the guiding questions: Who am I? What do I convey about myself through my use of language? How can reading and writing help me understand myself and this world? You will practice and refine the essential skills of reading, writing, listening, and speaking and develop a fundamental understanding of various literary genres: drama, poetry, short story, novel and essay.

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

English 2
This course focuses on the development of critical thinking skills applied to the study of literature. Students explore the interconnections between reading, writing, and thinking. One emphasis is on reading as writers: that is, students read with specific attention not only to the content (what the writer has said) but also to elements of craft (how the writer has managed to say it). A second emphasis is on writing as readers: students write about what they read and write in the genres they are studying. A third – and primary – emphasis is on learning to think: students are asked to monitor and reflect upon the decisions they make while they are reading, writing, and thinking, and to make a conscious effort to refine their critical thinking skills.

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

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
American Literature – The Jazz Age and the Lost Generation: 1920s America

The 1920s brings to mind a fascinating array of cultural associations: flappers, bootleggers and jazz, to name a few. It was the first decade in which American popular culture captured the attention of the world. And for better or for worse, many of the decade’s characterizing traits are still present in American politics and culture today. From a literary standpoint, the Roaring Twenties did not disappoint. This class looks at some of our nation’s most celebrated authors and their works. Students examine the cultural setting in which they wrote and the philosophical questions that gave our modern era the name “The Age of Anxiety.” What do these authors have to say about finding meaning in a world where the value of all traditional idols – God, man, reason, science, progress – is uncertain? How do they define our American identity, or answer the age-old question “What is the meaning of life?”

Students analyze Fitzgerald’s novel *The Great Gatsby* along with several short stories by Hemingway, Faulkner, Wharton and Hughes, and poetry by Eliot, Cummings and Pound. Readings are accompanied by a study of jazz music, modern art and clips from 1920s films.

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

American Literature – Nature

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

– Henry David Thoreau, *Walden*

Literature asks us to more carefully reflect on who we are and how we live. In this course we analyze a variety of texts that invite us to contemplate the questions and answers nature has provided for generations of American writers and artists. Beginning with the early Americans and considering the ways in which native cultures relate to the land in fundamentally different ways from Western cultures, we move forward in the American tradition, analyzing various texts in order to consider the answers the natural world provides as well as the questions it elicits. Although the core of this course is rooted in a careful study of various American texts, we also reflect on contemporary environments, considering our connection to current environmental initiatives in Hawai‘i today and how these influence our own personal relationships with the land. In addition to traditional classroom experiences, students participate in a hands-on, experiential garden lab. In this lab, students develop more direct relationships with sustainability and evaluate how the choices we make in our everyday lives shape our environmental impact. In the garden lab we learn by doing and reflect on the educational consequences of those experiences.

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

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

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

American Literature – Writing the Self

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

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*
American Literature –
American Studies (English (ID))
American Studies is an interdisciplinary course that analyzes selected aspects of American culture from varied perspectives (historical, poetic, and artistic). Students learn to think carefully and deeply about historical events and about literary and other texts. They are asked to examine their own assumptions as well as the assumptions of writers, historians, essayists and observers. They learn to question, to generate theories, to select valid evidence to test theories, and to question again. They learn to listen thoughtfully and to participate reflectively.

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

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

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

American Literature Honors (English (H))
American Literature Honors serves as a non-credit supplement to the student taking any one of the courses which meet the American Literature requirement with a 3.5 GPA or better in English. It meets one hour per cycle and focuses on short stories by Hemingway, Fitzgerald and Faulkner. Students are asked on a regular basis to write literary analysis as well as less formal pieces.

Open to Grades 11, 12. Prerequisites: Enrollment in an American Literature course; 3.5 GPA or better in English. Non-credit course.

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

Open to Grades 11, 12. Prerequisites: English 2. Semester course. One credit (one-half English, one-half Art). Satisfies English and Visual and Performing Arts graduation requirements and Spiritual, Ethical, Community Responsibility graduation requirement or general elective credit. Lab fee.
The Bible as Literature
While The Bible is an essential religious text, it also serves as an undeniable touchstone of Western philosophy and culture. Artists, politicians, athletes, film makers, writers, and historical figures have referred to The Bible in much of their work, and opinions on topics ranging from Mideast policy to The War on Terrorism to popular movies are all informed by an understanding of this book. Students in this course examine The Bible as a work of literature. They consider such questions as “How does the way we read The Bible affect what we understand?” “What is the difference between understanding and belief?” and “Why do the characters in this book act as they do, and what can we learn by studying them?” To demonstrate how they understand what they are reading, students write in a variety of genres including poetry, narrative, and formal and informal essays.

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

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.
Composition
Composition is for writers of all levels who wish to express themselves more effectively. The course focuses on helping students improve as both writers and readers, and encourages them to understand the intrinsic connection between reading and writing. While the class explores various forms of expression, the primary focus is on essay modes such as narrative, argument and description. As an important part of the course, students work closely with their peers in the class as well as in the Writing Center to give and receive feedback. Ultimately, students gain greater confidence as writers, new ways to approach an essay, and a better understanding of how to write with power and grace.

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

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

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

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

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

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

This course explores the art of telling stories in two media: the printed word and the moving image. Students are challenged to think both analytically and creatively. Starting with the aspects of story that are common to both literature and film, the course continues by examining the art and craft unique to each medium.

Students are expected to work on their careful, close-reading skills, their group work and discussion skills, their analytical writing skills, and their literary and visual story-telling skills. Starting with smaller assignments, the course pushes students to build to their “Best Work” including an essay, a short story, a video (produced by a group) and an Independent Project.

Texts include two novels, a handful of short stories and about 14 feature length films.

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

**Humanities: Individual and Community**

Conducted as an ongoing conversation based upon common readings and individual responses, this course addresses questions that have fascinated the great minds of the West for the past 2,500 years: What is the nature of humans? What is justice and how can we create a world in which justice prevails? How can we recognize evil, and how can we deal with it? What is freedom? Are there limits to freedom and if so, what are those limits? What is truth and how can we know it? What is the good, and how can we recognize and act on it? Is there a meaning to life? How can we find it, create it, know it? Is there a higher power, and if so, what is its nature? What is the relationship between the individual and the larger community?

The course requires creative responses, personal reflections and literary analyses. Texts for this course include but are not limited to the following: Sophocles, *Antigone*; William Golding, *Lord of the Flies*; Joseph Conrad, *Heart of Darkness*; Elie Wiesel, *Night*; Bertolt Brecht, *Galileo*; Albert Camus, *The Stranger*. There are also shorter readings from Aristotle, Plato, Tacitus, Thomas More, Immanuel Kant, Sigmund Freud, Carl Jung, Henry David Thoreau, Martin Luther King, Jr., among others.

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*
Ideas in Western Literature
Perhaps this course should be re-titled Questions in Western Literature, or possibly even Uncertainty 101. What’s real and what’s not? Are we free? What determines our actions – nature or nurture? In today’s morally relativistic world, how do we know what’s right? And where does our thinking even come from? These are a few of the questions that arise from our engagement with an eclectic selection of texts spanning nearly 3,000 years of Western literature. These seminal works, each of which explores in some way the relationship between knowledge and action, include The Book of Job, Plato’s Allegory of the Cave, Kafka’s Three Parables, Sartre’s No Exit, Dostoevsky’s Grand Inquisitor, Frankl’s Man’s Search for Meaning, Shakespeare’s Hamlet, and Stoppard’s Rosencrantz and Guildenstern Are Dead. Philosophical inquiry becomes both subject matter and process in this course, as students are encouraged not only to reflect (through discussion and a series of focused writing assignments and critical thinking exercises) on the authors’ ideas, but, as well, to explore their own questions with clarity, depth, breadth and self-awareness. The hope is to create a classroom atmosphere in which we can acknowledge that we won’t always figure out the answers, but we can be surprised and enhanced by the exploration itself.

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
**Journalism**
The shifting media landscape poses unprecedented challenges for producers and consumers of news information. This intense, real-time class requires students to think and write like journalists, and to submit their work for publication in the Academy newspaper, Ka Punahou. Developing media literacy skills and the ability to write concisely and with clarity creates the platform for an ideal English class in which students write for a real purpose and audience while collaborating with a team of other students and being coached by a teacher. Students who take journalism write extensively in all newspaper formats, including objective news writing, opinion pieces, reviews and interviews. To supplement and inform the work on writing, students read extensively from daily newspapers, essay collections and magazines, and hear from a number of guest speakers. Students get significant training in peer editing and work collaboratively to improve and strengthen their writing.

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

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

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

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

*Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.*
Magical Realism
Magical realism is an aesthetic style or genre of fiction in which magical elements appear as natural, everyday events. In these novels and short stories, magic is commonplace, while what we might call “realistic” events may appear to be strange or incomprehensible. Ghosts, whirlwind ascensions, psychic abilities, men turning into fish and children born with pigs’ tails are presented in a straightforward style that asks the reader to accept them as natural and unremarkable things.

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

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

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

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

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

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
Senior English Honors (English (H))
Senior English Honors is designed for students who have demonstrated a high degree of interest, skill and motivation in reading, discussing, and writing about literature. As an honors course, it will appeal primarily to students who enjoy the process of interpreting and discussing challenging texts. It puts particular emphasis on analytical writing and on developing a deeper understanding of how meaning is achieved through the elements of style: syntax, narrative technique and figurative language. Students are asked to develop their own interpretations of works selected from the British and American literary canons, and should be prepared to work both independently and in close consultation with the teacher in developing their writing skills. This course is recommended for students who seek the kind of intellectual challenge appropriate to an honors curriculum; it should be chosen carefully in consultation with English Department faculty and deans.

Open to Grade 12. Semester course. One-half credit. Satisfies English graduation requirement.

Senior Independent Project
The English Department offers this option to second-semester seniors who have demonstrated their readiness to develop and pursue their own courses of study. To participate in the program, students must submit a detailed proposal defining the goals and activities they want to pursue. These proposals are submitted in mid-October of the senior year. If the proposal is approved, students work independently with a member of the Academy English faculty during the second semester to complete their projects. Students completing Senior Independent Projects are not required to remain enrolled in the second-semester English course.

Open to Grade 12. Prerequisites: Three and one-half credits in English, approval of proposal by Academy English Department. Semester course (spring semester only). One-half credit. Credit/No Credit unless the university the student will attend requires a grade. Satisfies English graduation requirement.
Shakespeare and Friends:
The Elizabethan Age
Centering on the works of William Shakespeare, this course explores the “Golden Age” of English letters. Works are set in their historical, cultural, social and political contexts.

Students confront the text as script, blocking and performing scenes, memorizing and acting out monologues, designing sets in miniature, role playing, and examining different video renditions of the same play, focusing on the choices made by directors, actors, and producers. Students also read selections from various Renaissance political and social theorists, as well as draw from their knowledge of the plays taught in English 1 and English 2.

Students write at least three formal papers a quarter. While primarily analytical, these papers also ask students to interpret the text for performance, and some ask students to read and evaluate criticism of Shakespeare’s plays as well as video and film interpretations.

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

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

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

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
Words R Us
How and when did humans develop language? How do we know that Stone Age people said “ack” to describe “sharp,” and what does that have to do with “acne” on your face? What causes languages to change? Who decides the rules of spelling and grammar? Is body language a real language? Can you detect liars via their speech patterns? What does a poem in sign language look like? What can you learn about yourself from the words you choose? Why are 3-year-olds the world’s strictest grammarians? Do men and women use language differently? Is dyslexia in Chinese the same as in English? Why is a spoken language dying out in the world every two weeks? Do animals have language? Does the language we speak affect how we think? How do advertisers and politicians persuade us with their words? How do texting and social media impact your brain, communication and the English language? How can we alter our words to lessen misunderstanding and conflict? Why are metaphors so much more than figures of speech? Why is it, like, so hard to stop saying “like?”

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

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

Write On!
This course is available to motivated and capable English students who are passionate about writing—those who eat, breathe and sleep writing. By the end of the semester, each student creates a substantial portfolio of work that represents his/her growth and development as a writer. Students learn to read as writers and draw on literary influences as they develop their own work. Students explore different genres and ask essential questions about writing in general and their own writing in particular. Since writing is a process, much of the course is devoted to peer feedback, thinking metacognitively, and revision.

Open to Grades 11, 12. Prerequisite: Previous writing course (Arts and Letters, Composition, Creative Writing, Journalism) and departmental approval. Semester course. One-half credit. Satisfies English graduation requirement.
Young Adult World and Perspective
This course explores the young adult world through the study of literary and young adult ("YA") fiction. The fundamental questions of the course are the questions that people face as they “come of age.” How do you navigate the transition from childhood to adulthood? What role does romantic love play in your life? What is the nature of true friendship? How do you maintain a connection to your family while defining your own identity? Students explore essential questions like these as they gain a deeper understanding of the characters, themselves and the world.

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

Open to Grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement.
The study of a second language, whether European, Asian or Pacific, opens the world to our Punahou students. The Language Department is committed to providing its students with a learning environment where they will:

• communicate confidently and effectively in the language(s) they study.
• understand and appreciate the cultures, people and societies of the language(s) they study.
• explore interdisciplinary content and expand their own perspectives through the language(s) they study.
• develop insights into the nature of language and culture.
• participate in multilingual and multicultural communities at home and throughout the world.

Throughout the students’ course of study, emphasis is placed on communication through listening, speaking, reading and writing. Students demonstrate an understanding of culture, compare the linguistic differences and similarities of their native language and the language they are studying, connect with other disciplines via the target language, and interact in multicultural settings.

Punahou offers a range of language choices: European (French and Spanish), Asian (Japanese and Mandarin Chinese) and Pacific (Hawaiian). Any of the languages satisfies the Language graduation requirement, though students are advised to consult with deans regarding the consequences of language choice.
Graduation Requirements

A minimum study of two consecutive levels of a single foreign language in the Academy is required. It is usually recommended, however, that a student continue studying the same language until he or she obtains the highest level of proficiency possible.

Course Offerings

ASIAN LANGUAGES

Japanese I

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

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

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

Japanese I B

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

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

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

Japanese II, II Honors

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

Student achievement of the four language goals (communication, cultures, comparisons and communities/connections) is assessed by means of quizzes, compositions, oral presentations, exams and projects. Students are required to complete lab assignments.

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

Japanese III, III Honors

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

Open to Grades 9, 10, 11, 12. Prerequisite: Japanese II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.
Japanese IV
The general theme of Japanese IV is “The Japanese Soul.” Students further develop their Japanese language skills while critically examining Japan's history, culture and values in much greater depth. They study keigo (honorifics) and its place in the daily lives of Japanese, the historical context of the Japanese immigration, the World War II Japanese experience in America (internment camps) and in Japan (war-ravaged Hiroshima), historical and tradition-laden Kyoto and Nara, and environmental issues. They study and experience traditional cultural arts such as tea ceremony, calligraphy, flower arranging and Japanese poetry (haiku). Each quarter, they engage in projects. All students perform community service in the local and global Japanese community.

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

Japanese IV Honors
The general theme of Japanese IV Honors is “The Japanese Soul.” Students further develop their Japanese language skills while examining Japan's history, culture and values in much greater depth. They study keigo (honorifics) and its place in the daily lives of Japanese, the historical context of the Japanese immigration, the World War II Japanese experience in America (internment camps) and in Japan (war-ravaged Hiroshima), historical and tradition-laden Kyoto and Nara, and environmental issues. They study and experience the traditional cultural arts of tea ceremony, calligraphy, flower arranging and Japanese poetry (haiku). Students are expected to think critically, discuss and write about ethical issues, and express their opinions about them. Each quarter, they engage in projects. All students perform community service in the local and global Japanese community.

Open to Grades 10, 11, 12. Prerequisite: Japanese III or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.
Japanese V
This level represents the culmination of the Japanese curriculum at Punahou and is designed to recap as well as expand the students’ language skills and proficiency. Students are given ample opportunity to use Japanese on common topics, but at a much deeper, broader level than in previous years. Students engage in several projects and continue to involve themselves in service opportunities which benefit the local and global communities connected to Japan, Japanese and the Japanese culture. This course is not designed to prepare specifically for the AP exam, though some of the same language skills are practiced in class. Any student who plans to take the AP Japanese Language and Culture exam in May is encouraged to enroll in the Japanese V Honors class upon consultation with his or her Japanese IV teacher(s).

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

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

Open to Grades 11, 12. Prerequisite: Japanese IV or IV Honors. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.
Japanese for Heritage Students I
This collaborative, project-based course is recommended for students who have (or have had) immersive Japanese language background (e.g. exposed to the language at home and/or have lived in Japan). The course focuses on developing listening and speaking skills unique to heritage students through a survey of contemporary samples of Japanese television, movies, radio and documentaries. Writing is computer-based, focusing on developing accurate and appropriate digital communication skills. Students engage in individualized and small-group activities. Depending on their levels, students may direct their own videos to create bilingual content for non-native Japanese language students or volunteer in the non-native classes as teaching assistants (TAs), tutors or as speaking partners for oral activities. They may also volunteer at community events that require their higher level skills. Advanced students may also learn interpretation and translation skills. Students are also encouraged to take the AP Japanese Language and Culture Exam or other standardized exams to affirm their Japanese proficiency. A continuation course will be offered based on interest and enrollment.

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

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

Mandarin Chinese I, II and II Honors
Students gain a basic foundation for communicating in Chinese through listening, speaking, reading, and writing activities. The two years of coursework are based on the National Standards and activities address the three modes of communication: interpretive, interpersonal and presentation. Students also develop an awareness and appreciation for Chinese language and culture. An interactive approach is used as students learn to talk about themselves, their families, and their communities, as they make connections and comparisons with the Chinese. Approximately 400 characters are taught each year. Students have an option of learning both traditional and/or simplified scripts but are encouraged to recognize both types of scripts. They also learn basic Chinese computer skills. Students are assessed through performance in activities, quizzes, tests, presentations, journals and other writing assignments.

Open to Grades 9, 10, 11, 12. No prerequisite for Mandarin Chinese I. Prerequisite for Mandarin Chinese II or Mandarin Chinese II Honors: Mandarin Chinese I or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.
Mandarin Chinese III and III Honors
Students continue to build a foundation for communicating in Chinese through listening, speaking, reading and writing activities. Coursework is based on the National Standards and activities address the three modes of communication: interpretive, interpersonal and presentational. Students learn to talk about contemporary and cultural issues, as connections and comparisons are made between American and Chinese societies. In addition, they study China’s geography and historical and cultural sites. Approximately 400 characters are taught. Students have an option of learning traditional and/or simplified scripts (for writing) but are encouraged to recognize both types of scripts. Students are assessed through performance in task-based activities, dialogues, interviews, community service, quizzes, tests, presentations, journals, and other writing assignments.

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

Mandarin Chinese IV and IV Honors
Students continue to improve basic language skills through readings and a variety of presentations and discussions about modern Chinese and American societies. Instructional materials and activities are designed with an added focus on ethics and community responsibility to enhance the language learning experience and develop a cross-cultural awareness of personal moral principles. Students are required to explore ways and means by which their personal ethics may translate into actions beneficial to their communities. Students are evaluated not only in language skills but also in moral reasoning and participation through essay writing, presentations, discussions, projects and tests. Both traditional and simplified Chinese characters are taught in this course.

Open to Grades 9, 10, 11, 12. Prerequisite: Mandarin Chinese III or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement. Mandarin Chinese IV Honors satisfies Spiritual, Ethical, Community Responsibility graduation requirement.
Mandarin Chinese V and V Honors
This course represents the highest level of Mandarin Chinese offered at Punahou. The goal of this course is to expand the range and depth of students’ vocabulary and cultural knowledge and to develop students’ ability to assume a more independent role in their future studies of the Chinese language and culture. The first semester centers on the theme of immigrant experience, with a particular emphasis on Chinese immigrants’ contributions to America. In the second semester, students conduct Chinese language projects on contemporary issues concerning Chinese communities outside America. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. At the end of the course, students will develop a deeper appreciation of Chinese culture and a better understanding of China’s past and present. For Chinese V Honors, instructional materials and activities are designed with reference to the AP Chinese exam.

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

The Practice of Chinese Calligraphy and Taiqi
Can contemplation and meditation on a regular basis help one grow as a person? This course explores this essential question through the practice of Chinese calligraphy and taiqi.

The practice of calligraphy and taiqi requires a contemplative mindset and approach. The mind, spirit and body need to be centered and calmed. In both art forms, focus on the flow of Qi (Ch’i) is essential. Hesitation or distraction breaks the flow of Qi.

The language of instruction for this course is Mandarin Chinese. In this course, students learn about the seal, clerical, cursive, running and standard scripts, but practice mainly the standard script. Throughout the course, students are introduced to quotes from poets like Su Dongpo, Wang Wei, Tao Yuanming or quotes from the Daodejing. Students select content resonant to them personally to write.

Class time will be devoted to the actual practice of calligraphy and taiqi. The first half of each class period is devoted to doing taiqi warm-ups, stretches and the 42 step standard taiqi set. The steps are taught in increments. Following the physical movement, students spend the second half of class practicing with the brush. At the end of the semester, students select three of their best pieces to show and are able to perform the entire taiqi set.

Open to Grades 9, 10, 11, 12. Prerequisite: Mandarin Chinese III or equivalent. Semester course. One-half credit. Satisfies general elective requirement.
EUROPEAN LANGUAGES

French I
This course is an introduction to practical conversational and written French with fundamental vocabulary and idioms dealing with daily life situations and simple basic principles of grammar and structure. Technology is introduced through the exploration of French Web sites.

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

French II, II Honors
Using a proficiency-based method, second-year French emphasizes conversational and listening comprehension skills. Structures and vocabulary learned in French I are reviewed and reinforced before the introduction of a number of new verb tenses. Understanding culture and global perspective is key in the learning of a language in the 21st century, and awareness is reinforced through projects, internet activities, movies and stimulating reading selections.

The Honors class is the immersion extension of the French II class as it is conducted entirely in French. It is fast-paced and conversation-driven with a degree of expectations that require motivation, dedication and commitment.

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

French III, III Honors
Using a proficiency-based method, third-year French provides students with the opportunity to increase their communication skills through vocabulary building, reading, grammar and cultural awareness. Lessons emphasize daily life and culture as well as French and francophone civilization. Our integrated program emphasizes communication, reading skills, listening and writing. Technology is incorporated daily. As for all levels of French, understanding culture and global perspective is key in the learning of a language in the 21st century and awareness is reinforced through projects, internet activities, movies and stimulating reading selections.

The Honors class is the immersion extension of the French III class with a special emphasis on daily speaking. Each cycle is introduced with an essential question that focuses on an aspect of teenagers’ lives and is designed to start lively class discussions and reflections. A blog is also shared between this class and French students in a high school in France.

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

The Honors class is the immersion extension of the French IV class. The pace is faster and the class more rigorous, including more reading.

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

French V
Advanced language study emphasizes analysis of selected texts, fluency in conversation, and precision in writing. Communication through technology may continue with partners in France.

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

Advanced Placement French V
Advanced language study emphasizes analysis of selected texts, fluency in conversation, and precision in writing. Research on current French issues is part of the curriculum. The course involves intensive oral and written preparation for the Advanced Placement French Language Exam. Students must take the AP Exam in May.

Open to Grades 11, 12. Prerequisite: French IV or French IV Honors with teacher recommendation. Year course. One credit. Advanced placement courses must be taken for a letter grade. Satisfies Language graduation requirement.

Spanish I
Students are introduced to the language and culture of the Spanish-speaking world. The course emphasizes four basic language skills: speaking, listening, reading and writing. Students learn fundamental vocabulary and idiomatic expressions dealing with daily life, as well as the following grammatical structures: present, preterite, present progressive, imperative, and reflexive verbs, with brief exposure to other tenses if time permits.

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

Spanish I B
This course is designed for students who have had previous background in Spanish (i.e., native-speaking parents, background from other schools or programs, or long-term experience in a Spanish-speaking country or environment). The content of the course is the same as Spanish I, except that the introductory material is accelerated. The primary goal is to reinforce previously acquired skills.

Open to Grades 9, 10, 11, 12. Year course. One credit. Satisfies Language graduation requirement.
Spanish II, II Honors
In addition to an intensive review of the structures and vocabulary learned in Spanish I, second year Spanish consists of introducing a number of new verb tenses and grammatical structures, as well as practicing and reinforcing communicative competence. To achieve this oral-aural proficiency, the text emphasizes conversational and listening comprehension skills set in the context of increasing the students’ cultural awareness of the Hispanic world. The level II text is enhanced by listening programs, a video component, numerous legends, and fascinating historical and cultural readings on several Spanish-speaking countries. Class activities include conversations on a variety of topics ranging from daily life to discussions of more cultural significance, as well as communicative activities to aid in the intensive grammar and verb-tense mastery required by this level.

The Honors class, conducted entirely in Spanish, entails supplemental vocabulary acquisition, additional readings with a cultural focus, including the study of the reconquest of Spain, intensive and more rapidly paced verb-tense mastery, more in-depth and fluent class discussions, higher expectations regarding students’ oral and aural proficiency, and many communicative activities, including a Mexican Market and a letter-writing exchange with a school in Barcelona, Spain.

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

Spanish III, III Honors
Conducted exclusively in Spanish, this course reviews and expands upon vocabulary and grammatical structures presented in Spanish I and II. The goal of this course is to help prepare students for a 21st-century world, where skills such as speaking, writing and understanding another language, coupled with the ability to show empathy for other cultures, to work in small teams and to problem-solve, are all carefully nurtured and highly emphasized through local, national and international action. Through inquiry-based learning via the Spanish language, students work together and with students around the world to help solve problems big and small. In doing so, the Spanish III student learns to become and to understand what it means to be a global citizen.

In the Honors class, students read and discuss short stories, poetry and other genres of literature appropriate to the third year level.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish II or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement.
Spanish IV
This advanced level course is designed to help students improve their competency in all areas of language learning – speaking, reading, listening and writing. The class follows the Project-Based Learning model and aims to promote the use of the language while allowing the students’ creative vision to flourish through their project presentations. Students collaborate on projects to demonstrate mastery of the language by placing it in context and using technology as a means of expression and communication. In addition to expanding on the grammatical structures learned in previous years, this class stresses communicative competence through language usage in conversations held in pairs or small groups on current events, movie analysis, and other topics of interest.

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

Spanish IV Honors
This advanced course emphasizes improving communicative skills by means of class discussions, debates and informal presentations; builds upon and reinforces student knowledge of grammatical and verbal structures; increases acquisition of advanced vocabulary and cultural awareness through literary pieces in the text, web-based Spanish-language newspapers, articles, videos and podcasts; provides insight into the history of the Spanish-speaking world through study of the great pre-Colombian civilizations of the Americas and Spain’s role in their decline; familiarizes students with Spanish and Spanish American artistic traditions via the study of the styles and lives of El Greco, Velázquez, Goya, Picasso, Rivera, and Kahlo; honors the class’ SECR designation (Spiritual, Ethical, Community Responsibility) via well-thought-out discussions, debates and presentations on a variety of ethical issues derived from the text, current events, matters that affect the Hispanic world, and topics of interest and relevance that the students themselves choose; and engages students in a year-long letter-writing exchange, culminating in a major video project with our sister school in Málaga, Spain.

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish III Honors, Spanish III (with teacher recommendation only). Year course. One credit. Satisfies Language graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.
Spanish V
Spanish V is a culture class conducted exclusively in Spanish. In this course students continue to develop and improve their language skills in the context of Hispanic culture. At the start of the year, students and the teacher collaborate to evaluate the proficiency level of each student’s language skills in Spanish. Then, based on that assessment, each student plans his or her linguistic goals for each semester. The main objective of Spanish V is to foster learning by engaging students in activities, games, class discussions, Socratic circles and projects to build confidence communicating in the language.

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

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

Open to Grades 9, 10, 11, 12. Prerequisite: Spanish IV Honors, Spanish IV (with teacher recommendation only). Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Language graduation requirement.

PACIFIC LANGUAGES
Hawaiian I
Students explore the Hawaiian language through practical application highlighting cultural values and learning fundamental vocabulary, grammar and idiomatic expressions for simple conversations. The course emphasizes and encourages the use of Hawaiian in a context which is interactive and meaningful using the four basic language skills: listening, speaking, reading and writing.

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

Hawaiian II
Building upon the foundation set in Hawaiian I, Hawaiian II gives students further understanding of the language and culture of the Hawaiian people. Students learn complex grammatical structures, increase vocabulary and continue to develop oral and aural skills to enable functional conversations.

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

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

Open to Grades 9, 10, 11, 12. Prerequisite: Hawaiian II or teacher recommendation. Year course. One credit. Satisfies Language graduation requirement.
Hawaiian IV
Students continue to further develop their competency in all areas of language learning – speaking, listening, reading and writing. Curriculum for the course comes from a variety of sources: on-line books, legends, stories, songs, chants, proverbs, textbooks, old newspapers, and much more. Students are guided by values of love, respect and responsibility. Students are given the opportunity to explore matters of a spiritual and/or ethical nature and participate in service to others.

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

Hawaiian V
Hawaiian V represents the highest level of achievement for Hawaiian language students. The goal of this course is to strengthen students’ use of Hawaiian language, to expand and deepen their knowledge and appreciation of Hawaiian culture, and to study current issues facing the Hawaiian community. Students are expected to converse in Hawaiian daily and produce written and oral projects in Hawaiian. The first semester focuses on traditional Hawaiian literature and recordings. Hawaiian V continues to focus on strengthening 4 major skills: listening, speaking, reading and writing. In the second semester, students are required to create their own inquiry-based project. Throughout the course, students read stories in old newspapers and books, listen to the voices of our kūpuna, learn wise sayings, and learn and compose mele and oli. Students also have opportunities to connect with the larger Hawaiian community in various ways. Students are expected to challenge themselves, be positive contributors to the class and be pono at all times.

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

TEACHING ASSISTANT IN LANGUAGE
This course provides interested students with a deeper knowledge of the language they choose and gives them beginning experience in the profession of language teaching.

Students selected for the Teaching Assistant in Language (TA) spend five hours a week in the classroom or an equivalent number of hours in preparation or tutoring. Within the classroom, the TA works with small groups for oral practice and helps the teacher in the teaching process, particularly where individual attention is needed. At least once a quarter, the TA is expected to teach an entire class under the supervision of the teacher. Outside of the classroom, the TA may correct the notebooks and homework of lower level students, listen to and correct tapes recorded by students, tutor students who need help, design activities to be used in the classroom and read articles related to the teaching of language. TAs meet with their cooperating teacher at least once a cycle and keep a regular journal of their teaching experiences and reflections.

Open to Grade 12. Prerequisites: Must be enrolled in or have already completed the most advanced level of a language, and must have consent of the instructor and deans. Semester or year course. One-half credit each semester (Credit/No Credit). Satisfies general elective credit.
Mathematics

Mathematics is offered in the Academy at three levels: Honors (H), Regular, and Basic College Prep (BCP). The level of study for each student is determined by his/her past performance in mathematics courses. The Honors courses are for those students who have done very well in mathematics. Students must be highly motivated and able to quickly understand and easily apply new concepts. The Regular courses provide a thorough study of Algebra, Geometry, and Pre-Calculus. The Basic College Prep courses are for students who find the regular level of mathematics too challenging. The BCP curriculum covers all the basic material in Algebra, Geometry, and Pre-Calculus with topics and a pace suitable for the needs of the students.

All levels of mathematics require students to reinforce the work done in class so they will acquire the skills necessary to progress through a sequential course of study. Homework is assigned at each class meeting and tests are given regularly. Semester examinations are given at the end of both semesters in all of the core courses, except AP courses, which do not have a second semester exam. The semester exam counts for 20% of the semester grade in Algebra 1, Geometry, and Algebra 2/Trigonometry and 33.3% of the semester grade in most upper division courses. The elective courses provide enrichment topics. The material covered in the electives requires students to use the skills developed in the core courses. The offerings include Elements of Design, Money Management, and Computer Science. Advanced Placement (AP) courses are offered in Calculus AB, Calculus BC, Statistics, and Computer Science. A student enrolled in an AP course is required to take the AP examination in that subject in May. The exam is written, administered, and assessed by the College Board.

The faculty in the Mathematics Department uses technology, when appropriate, to deepen understanding and enhance productivity. Computers are routinely used in Elements of Design, AP Statistics, and Computer Science classes. All classrooms have Smart Boards and all students in Algebra 2/Trigonometry and subsequent courses are required to own a graphing calculator. We recommend students purchase a TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator.
Graduation Requirements

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

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

Course Offerings

Algebra 1 Basic College Prep

This first-year algebra course is for students who have experienced difficulties with mathematics. Class size is somewhat reduced to allow for more individual instruction, and shorter class presentations leave time in class for extra drill and one-on-one help with homework. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required and can be used throughout the BCP courses.

Quarter grades are based on test results, quizzes and homework grades.

Open to Grades 9, 10. Prerequisites: Eighth grade mathematics and teacher recommendation.

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

Each cycle, students attend class four times, plus a testing session. Homework is assigned daily and is used not only for practice, but also to evaluate a student’s progress in the course. At the end of the semester, students take a 90-minute exam which counts as 20% of their semester grade. Students completing Algebra 1 gain a firm basis for understanding material in higher level math courses.

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

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

Each cycle, students attend class five times, plus attend a testing session. Homework is assigned daily and is used not only for practice, but also to evaluate a student’s progress in the course. The sixth meeting in the cycle is a testing session. At the end of the semester, students take a 90-minute exam which counts as 20% of their semester grade.

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

Geometry Basic College Prep
This geometry course is for students who have experienced difficulties in mathematics, but is rigorous enough to include the traditional geometric topics: congruence, similarity, areas, volumes and proofs.

Test grades and homework are included in the computation of the quarter grade. A 90-minute semester exam counts as 20% of the semester grade. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required and can be used throughout the BCP courses.

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

Geometry
This course in plane and solid geometry stresses both inductive and deductive reasoning. Algebra and right triangle trigonometry and standardized test problems are integrated into the course.

Students are encouraged and expected to work together as they collaborate on a broad range of activities to discover and apply Geometric theorems and concepts. Participation in group and class presentations is expected. Homework is assigned for each class meeting. Test grades, class participation and homework are included in the computation of the quarter grade.

Open to Grades 9, 10, 11. Prerequisite: Algebra 1. Year course. One credit. Satisfies Mathematics graduation requirement.
Geometry Honors
This course is designed for accelerated students and includes units on solid and coordinate geometry in addition to the topics covered in a traditional Geometry course. There is a much greater emphasis on proof and applications of concepts throughout the course.

Students attend five classes per cycle.
Open to Grades 9, 10. Prerequisites: Eighth grade Algebra 1 Honors and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Algebra 2/Trigonometry
Basic College Prep
This course is the third in the Basic College Prep (BCP) sequence and currently uses the University of Chicago School Mathematics Project (UCSMP) curriculum. The concept of function provides the organization for the course. New topics include matrices, logarithms and trigonometry. Graphing calculators are used to reinforce concepts and introduce mathematical modeling.

Each cycle, students attend class four times, plus a testing session. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required. This course does not satisfy the prerequisite for Pre-Calculus or Advanced Pre-Calculus.
Open to Grades 10, 11, 12. Prerequisite: Geometry. Year course. One credit. Satisfies Mathematics graduation requirement.

Algebra 2/Trigonometry Honors
Designed for accelerated students, this Honors Algebra 2/Trigonometry course covers all of the material introduced in the regular Algebra 2/Trigonometry course but in greater depth than is possible in the regular course. Also, many Pre-Calculus topics are studied.

Open to Grades 10, 11. Prerequisites: Geometry Honors with B or better and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.
Pre-Calculus Basic College Prep
This course is the fourth year in the BCP sequence of mathematics and was developed to expand students’ understanding of functions, statistics, and trigonometry. Pre-Calculus (BCP) integrates the ideas of functions and trigonometry with the statistics necessary to collect and analyze data, and to hypothesize and draw conclusions from this data. A graphing calculator with a statistics package is required and is one means of engaging students in extended learning through math projects. Reading mathematics and problem solving real life situations promote students as independent learners. Pace, workload, and more individual help distinguish this course from courses in the regular track.

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


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

Pre-Calculus
Designed for students who have completed Algebra 2/Trigonometry and who wish to continue with a Pre-Calculus program, this course provides a less demanding alternative to Advanced Pre-Calculus but covers similar material. Pre-Calculus is recommended for students with a grade of B- or lower in Algebra 2/Trigonometry. This course does not satisfy the prerequisite for AP Calculus.


Open to Grades 11, 12. Prerequisites: Algebra 2/Trigonometry and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.
**Advanced Pre-Calculus**
The fourth course in the sequence that includes Algebra 1, Geometry, and Algebra 2/Trigonometry, Advanced Pre-Calculus blends and extends topics from the previous courses. In addition to learning skills, students also develop the ability to make significant connections between topics as they enhance their ability to solve problems. Focused study and attention to details are a significant part of the course. During the first semester, topics include polynomial, exponential, logarithmic, and trigonometric functions, and coordinate geometry. In the second semester, students study vectors, polar and complex numbers, and limits. The course also includes a substantial introduction to limits and derivatives, matrices, sequences, series, combinations and permutations and probability. Students completing Advanced Pre-Calculus will be prepared to take Calculus during the next school year.


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

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

The course meets five times a cycle.


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

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

The course does not cover enough material to prepare the students to take the Advanced Placement Calculus Exam. The course meets five times a cycle. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required.

*Open to Grades 11, 12. Prerequisite: Pre-Calculus with B- or better or Advanced Pre-Calculus with teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.*
Advanced Placement Calculus
AB and BC
These courses are part of a national program in Advanced Placement. All students who enroll in these courses are required to take the AP Exam in May. Appropriate credit and placement are granted by colleges in accordance with their policies. The content of Calculus BC is designed to qualify the student for advanced placement and/or credit beyond that which is granted for Calculus AB.

Calculus BC is an extension, rather than an enhancement, of Calculus AB. Common topics require the same depth of understanding and BC students receive an AB subscore with their AP results in July.

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

Calculus BC also includes study of infinite series and calculus of polar, parametric and vector functions. Calculus BC is the preferred course for students enrolled in the AP Physics C course.

The courses meet five times each cycle. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required.

Open to Grades 11, 12. Prerequisites:
Advanced Pre-Calculus with B+ or better or Advanced Pre-Calculus Honors and teacher recommendation. Year course. One credit.
Advanced Placement courses must be taken for a letter grade. Satisfies Mathematics graduation requirement.

Advanced Placement Statistics
This course is part of a national program in Advanced Placement. All students who enroll are required to take the AP Exam in May. Appropriate placement and credit are granted by colleges in accordance with their policies.

The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

This class meets for 1 hour three times per cycle and 1 1/2 hours once a cycle. A TI-83 Plus, TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required.

Open to Grades 10, 11, 12. Prerequisite: Any level of Algebra 2/Trigonometry or concurrent enrollment. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies general elective credit.
Introduction to Computer Science
This course introduces students to the process of designing and programming games.

The course begins by studying games as a creative art form. Students explore the distinction between games and simulations, look at some of the most popular video games and video game characters of the last decade, and study the effect of games on popular culture. Students explore how designers, advertisers (and yes, even educators) use powerful game dynamics to influence people’s behavior.

Next, students design and create a text-based interactive fiction game using a natural language specifically designed for beginners with no prior programming experience. Writing ability is just as important as coding ability, because the more creative the writing, the better the “graphics” are in a text-based adventure game. Students then become game programmers and code an old-school arcade game for a handheld gaming device. Games are judged on the basis of quality, creativity and overall fun!

Guest speakers from the gaming industry also visit the class to share their perspective on games and the gaming industry. By studying the craft of game design, students gain a new understanding of everything that goes into creating a game. Students don’t need to love games to enjoy this course (but it helps.) This course is an excellent introduction to AP Computer Science.

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

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

Advanced Placement Computer Science
This course prepares students for taking the AP Computer Science exam, given in Java. Students gain a solid understanding of object-oriented programming methodology. They develop strategies for solving problems using algorithms and ordered thinking. Part of this involves coding individual answers to problems, and part of it involves reading through someone else’s code and figuring out what it does. Students who like puzzles and problem solving love this!

After completing this course, students have had the experience of being integrally involved in a project team. They understand the fundamentals of object-oriented programming, transferable to any modern language, and they learn the valuable skills of creativity, collaboration and communication in the service of creating Java-based applications that run on various devices.

This AP course is a demanding, college-level computer science course. The bulk of the curriculum is based on open-ended labs for which students must find the appropriate solutions through rigorous testing and iterative design. A willingness to work hard, collaborate with others, and ask for help when necessary are required traits to succeed in this course. Previous object-oriented programming experience is helpful, but not required.

This class meets for 1 1/2 hours three times a cycle. Students must take the AP Exam in May.

Open to Grades 10, 11, 12. Prerequisite: B or better in previous math course (Algebra 1, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Advanced Pre-Calculus, Advanced Pre-Calculus Honors). Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies general elective credit.
Computer Science Independent Study: iOS App Development
This is an opportunity for students who have previously taken a Computer Science course to further their understanding by applying their knowledge and skills in a real world situation. By working with the AP Computer Science Instructor, independent study students build apps for the iPod, iPhone and iPad using Xcode and Swift, and publish them in the App Store. Working much like a small startup, students collaborate as a team, share code and learn to communicate with each other. This is an intensive project-based course that requires students to be resourceful in learning the skills they will need to complete their work. The instructor will provide debugging support and advice to students during lab periods, as well as guidance and support for design and UX/UI.

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

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

Elements of Design
This is a design course focusing on graphic and oral communication. Topics include graphic design, product design, set design, perspective drawing, architectural design, and computer graphics with Illustrator, iMovie and SketchUp. The course is modeled after an introductory college design course. Students learn about the process of design, hone presentation skills, both visual and oral, and practice objective critical analysis.

Assignments and grading are on a contract system, with point values and a pre-set grading scale. There are no semester exams; grades are determined primarily from assignments and projects, some of which involve design for the community.

Students spend two hours in lecture and two hours in lab per cycle. Course activities include field trips to several architecture offices, a landscape architect’s office, building construction sites and a theater site. Extra credit projects are encouraged.

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

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

Money Management
This is a survey course that introduces students to various types of investments and ways in which to maximize after-tax returns. Topics include: banking, savings, financing, securities (stocks, bonds and options), real estate, precious metals, insurance, commodities and income taxes.

Students create portfolios via the Internet, trade stocks on-line, and research companies in which they are interested in investing. A unit is also included on calculating college expenses via Internet programs developed by Morgan Stanley Wealth Management.

The preparation of a Federal Income Tax return is discussed in detail. Forms/schedules included are: Forms 1040, 1040-A and 1040-EZ, Schedule-A (Itemized Deductions), B (Interest and Dividends), D (Capital Gains and Losses), E (Rental Income), Form 4562 (Depreciation), and Form 2441 (Child and Dependent Care).

Students are required to follow trends in the financial markets by reading daily newspapers and the Internet.

Grades are determined by tests, class participation and projects.

Open to Grades 11, 12. Prerequisite: Any level of Algebra 2/Trigonometry or concurrent enrollment. Semester course. One-half credit. Satisfies general elective credit.
Because music is an innate and distinct form of human thinking and expression, the students are offered a variety of music classes which focus on, but are not limited to, one of the three fundamental music processes – performing, creating, and responding to music. Students will:

- Acquire skills in singing or playing instruments, improvising, composing, reading and notating music.
- Acquire knowledge and understanding to describe, analyze, and evaluate music and music performances.
- Discover and understand through music their own historical and cultural heritage and connections with other cultures and disciplines.
- Develop healthy personal attitudes through music participation, including curiosity, risk-taking, initiative, and independence, while learning the important social virtues of commitment, cooperation, responsibility and respect.
Graduation Requirements

Students need to earn two credits in the Visual and Performing Arts. All Music Department courses may be taken to fulfill Visual and Performing Arts or general elective credits.

Course Offerings

Introduction to Music Theory
This course is for the music student wishing greater depth in understanding the fundamentals of music. Students compose, study harmony, read chord charts, harmonize melodies, analyze form, perform original compositions, and practice various ear-training exercises. In lieu of a textbook, students purchase Finale PrintMusic, a notation software package for Macintosh and Windows operating systems. This course is highly recommended for students considering music as a career or as a possible major or minor in college.

An original composition in vocal or instrumental form is the final project.

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

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

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

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

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

Classic Guitar Ensemble I
This course is for the intermediate-level guitar student. Students learn to perform in small and large guitar ensembles. In addition, students study music history, music theory, improvisation, and composition/arranging. Students should already be comfortable reading standard music notation in open position and using classical guitar technique, and they must have a good working knowledge of chord playing. A classical, nylon-string guitar and guitar footstool are required for this class.

Open to Grades 9, 10, 11, 12. Prerequisite: Audition with instructor. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement. This course may be repeated for credit.
Classic Guitar Ensemble II
This course is for the advancing guitar student. Students learn to perform in small and large guitar ensembles. In addition, students study music history, music theory, and composition/arranging. Students should already be comfortable reading standard music notation in upper positions and using classical guitar technique, and they must have a good working knowledge of chord playing and improvisation. A classical, nylon-string guitar and guitar footstool are required for this class.

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

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

Students learn a varied approach to music making. Not only do they learn by ear in a kanikapila style, but they also learn the fundamentals of western music as it applies to Hawaiian music. Topics covered include reading and writing basic music notation, chord theory, improvisation, and composition.

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

Open to Grades 9, 10, 11, 12. Pre-requisite: One year of an Academy Music Department course or by audition. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement.

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

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

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

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

Concert Orchestra I
For players of violin, viola, cello and string bass, this class offers study of orchestral music representing a broad range of styles and composers. Fundamentals for technique and musicality are advanced through the study of major and minor scales, rhythmic reading, bowing techniques, the higher positions and musical phrasing.

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

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

Open to Grades 9, 10, 11, 12. Prerequisite: Approximate Grade III performance level. Placement by audition. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement. This course may be repeated for credit.
Concert Orchestra II
For the advancing string student, this class offers the continuing study of orchestral literature in a variety of styles and a continuation of technical advancement through extended scales and arpeggios, advanced bowing techniques and the higher positions.

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

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

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

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

Class meets daily.

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

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

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

Students, with the exception of oboists and bassoonists, are required to participate in the Marching Band in their first year of membership in the Academy Bands program. Attendance at summer band camp is absolutely mandatory for all students regardless of previous experience.

Membership in the Marching Band’s color guard is open to instrumentalists and non-instrumentalists alike. Prospective members attend training sessions that may begin in March that prepares them and ensures their success in a later audition.

Open to Grades 9, 10, 11, 12. Prerequisite: Successful audition for and enrollment in an Academy concert band, except for color guard. One-quarter elective credit. This course may be repeated for credit.
Concert Band I
This band course is based upon the premise of music education. While performance is a key aspect of this class, the acquisition of musical knowledge and creating lifelong music-lovers is the primary goal. This course is designed to educate students in all aspects of music, including theory, history and performance. It emphasizes the fundamentals of wind and percussion playing and performance. Students complete extensive work on major and minor scales, embouchure development, tone production, listening, and basic music theory, with mallet keyboard work and rudimental drumming for percussionists. Course requirements include performance of playing tests, participation in all performances, attending other concerts, and may include a written assignment. Concert Band I combines with the other bands to form the Marching Band in the fall. Students, with the exception of oboists and bassoonists, in their first year in an Academy band course must participate in the Marching Band. Concert Band I presents one concert at the end of each semester. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

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

Concert Band II
This course continues the fundamentals of music performance with increased competence expected in tone production, articulation, listening, sight reading, musical awareness in ensemble, ear training and music theory. Course requirements include written performance evaluations, written assignments and an individual performance or observation outside of the regular class. This group of students combines with the other bands to form the Marching Band in the fall. Students, with the exception of oboists and bassoonists, in their first year in an Academy band course must participate in the Marching Band. Concert Band II presents a concert at the end of each semester along with additional performances elsewhere in the community. Opportunities are provided for individual participation in island-wide select band auditions, Hawaii Youth Symphony auditions, and solo and ensemble adjudications and performances.

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

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

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

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

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

Members of the Wind Symphony combine with members of the other Academy Bands to form the Punahou Marching Band in the fall. First-year members in Academy Bands, with the exception of oboists and bassoonists, must participate in the Marching Band.

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

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

Members of the Wind Ensemble combine with members of the other Academy Bands to form the Marching Band in the fall. Students, with the exception of oboists and bassoonists, in their first year in an Academy band course must participate in the Marching Band.

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

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

Development of healthy vocal techniques, rehearsal skills and musical literacy/sight-singing skills is strongly emphasized. Additional activities include improvisatory music-making, critical listening activities, and performance in solo and small group settings. Men’s Chorus combines with Women’s Chorus during the second semester to develop skills working in larger ensemble and with women’s voices. Men’s Chorus performs in Chapel and participates in a concert at least once a semester.

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

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

Development of healthy vocal techniques, rehearsal skills and musical literacy/sight-singing skills is strongly emphasized. Additional activities include improvisatory music-making, critical listening activities, and performance in solo and small group settings. Women’s Chorus combines with Men’s Chorus during the second semester to develop skills working in larger ensemble and with men’s voices. Women’s Chorus performs in Chapel and participates in a concert at least once a semester.

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

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

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

Chorale

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

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

Camerata

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

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

Business

JROTC
### Business Course Offerings

**Businesses, Organizations and Society**

This course gives students a broad understanding of business situations. The course looks at effective individuals and organizations and how they manage success or failure. We use business school cases, articles and current events to give you greater insight into the decision-making behind the products and services you see and use every day. Typically, we bring in business leaders from the Hawai‘i community to speak and answer questions relevant to familiar companies and current topics.

This course gives students a rudimentary familiarity with product development, marketing, finance, etc. However, we steer away from technical business issues. Instead, elements of leadership, decision-making, strategy, value, and entrepreneurship are discussed. If you’ve ever thought about starting your own business or think you might consider business school after college, this course is for you. The instructors are leaders in the Hawai‘i business community and have developed this course over ten years. They are successful entrepreneurs, trained in business, finance, management and more, whose goal is to prepare Punahou students with a broad understanding of the dynamics of organizations and businesses they will inevitably face later in life.

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

### JROTC Course Offerings

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

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

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

The JROTC program offers competitive appointments to West Point, Annapolis, and the Air Force Academy to outstanding cadets who qualify. These appointments are in addition to the regular Congressional and Presidential appointments.

Participation in JROTC does not incur any service or monetary obligation to the U.S. Government.

Through this course, students gain insight into ethical values and principles that underlie good citizenship and leadership, including: examining the respect given constituted authority and the responsibility and integrity authority requires; developing leadership potential; becoming familiar with the history, purpose, and structure of the military services and their links with political policy; meeting physical challenges and appreciating the importance of physical fitness in maintaining good health; thinking critically, communicating effectively orally and in writing, and defending choices thoughtfully.
Strong emphasis is placed on individual leadership, responsibility, and service. During the second, third, and fourth year, students are designated as cadet officers and senior non-commissioned officers. Cadets who successfully complete two years of JROTC are awarded one-half credit of Physical Education under the Fitness through Independent Training (FIT) program.

**JROTC I**

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

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

**JROTC II**

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

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

**JROTC III**

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

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

**JROTC IV**

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

*Open to Grade 12. Prerequisite: JROTC III with a grade of B or better, or consent of the Senior Army Instructor. Year course. One-half credit. Satisfies general elective credit.*
Physical Education is pumping – the heart, that is. Whether choosing to be fit, learning a new game, developing specific skills, or just having fun with friends, movement is at the heart of leading a physically active lifestyle.

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

A physically literate individual:

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

The Physical Education Department encourages students to experience a variety of activities that complement their personal interests as well as challenge them physically.
Graduation Requirements

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

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

Students are also expected to complete a CPR certification class and Survival Swim Test prior to graduation. Both are offered through Lifetime Fitness.

It is recommended that Lifetime Fitness be taken before any ISPE course.

Course Offerings

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

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

Completion of a CPR certification class and Survival Swim Test are requirements of this course. Those unable to pass the swim test at this time are encouraged to get additional instruction. They will eventually be re-tested prior to graduation. CPR certification is required to receive course credit at the end of the semester. Classes are offered after school, at no charge. Open to Grades 9, 10. Semester course. One-half credit. Letter graded with a Credit/No Credit option (C+ or better for credit). Satisfies Physical Education graduation requirement.

ISPE: In-School Physical Education (Physical Education)
ISPE is comprised of a number of classes that offer students a chance to select activities of their choice. They may be activities that are familiar or unfamiliar, or they may be something that a student would like to learn more about. In each class, students learn to develop proficiency in skills and various movement forms, incorporate tactics, concepts and strategies in situations relative to the activity, as well as demonstrate responsible personal and social behavior. They are also encouraged to engage in regular exercise outside of class and utilize personal goals to develop an exercise program that is appropriate for them. The ultimate goal is that these experiences help students to become confident and competent enough to participate in and enjoy a variety of activities in recreational settings. To support out-of-class participation, several facilities are available for student use (under certain conditions), i.e. pool, racquetball courts, tennis courts and weight room.
Lifetime Fitness provides many concepts fundamental to the P.E. curriculum and is recommended before taking an ISPE class.

**1st Semester**
- Basic Yoga Plus
- Field Sports/Weight Training
- Indoor Sports
- Water Sports/Weight Training

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

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

**ISPE: Activity Offerings**

**Basic Yoga Plus**
This course introduces students to a variety of methods in developing strength, flexibility, balance and a sense of vitality and well-being. Students experience the physical aspects of yoga through various yoga postures (asanas). Other movement styles (i.e. Pilates, stability ball/medicine ball/foam roller exercises) that develop proper posture, body alignment and function in relationship to the efficiency of movement will be integrated in the second half of the semester.

**Field Sports/Weight Training**
Field Sports: Sport activities include lacrosse, ultimate Frisbee, touch rugby, etc. This is for the student who enjoys team sports in an outdoor setting.

Weight Training: This unit is a continuation of the introduction to weight training as presented in Lifetime Fitness, with a wider range of exercises presented, eventually allowing for more individual workouts.

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

**PEP: Physical Exercise through Play**
In this course students experience a variety of activities with an emphasis on playing hard and having fun while staying fit. PEP is a good match for those students who appreciate regularly scheduled exercise and are open to participating in traditional as well as non-traditional games and activities. It is a full semester, where activities reflect the interests of the students in the class. Activities may
include: basketball, cardio workouts, floor hockey, hiking, ice skating, team handball, tennis, ultimate, water polo, yoga, etc.

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

**Water Sports/Weight Training**
**Water Sports:** Activities include water polo, water basketball, water football, inner tube water polo, etc. This is for the student who is competent in the water and enjoys games and activities in the pool.

**Weight Training:** This unit is a continuation of the introduction to weight training as presented in Lifetime Fitness, with a wider range of exercises presented, eventually allowing for more individual workouts.

**Yoga I (SECR Course)**
This course allows students to explore how yoga can help nourish the mind, body and spirit. Students learn the actions involved to create a strong foundation as they perform a wide range of postures (standing, seated, forward bends, twists, inversions, arm balances). Breathing and meditation techniques are practiced to help relax and de-stress the body and cultivate peace of mind.

Foundational principles for living a meaningful and purposeful life are introduced through Patanjali’s Eightfold path of Yoga. As students examine, reflect and discuss these principles, they learn how to apply them in their everyday life situations. Students acquire yoga tools to create balance in the body and in their life.

*Prerequisite: Lifetime Fitness.*

**Yoga II (SECR Course)**
This course is designed for students who have completed Yoga I and would like to continue their yoga practice at a deeper level. Emphasis is placed on the seven chakras, the energy centers of the body. Students learn the characteristics and functions for each chakra. They gain an understanding of how each chakra is an integral part of our physical, mental, emotional and spiritual well-being. This practice allows students to discover how chakras can be activated and balanced to promote health, vitality and harmony.

*Prerequisite: Yoga I or Introduction to Yoga (summer course). Subscription to an online instructional site will be required.*

**Yoga II Hybrid (SECR Course)**
This course is a blend of both traditional classroom instruction and online learning activities, and is designed for students who would like to continue their yoga practice at a deeper level and establish a regular yoga practice on a more personal level. Students meet in class once a cycle and complete physical activity and assignments online in lieu of classtime hours. This hybrid structure allows for more flexibility in students’ schedules. Those who sign up for this course should be willing to take on new challenges and be self-motivated with good time management skills.

The course builds upon Yoga I with the physical practice of asana, pranayama, meditation and chanting. Learning focus is on the seven Chakras (the energy centers of the body) and how they are an integral part of our physical, mental, emotional and spiritual well-being.

*Prerequisite: Yoga I. Subscription to an online instructional site and access to reliable high-speed internet required.*
FIT: Fitness through Independent Training (Physical Education)
Students must apply during the registration period prior to being enrolled in FIT.
With the instructor’s assistance, students develop an individual exercise program that best reflects their interests and personal goals. In following this program, students engage in regular activities on and off campus, keep weekly exercise journals, regularly monitor individual program goals, and complete other related projects. Students are expected to demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Classes are scheduled to meet twice per cycle.

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

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

Classes meet two times per week, beginning with the first meeting day in each quarter (Monday/Wednesday OR Tuesday/Thursday). Evaluation is based on active participation in each class as well as skill/performance/knowledge. Activities may include ballet, Bollywood, bowling, capoeira, fencing, gymnastics, hula, Middle Eastern dance, racquetball, sailing, surfing, stand-up paddling, tai chi and yoga. Students in ballet need to also sign up with the Dance School.

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

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

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Credit/No Credit (C+ or better for credit). Satisfies Physical Education graduation requirement, although the same sport may not be used for credit more than twice. (Air Riflery and Precision Air Riflery count as the same sport.)
The mission of the Psychosocial Education Department is to promote student awareness and life skills development around a variety of issues that affect health and well-being. An intentional effort is made to cultivate a classroom atmosphere uniquely different from other classes to effectively address and explore age-appropriate topics. Topics include teen risk behavior, peer pressure, decision-making, stress and time management, interpersonal relationships, communication strategies, and goal setting. Students are offered leadership training and meaningful opportunities to provide service in arenas that include and extend the Punahou School community. The department provides proactive, reactive, and skills-based training addressing the psychological and social aspects of human development.
Course Offerings

9th Grade Guidance
Organized into small teams, freshmen travel to Camp Kuleana to participate in an intensive experiential program composed of activities based upon challenge by choice, respect, team building, healthy relationships, reciprocity, and responsibility. Freshmen build on the camp experience in a once-a-cycle group meeting facilitated by their guidance teacher and Peer Helpers. The group meetings address age-appropriate topics such as adjusting to Academy life, healthy choices, human development, risks related to drugs and alcohol, peer pressure, sexually transmitted diseases, and emotional health and stability. Emphasis is on proactive education.

Required for Grade 9. Year course. No credit.

College Guidance
Each Punahou Junior is assigned a College Counselor and meets with the counselor in College Guidance Class. This class meets for 55 minutes each cycle during the first semester of the junior year.

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

Topics covered include Decision-making Steps-college choice as a process; Self Assessment-knowing yourself (what college environment is best for the student); University Structure, Liberal Arts and the Core Curriculum; How Colleges Choose Students; Admissions Plans (ED, EA, Regular and Rolling Admissions); Standardized Tests and their role in college admissions; College Costs and Financial Aid; Evaluating Colleges, Researching Options and using resources available to the student; and Campus Life, including safety concerns.

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

Introduction to Counseling Psychology (Counseling Psych)
Students learn individual counseling, communication, and group facilitation skills through experiential training. Concurrently, students study group dynamics as a medium for personal growth. Introduction to Counseling Psychology meets in two phases; one hour of large group lecture/discussion, and three one-hour small group meetings.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit only. This course is a prerequisite for applying to be a Peer Helper.
Peer Helping (Peer Counseling)
Peer Helping is a course in service to the Punahou School community. During the semester(s) in which they are enrolled, Peer Helpers are assigned to serve as student facilitators under faculty supervision in: 9th Grade Guidance, a mandatory freshman course that meets once each cycle throughout the year; or Introduction to Counseling Psychology, the skills-based prerequisite course for Peer Helping.

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

Peer Helping class meetings consist of large groups, and small groups dedicated to personal growth, self-exploration, decision-making, and the values/ethics underlying these activities.

Open to Grades 11, 12. Prerequisite: Introduction to Counseling Psychology with a grade of B or higher and permission of instructor. Students may enroll for one-half credit in the fall or spring semester, or for one credit for the full year. Satisfies general elective credit and one-half credit of Spiritual, Ethical, Community Responsibility graduation requirement.

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

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

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

This course emphasizes building student strengths, maximizing potential and preventing problems. Students will apply their learning within the school, in the community and globally.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit and one-half credit of Spiritual, Ethical, Community Responsibility graduation requirement.

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

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.
Child Development (Child Psychology)
As an introduction to developmental psychology, this course centers on field site observations of children as they develop emotionally, cognitively and behaviorally. Seminars, guest lecturers and films consider how the systems of feeling, perceiving and acting develop during childhood, a time of being as well as becoming. The course asks these questions in order to give the students a framework for their experiences with children: What is special about the way a child experiences the world? How does a child develop? How do others affect the child’s development? How does the child influence others? What is the meaning of affective, behavioral, cognitive and moral development?

The heart of the course is the field site experience with children two hours each cycle. Keeping a journal on each field site demonstrates “heart.” In this journal, students build bridges among the various course experiences.

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit and Spiritual, Ethical, Community Responsibility graduation requirement. Offered subject to enrollment.

Advanced Peer Education (Psych Teach Asst)
This course enables students who have had previous training and experience in group facilitation/peer helping to extend their leadership, training and service. Advanced Peer Educators meet as needed with Introduction to Counseling Psychology and Peer Helping students to assist faculty with training. Additionally, Advanced Peer Educators staff Academy camps and provide educational programs for 9th Grade Guidance (a mandatory freshman course that meets once each cycle throughout the year) or Introduction to Counseling Psychology (the skills-based prerequisite course for Peer Helping.)

Open to Grade 12. Prerequisites: Introduction to Counseling Psychology, Peer Helping, and permission of instructor. Semester or year course. Students may enroll for one-half credit for the fall or spring semester, or for one credit for the full year. Satisfies general elective credit.

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

Open to Grades 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit.
The Academy Science Department provides students with the opportunity to learn how to use the scientific process to acquire, assimilate, extend, refine and apply scientific knowledge. Students learn how to identify problems, ask questions, analyze data, think clearly and logically, and draw appropriate conclusions. Students have the opportunity to develop an understanding of the basic concepts of Biology, Chemistry, and Physics in our inquiry-based college-preparatory program.

While two full-year courses are required of all students for graduation, the Science Department strongly recommends that students take three years. To meet the wide range of abilities and interests of Punahou students, the department offers advanced placement courses, as well as fundamental courses that emphasize an investigative approach with a lesser mathematical and theoretical emphasis.

The rich variety of elective courses includes single-semester inquiries in areas of physical and biological sciences. Elective courses originate from student interest and/or teacher’s initiative. The Science Department encourages students to take as many elective courses as time allows.
Graduation Requirements

Students must complete two full years of laboratory courses in science to graduate. One of those two years must be taken in the 10th grade or beyond; only one of the two courses may be taken in summer school. Of these two years, the Science Department recommends that one year be in the physical sciences and the other in the biological sciences. The Science Department strongly suggests that each student take a third year in science.

Electives Offered

Science electives may be taken after the freshman year.

Advanced Biotechnology
Anatomy and Physiology: Major Systems
Anatomy and Physiology: Minor Systems
Anthropology
Astronomy
Bioethics*

Culinary Chemistry
Introduction to Engineering+
Engineering Projects I
Engineering Projects II

Marine Biology
Medical Problem Solving*
Medical Problem Solving Online+

Oceanography
Science Explorations
Science and Sustainability** (Summer 2015)

Independent Research

* Satisfies Spiritual, Ethical, Community Responsibility Graduation Requirement
+ Offered in Summer School

Prerequisites

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

Course Offerings

Biology

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

The course challenges students to understand basic biological concepts and to solve problems through class discussions, collaborative group projects, laboratory investigations, research, and other written assignments. Technology is used to enhance student learning, including creating digital presentations, using lab simulations and collecting data.

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

Biology Honors

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

Although the concepts studied in Biology Honors are similar to those studied in Biology, the topics are investigated in greater depth and the pace of the course is more rapid.

Students explore the overarching principles of evolution and the underlying mechanisms of biochemistry while applying the methods
GRADE 9
Biology
Biology Honors

GRADE 10
Chemistry
Chemistry Honors

GRADE 10
Physics

GRADE 10
Bio/Geology of Hawaii
Science Electives:
(based on Prerequisites)

GRADE 11
AP Biology
AP Environmental Science
Bio/Geology of Hawaii
AP Chemistry
Physics or Physics Honors
AP Physics 1 and 2
Science Electives:
(based on Prerequisites)

GRADE 11
Bio/Geology of Hawaii
Chemistry or Chemistry Honors
AP Physics 1 and 2
Science Electives:
(based on Prerequisites)

GRADE 11
Chemistry or Chemistry Honors
Physics or Physics Honors
Science Electives:
(based on Prerequisites)

GRADE 12
AP Biology
AP Environmental Science
Bio/Geology of Hawaii
Chemistry or Chemistry Honors
AP Chemistry
Physics or Physics Honors
AP Physics 1 and 2
AP Physics C
Science Electives:
(based on Prerequisites)
Science (continued)

of science to their studies of ecology, metabolism and genetics. Students in Biology Honors engage in class discussions, collaborative group projects, laboratory investigations, fieldwork, research, and analytical writing.

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

Biology and Geology of the Hawaiian Islands (Bio/Geology of Hawai‘i)
The Hawaiian Islands are often called the “crucible of evolution” because the many endemic species that evolved here clearly illustrate the processes of natural selection and adaptive radiation. This course explores the geological and biological factors which shape our incredible biological diversity. Students develop profound knowledge of life in Hawaiian environments by studying geological and biological processes, including plate tectonics, volcanism, competition and speciation. Our goal is for students to deeply understand the natural history of the Hawaiian Islands so that they are inspired to preserve its natural environments for future generations. The course also includes a field component where students gain insight in natural, outdoor settings.

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

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

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

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

Students choosing Chemistry include those who are science-oriented as well as those who may have career goals outside of science but desire an understanding of chemistry. The Science Department recommends that students who are taking advanced or honors math enroll in Chemistry Honors. The prerequisite for AP Chemistry is Chemistry Honors, not Chemistry.

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

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

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

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

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

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

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

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

Evaluation is through tests, quizzes, a first semester examination, second semester “mock” AP exam, and an accumulated lab portfolio. Students must take the AP Exam in May.

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

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

Open to Grades 10, 11, 12. Year course. One credit. Satisfies Science graduation requirement. Not intended for students who are taking, or have taken, Advanced Pre-Calculus Math.

**Physics Honors**

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

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

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

**Advanced Placement Physics 1 and 2 (AP Physics 1 and 2: Algebra-based)**

This is a college-level introductory course without calculus, which prepares students for two exams: Advanced Placement Physics 1: Algebra-based and Advanced Placement Physics 2: Algebra-based. Students taking this course may earn college credit and/or advanced placement. The course is equivalent to one that is often taken in college as the physics requirement for students majoring in disciplines such as pre-med. Topics covered in the course include: linear and rotational mechanics, fluids, thermodynamics, waves and sound, electricity and magnetism, optics, and modern physics. Students must take the Advanced Placement Physics 1 and 2 exams in May. The homework expectation is approximately five hours per cycle.

Open to Grades 11, 12. Prerequisite: Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. Year course. One credit. Advanced placement courses must be taken for a letter grade. Satisfies Science graduation requirement.
Advanced Placement Physics C (AP Physics C (Mechanics) and AP Physics C (Electricity & Magnetism))
This is a college-level advanced course with calculus, which prepares students for the two Advanced Placement Physics C exams (Mechanics and Electricity & Magnetism); students taking this course may earn college credit and/or advanced placement. The course is equivalent to one that is normally taken as the first part of a college sequence for students majoring in a physical science. Students build on the foundation established in Physics Honors or AP Physics 1 and 2, developing a deeper understanding and solving more challenging problems, some requiring calculus. The subject matter for the first semester is Mechanics, and for the second semester Electricity & Magnetism.
Concurrent enrollment in AP Calculus (AB or BC) is required. Students must take the AP Exams in May. The homework expectation is approximately five hours per cycle.

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

Advanced Placement Environmental Science
The Advanced Placement Environmental Science course focuses on three major goals: to use science to come to an understanding of the relationships and systems in our natural world, to identify and analyze environmental problems both natural and human-made, and to examine measures for resolving and/or preventing these problems.
This one-year course takes an interdisciplinary/global approach involving both a cultural context and a broad background in the sciences (biology, physics, chemistry, and geology). In addition to lectures, discussions, and field trips, emphasis is placed on frequent laboratory investigations and one long-term environmental study.
The AP Environmental Science course is equivalent to a one-semester college course in Environmental Science. Students must take the AP Exam in May. The homework expectation is approximately four hours a cycle.

Open to Grades 10, 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Advanced placement courses must be taken for a letter grade. Year course. One credit. Satisfies Science graduation requirement.
Advanced Biotechnology

Biotechnology is a field of biology that primarily involves the study and manipulation of DNA. DNA can be studied to detect disease, customize medical treatments, or identify criminals. DNA can be modified in organisms in order to produce medications, vaccines, enzymes and improved agricultural crops.

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

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

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

Anatomy and Physiology: Major Systems

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

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

Anatomy and Physiology: Minor Systems

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

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

Anthropology, the comparative study of humankind, is an integrative discipline aiming to discover basic principles about culture, behavior and human nature. Anthropology includes both the cultural and biological realms.

Cultural anthropology’s major theme is to see and understand the unfailing ingenuity and inventiveness by which humankind responds to environmental challenges and opportunities by translating ancestral evolution and current genetic makeup into specific and successful patterns of behavior. Archaeology focuses on the evolutionary roots, the evidence of adaptability, and the potentials of the human species as reconstructed in the recovered material culture of past societies. Together these realms constitute Anthropology as a biosocial science.

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

Bioethics

“A mind stretched to a new idea never goes back to its original dimension.”

– Oliver Wendell Holmes

Bioethics is a course concerned with examining the moral principles that govern a person’s or group’s behavior in light of medical and biological research. Students are exposed to major philosophical systems and their defining characteristics, basic conceptions of ethical and moral reasoning, and the major foci of current bioethical inquiry.

Students read challenging texts, write assertions and position papers, participate in seminar discussions, view films, take part in simulations and case studies, and complete an extensive final project in which they will pose a question or an area for investigation, research relevant medical/biological information, analyze and discuss the complex issues specific to their questions, and examine the nature of moral reasoning and ethical decision-making germane to their topic. At the end of the semester students present their findings.

Open to Grades 11, 12. Semester course. One-half credit. Satisfies general elective credit and Spiritual, Ethical, Community Responsibility graduation requirement. Offered subject to enrollment.

Astronomy

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

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

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

Introduction to Engineering
SUMMER ONLY
This course introduces students to a variety of engineering disciplines, such as bioengineering, mechanical engineering and civil engineering. Students interact with industry practitioners and engage in multiple hands-on technology and engineering projects to apply their knowledge. Student teams work with external beneficiaries to understand and figure out problems worth solving and to begin the execution of proposed solutions. To address these problems in science and engineering, students learn and apply a creative problem-solving framework (design thinking). Steps include need-finding, ideation, prototyping and communication (oral, written, visual; analog, digital). Mathematics is used to facilitate the modeling and communication of ideas.

Open to Grades 10, 11, 12. One-half credit. Satisfies general elective credit. Offered subject to enrollment. Students may take either Introduction to Engineering or Engineering Projects I, but not both.

Engineering Projects I
This course provides students with an opportunity to experience the engineering design process from start to finish. This is accomplished by collaborating with team members to design and build solutions to real-world problems. Students create virtual devices in 3D using Solidworks, then print the devices in 3D or fabricate them in the machine shop. Students develop skills in mechanics, electronics, programming, 3D printing and machine shop operations. First-semester students have the option of completing a self-designed group project or participating in FIRST Tech Challenge [FTC], a robotics competition for pre-college students.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Satisfies general elective credit. Offered subject to enrollment. Students may take either Introduction to Engineering or Engineering Projects I, but not both.
Engineering Projects II
Students in Engineering Projects II have the opportunity to select an aspect of engineering for in-depth study and to further develop specific engineering skills.

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

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

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

Medical Problem Solving
*(Medical Science)*

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

*Open to Grades 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies general elective credit. Enrollment limited. Students may take either Medical Problem Solving or Medical Problem Solving Online, but not both.*
Medical Problem Solving Online
ONLINE COURSE/SUMMER ONLY
Medical Problem Solving is a course that solves medical mystery cases as experienced by students in medical schools. Students use collaborative problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students enhance their critical thinking skills as they examine data and draw conclusions. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include current issues in health and medicine, personal health and lifestyle analysis, interviewing a patient, and creating a community service action plan.

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Requirements: Participation in online course orientation (May 2015), daily access to high-speed Internet. Semester course. One-half credit. Satisfies general elective credit. Students may take either Medical Problem Solving or Medical Problem Solving Online, but not both.

Science Explorations
The Science Explorations course provides an opportunity for Academy students to be science mentors forJunior School students. Academy students model science learning and enthusiasm while gaining experience in the design and building of hands-on science models. Students in this class assist in the development of activities and projects and model the process of scientific inquiry to younger students. This class will be of interest to students who are hands-on learners themselves, who love to “fiddle” with things and figure out how and why they work and who would like the opportunity to explore the possibility of a teaching career. The Gates Workshop becomes the showcase for the numerous exhibits and displays produced in this class and provides an entire community of learners with opportunities to wonder, ask, and find out about the world through hands-on experiences with science.

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

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

Open to Grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course (fall semester only). One-half credit. Satisfies general elective credit. Offered subject to enrollment.
Science and Sustainability: Costa Rica (Biology Field Studies)
SUMMER ONLY
By making observations in Costa Rica, students use scientific inquiry to explore the region of Guanacaste. Students explore topics of biodiversity, organic farming and carbon neutrality. Students inventory, categorize and analyze the relationships of the species found in this unique habitat, formulating questions about this environment. Students stay at a partner university and with host families where they consider sustainable practices that are being used in the region. Additional community outreach includes using science as a vehicle to work with local students to learn English. In the last week, students also visit EARTH University’s Guacimo campus to learn its sustainable agriculture practices.

Open to Grades 11, 12 or consent of instructor. Prerequisite: Biology or Biology Honors. Semester course. One-half credit. Satisfies general elective credit and Spiritual, Ethical, Community Responsibility graduation requirement. Offered subject to enrollment in odd-numbered years only.

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

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

To take the course, the student must present a written proposal to the instructor prior to enrollment, stating the purpose of the project. The instructor and student then work out a departmental contract that is given to the Department Head for approval.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Must be taken as a sixth course. Satisfies general elective credit.
In order to graduate literate, aware and concerned citizens, the Academy Social Studies Department is committed to providing a learning environment in which students will:

• learn the skills necessary for personal success in a rapidly changing society – questioning, writing, reading, listening, speaking, discussing, researching – and those leading to computer literacy

• develop analytical strategies that promote fair-minded and logical points of view

• derive historical significance from events through understanding the impact of the past on the present and future

• respect a citizen’s rights and responsibilities and the methods by which our government functions

• develop a sense of their unique cultural identities along with an appreciation of the diversity of humankind

• learn how to function as positive, contributing members of society
Graduation Requirements

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

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

Course Offerings

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

Each quarter, students are given ample time to create an extensive group research project. Each student is required to maintain an organized notebook which will be turned in for evaluation.

Introduction to Social Studies – Hawai‘i SUMMER 2015
This 4-week version of ISS offers another option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this version frames the content (5 disciplines of the social science: historiography, anthropology, geography, political science, economics) around the cultural region of Hawai‘i. This course offers learning opportunities outside of the classroom to extend and apply the concepts of the course to real-world issues. Students design inquiry-based service action projects connected to the cultural region of Hawai‘i in order to see firsthand what it means to be part of the solution and make a difference in the community.

Gateway course – open to Grade 9. Semester course (summer only). One-half credit. Satisfies Social Studies graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.
World Civilizations
This course examines in some detail significant time periods in world history. As a Gateway course for 9th graders in the Academy, skills such as reading, writing, thinking, note taking, formulating a thesis supported by evidence, and organizing an essay are emphasized through the study of a variety of cultures. Emphasis is also given to contemporary issues in political, social and economic areas in the regions covered. Individual and group work will be assigned.

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

Asian History – Semester
This course acquaints students with the unique civilizations of China and Japan. Its major goal is to foster intercultural awareness and understanding of the historical forces that have shaped the ways of life and patterns of thinking of these cultures. The course emphasizes family systems, social structures, religious beliefs, and philosophical ideas of these non-Western cultures, with a special emphasis on literature.

The course encourages class participation and individual responsibility. Students are expected to keep well-organized notebooks that include notes on films and discussion questions, which then form the basis for seminar discussions. In addition to reading the textbook, students complete map and atlas assignments, a variety of readings from Asian literature, and individual and group projects on various Asian themes. The student’s grade is based on written assignments (homework and formal essays), regular examinations, participation, discussion, and the group project.

Open to Grade 10. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
Asian History – Year
Throughout the year, students explore the unique civilizations of South, East and Southeast Asia. The course’s major goal is to foster intercultural awareness and understanding of the historical forces that have shaped Asian ways of life and patterns of thinking. This course examines family systems, social structures, ethical systems and artistic expression during the period of relative isolation; and the change and continuity of these patterns under the impact of the West and modernization.

The course encourages class participation and individual responsibility. Students are expected to keep well-organized notebooks with all their class notes, homework and film notes. In addition to reading the textbook, students complete atlas and map assignments and a variety of readings from Asian literature. Students also have the opportunity to teach their classmates, making special presentations on selected topics. The student’s grade is based on written assignments (homework and formal essays), regular tests and quizzes, class participation and discussion, and a project presentation.

Open to Grade 10. Prerequisite: a Gateway course.
Year course. One credit. Satisfies Social Studies graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.

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

Open to Grades 9, 10. Prerequisite: a Gateway course.
Semester course. One-half credit. Satisfies Social Studies graduation requirement.
**Hawaiian Culture**
What is Hawaiian culture? What forces and values shaped and changed Hawaiian culture? What does it mean to be Polynesian today? What is universal and timeless about Hawaiian culture? Ka Punahou, the living spring, continues to renew and sustain Punahou’s Hawaiian roots by incorporating Hawaiian Studies as part of its Social Studies grades 9 and 10 elective curriculum. Students and teachers explore these questions along a five-unit journey of academic and self-understanding – all the while guided by core values:

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

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

While we begin in pre-contact Hawai’i 1778 and move chronologically and thematically across time to modern Hawai’i, the course culminates in a student-creation of a traditional Hawaiian artifact using traditional methods and craftsmanship (final project).

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

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

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

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

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

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

Open to Grades 10, 11, 12. Prerequisite: Hawaiian Culture, which may be waived with consent of instructor based on interview, and a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement and Spiritual, Ethical, Community Responsibility graduation requirement.

Medieval History
This course explores the rich culture and history of medieval Europe. The journey begins with an overview of the Greco-Roman legacy and moves on to the heart of the Middle Ages: chivalry, knighthood, feudalism, castles, and cathedrals. Through a project-based approach, students develop a clearer picture of what life and relationships were like for those living during this era. Following a survey of the lasting impact of the Crusades on Western civilization, the course culminates with an introduction to the Renaissance period of European History. Along with projects, activities include research, writing, films, group work and class presentations.

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

Modern Japan: Foundations, Faith, and Future (Modern Japan)
SUMMER 2015
This unique course combines four weeks of travel to Japan with twelve days of class work at Punahou prior to the trip. The goals for the course are for students to learn about modern Japanese society and to develop individual responsibility as they travel. During the twelve days at Punahou, students study the present-day issues of Japanese society and how the Japanese have been influenced and are products of historical, social, political, economic, and cultural institutions. They also explore how these issues and their legacies are reflected in our multicultural Hawai‘i.

The travel program alternates each year. In even years (2016), the trip includes a three-week stay in Tokyo. In odd years (2015), it includes a two-week service program in Kochi and visits to Kyoto and Hiroshima. Details about travel can be found in the Travel and Study Abroad section.

While on the trip, students visit historical and spiritual sites as well as continue their language learning and discussions of modern Japanese society and apply them to their first-hand travel experience. The course encourages class participation and individual responsibility. Students are expected to keep well-organized notebooks that include notes on films, lectures, and seminar discussions. A journal is also required on the trip. The student’s grade is based on written assignments, tests, participation and behavior on the trip. Contingent on adequate enrollment.

Contact Wo International Center for details.

Open to Grades 10, 11, 12. Prerequisite: a Gateway course. One-half credit. Satisfies general elective credit. The Kyoto, Kochi and Hiroshima trip (held in odd years) satisfies the Spiritual, Ethical, Community Responsibility graduation requirement.
Advanced Placement United States Government and Politics
This course is a one-semester introductory course in U.S. government and politics that gives students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Major areas of study include: Constitutional underpinnings; Political beliefs and behaviors; Political parties and interest groups; Institutions of the national government; Public policy and Civil rights and civil liberties.
Assessment includes seminar discussions, written assignments and tests. Besides the textbook and various readings, students are encouraged to read national publications such as the Washington Post and the New York Times. They are also encouraged to view news programs on television such as Washington Week in Review. Students must take the Advanced Placement exam in May.
Open to Grades 11, 12. Prerequisite: a Gateway course. Semester course (spring semester only). One-half credit. Advanced placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement.

United States History
This survey course consists of a chronological analysis of leaders, intellectual and cultural trends, and major political, economic and social developments in American history. Students examine topics through student discussions, films, primary source documents, simulations, and written thesis arguments. An emphasis is placed on understanding the diversity of American history, and the consequences of events, as well as their impact on contemporary American society.
Open to Grades 11, 12. Prerequisite: a Gateway course. Year course. One credit. Satisfies Social Studies graduation requirement.

Advanced Placement United States History
This college-level course consists of a chronological analysis of leaders, intellectual and cultural trends, and major political, economic and social developments in American history. Students examine these topics mainly through focused class discussions for which the students prepare in advance.
Each semester, the students take objective exams, essay exams and write “document-based” essays, which emphasize work with primary sources. The students also complete seminar essays and research papers. Students must take the AP Exam in May.
Open to Grades 11, 12. Prerequisites: a Gateway course, grade of B or better in previous Social Studies courses and a grade of B or better in Sophomore English 2 or consent of instructor based on interview. Year course. One credit. Advanced placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement.
American Studies (U.S. History (ID))
American Studies is an interdisciplinary course that analyzes selected aspects of American culture from varied perspectives (e.g., the historical, the poetic, and the artistic). Students learn to think carefully and deeply about historical events and literary and other texts. They are asked to examine their own assumptions as well as the assumptions of writers, historians, essayists and observers. They learn to question points of view, to generate theories, to select valid evidence to test theories, and to question again. They learn to listen thoughtfully and to participate reflectively.

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

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

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

Law and Modern Society
This course focuses on the development, interpretation, and enforcement of laws in the United States. Students study trial procedures, conduct their own mock trials, and analyze the ways in which the media influences our contemporary legal system. We also explore how the Supreme Court has interpreted our basic Constitutional rights over time. Guest speakers – lawyers, judges, police officers, and crime investigators – bring the legal system into the classroom for students. A highlight of the course is a field trip to the courts to observe criminal and civil trials or hearings in progress, often accompanied by commentary from justices, judges, and lawyers involved.

Open to Grades 11, 12. Prerequisites: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
European History
From the paintings of the Renaissance to the experiments of the Scientific Revolution; from the storming of the Bastille in the French Revolution, to Otto von Bismarck creating Germany; from the trench warfare of World War I to the blitzkrieg of World War II; from the antagonisms of the Cold War, to the collaborative efforts of the European Union and the establishment of the currency called “Euro,” students in this class explore European History through a variety of prisms. History, here, from the Renaissance to the contemporary era, is examined through political, cultural, social and intellectual windows. During each unit of the class (which are dominated by large themes: the Reformation, the Age of Anxiety, etc.) students write short papers, engage in small group seminar work with other students, grapple with historical and historiographical questions, and listen each cycle to an interesting lecture presentation or watch a topical film. Students write, with the approval of their instructor, a mandatory term paper written on a topic of their choice. By asking students to write papers regularly, think critically in small group discussions, and to explore European History through an array of interesting, chronological topics, we are preparing them for the rich and demanding academic life in college.

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

European History Through the Arts
Students in this class explore the political, social, and intellectual trends occurring in Europe between the Renaissance and contemporary era, with special emphasis and focus on the arts. They explore a variety of visual and performing art forms such as painting, sculpture, architecture, opera, film, theatre and dance. As well, students study traditional written primary and secondary sources.

Considerable choice of assignments and research projects allow students to explore and discover their particular interests in the arts, while learning core developments in modern European history. Learning experiences include analytical essays, curatorial projects, art critique and analysis, research projects and written seminars.

Students develop foundational historical skills through discussions, by grappling with historical and historiographical issues, by attending a large group lecture once a cycle, and by thoughtfully engaging their peers and their teachers in historical dialogue.

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

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

Senior Capstone
We envision this Capstone course to promote the culmination and synthesis of the values and experiences of Punahou. This course will Cap the senior year with an innovative SEEDS curriculum – themes of Social responsibility, Economics (as a tool kit to address the themes), the Environment, empowering Deeds of service and Sustainable solutions, which anchors this integrated learning experience. Our vision is to graduate students who are global citizens with passion, heart, and intellect and who use their talents to design sustainable solutions that create social change.

SEEDS serves as the acronym for the themes as well as the governing concept of the course. Just as seeds represent the life-cycle of plants and demonstrate the creative, transformational and renewable cycle of life, we use the seeds metaphor for the senior who has come full circle in his/her life at Punahou; the senior who has grown these qualities in his/her work and character and leaves an indelible imprint at Punahou. As a capstone experience, this course is an opportunity for seniors to make sense of where they’ve been in order for them to move forward to plant new roots and grow their talents beyond Punahou. Case studies integrating Social responsibility, Economics, the Environment and Deeds of service challenge seniors to design Sustainable solutions to address a real-world issue of immediate and future significance.

Open to Grade 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
Senior Capstone: Science
This course looks at the SEEDS themes through the lens of science, particularly applied sciences that affect people’s lives, public health and the environment. This class may appeal to students who wish to focus their own projects on science related issues and connect their learning in previous science classes with their Capstone experience.

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

Senior Capstone: International Options
SUMMER Only
These international options of the Capstone experience combine class work at Punahou with international travel during the summer. Throughout the experience, students explore the SEEDS curriculum (themes of Social responsibility, Economics, the Environment, empowering Deeds of service, and Sustainable solutions), which anchors this integrated learning experience. With the support of their teachers, classmates and international partners, students design their own learning opportunities based on their strengths and passions. The experience nurtures the development of global citizens by encouraging students to use their talents to design and implement sustainable solutions that create global social change, both in this experience and beyond.

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

Open to Grade 12. Prerequisite: a Gateway course. One-half credit. Satisfies Social Studies graduation requirement and SECR credit.
Capstone Alaska Arctic
SUMMER 2015
Western Alaska is a trans-boundary region of the Arctic that shares a border with Russia. The Inupiat, Yupik and Inuit communities have inhabited this region for a millennium, adapting to the harsh regional climate which is defined by extreme temperature and a frozen sea during much of the year. Today the Arctic is challenged by the impacts of climate change. The four million residents of the Arctic, many of whom are native, are said to have gone from “igloos to the internet” in one generation. While communities still practice their traditional cultures in remote settings and significantly rely on their environment (particularly the marine environment) for much of the food and materials they need, their way of life is changing and becoming more difficult. Students’ learning and service opportunities are in the context of an Alaskan rural community.

Capstone China
SUMMER 2015
Education is the focus of this international Capstone course, as many are fascinated with the different approaches of education in the U.S. and China. Through this experience, students experience both realities and are poised to inform global discussions about what education should be.

The program in China for 2015 begins in Beijing, and students then travel to Xian. In 2016, students travel to Beijing, perform community service in rural Xian, Shaanxi Province (at the Anwu Primary School in Jinyang County and Dongzhou Children Village in San Yuan County), and also visit Soong Ching Ling School in Shanghai.

Student projects are of their own design and may include teaching English to Chinese students, and sharing their observations and insights about educational systems (through their experience) in China and the United States.

Capstone Senegal
Postponed
Following classwork at Punahou, this Capstone international course takes students to western Africa, to a small fishing village in Senegal. Senegal is one of the most stable and successful democracies in Africa, and currently is the site of innovation and rapid change. Students in this course explore issues related to cultural and environmental sustainability in the context of emerging western Africa. While in country, students live with host families and work with Senegalese students to design local sustainable solutions to the global issues experienced in this small community.

Capstone Tahiti and Rapa Nui
SUMMER 2016
Students in this version of Capstone travel to Tahiti and Rapa Nui, and consider the message of malama honua, caring for the earth, as envisioned in the worldwide voyage of the Hokule’a. During two short layovers in Tahiti, students learn about the ties between the three Polynesian cultures separated by thousands of miles of ocean. Then, travelling to Rapa Nui, which, similar to Hawai‘i, is one of the most remote land masses on earth, they explore the impact of change. In three generations, Rapa Nui has transitioned from one ship a year carrying goods from Chile to multiple daily flights. Collaborating with students and local leaders in Rapa Nui, students compare and contrast the experience in Rapa Nui with that of Hawai‘i, while working to live the mission of malama honua.
Independent Research Project – Social Studies
This course is for those who have a sincere desire to work independently on personal projects and receive both academic credit and faculty guidance. The focus is on research-oriented projects initiated by the student. Students can use this course for making future contacts in the social studies field, or they could use their project as a foundation for entry in social studies award and scholarship competitions.

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

To take the course, the student must present a written proposal to the instructor prior to enrollment, stating the purpose of the project. The instructor and student work out a departmental contract which is then subject to approval of the department. Final determination of the project and the student’s grade are subject to the same departmental review process.

Open to Grade 12. Prerequisite: a Gateway course. Semester course. One-half credit. Satisfies Social Studies graduation requirement.
The arts are the vessels of our culture. Theatre, which can encompass them all, is the richest and most venerable. Since ancient times, we have gathered around the stage for communal storytelling, to examine important ideas, to celebrate and mourn, to seek truth, and to bring history and literature to life. Theatre is both Shakespeare’s mirror held up to Nature and a window on the human condition. Learning to see through that window and to understand what’s in that mirror is fundamental to every student’s preparation for life.
Graduation Requirements
Students will need to earn two credits in the Visual and Performing Arts. All Theatre courses may be taken to fulfill Visual and Performing Arts or general elective requirements.

Course Offerings

Introduction to Theatre
This gateway course surveys many aspects and forms of theatre, and gives the learner a feel for how theatre as a whole works. Students will learn about acting, puppetry, masks, movement for stage, vocal technique and projection, storytelling, stage combat, technical theatre, lighting, costuming, reader’s theatre, improvisation, house management and publicity. Students are asked to view all theatrical productions of the school, and audition for them as their schedules permit.

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

Acting: Fundamentals
This course provides the basic techniques of theatre acting. During the semester, students concentrate on the fundamental skills and techniques necessary in preparing a performance. Classroom exercises focus on the student developing his/her own viable acting technique:

1) by involvement in acting exercises including, but not limited to, improvisation, theatre sports, pantomime, character development, stage movement, vocal projection and enunciation;
2) by exposure, experience, analysis and application of various acting techniques. These include, but are not limited to, the well-known methods authored by Stella Adler and Sanford Meisner.

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

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Prerequisite: Introduction to Theatre or consent of instructor. Satisfies Visual and Performing Arts graduation requirement or general elective credit.

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

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

Open to Grades 10, 11, 12. Semester course. One-half credit. Prerequisites: Acting: Fundamentals or Acting: Musical Theatre and consent of instructor. Satisfies Visual and Performing Arts graduation requirement or general elective credit.
Theatre Performance
This course focuses on the production of plays. Students in this class mount theatrical productions in the Drama Workshop at the end of each semester. These productions will be chosen from pre-approved scripts. Productions seek creative and minimal technical solutions to scenic and costume needs. Students confront expectations in their efforts to mount productions of substance over spectacle. This course is repeatable, as each semester will have unique opportunities for growth, based upon the performance chosen.

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

Musical Theatre Performance
This advanced class studies the performance of important musicals in their entirety. Emphasis is on the practical application of acting, singing and movement techniques to various styles of period and contemporary musical theatre. Students have the opportunity to analyze the complete arc of a story, as well as the characters they portray, over the course of the semester. The class performs a complete book musical in the style of Reader's Theatre and/or concert setting at the end of the semester for the public. Although the class requires a prerequisite, students have the opportunity to defer the prerequisite by teacher's consent.

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

Acting: Musical Theatre
This class introduces the students to the important aspects and tools needed in musical theatre. The course focuses on audition techniques, vocal performance, character analysis, song analysis, and musical scene study. Students learn the basics of acting interpretation as applied to musical theatre. The class also examines representative musical composers/lyricists/choreographers, such as Gershwin, Rodgers and Hammerstein, Fosse, Bennett, Champion, Webber and Sondheim. As this is a workshop-based course, students have the opportunity to explore audition pieces as well as iconic musical theatre scenes.

Open to Grades 9, 10, 11, 12. Semester course. One-half credit. Prerequisite: Introduction to Theatre or consent of instructor. Satisfies Visual and Performing Arts graduation requirement or general elective credit.
Technical Theatre: Production
This semester course introduces students to the basic skills and procedures of theatre production. The course concentrates on terminology, basic construction skills, scenic painting and scene shop procedures, all learned through individual project work. Using a “hands-on” approach, students explore the practical application of techniques and materials used to construct Punahou Theatre productions. Course work consists of selected projects chosen from (but not limited to) the following: Basic Stagecraft, Construction Techniques, Drawing and Drafting, Stage Management, Rigging, Scenic Painting/Decoration, Stage Lighting, Scene Technology, and proper safety procedures in using equipment. Grading is based on awarded points for completed projects, a quarterly journal, and a portfolio of work completed in and out of the classroom.

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

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

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

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

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

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

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

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

Open to Grades 11, 12. Prerequisite: Technical Theatre or Acting course. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or general elective credit.
Punahou School is a founding member of the Global Online Academy (GOA). Established in 2011, GOA offers diverse and rigorous credit-bearing courses to students in member schools around the world. All GOA courses have synchronous components (when students collaborate together or work with their teacher at a set time, generally using video conferencing software) and asynchronous components (students choose when to participate.)

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

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

Course Credit
GOA courses are equivalent to an honors or AP course in amount of work and time necessary to complete the course. The 2015 – 2016 courses offer elective credit at Punahou. Semester courses earn one-half credit and year courses earn one credit.

Academic Calendar
The GOA semester calendar start and end dates are different from those at Punahou. The fall semester begins September 3, 2015 and ends December 18, 2015. The spring semester runs from January 25 – May 6, 2016.

Student Qualifications
Preference for these courses is given to juniors and seniors who have demonstrated serious academic intent and earned good personal development ratings (1s and 2s). Students considering these online courses should be intrinsically motivated and know how to effectively manage their time.

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

Tuition
Tuition for GOA courses will be covered within Punahou’s tuition.

Year-Long Courses
Arabic I: Language Through Culture
Computer Programming I: Java
Digital Journalism
Japanese I: Language Through Culture
Multivariable Calculus

Fall Semester Courses
Applying Philosophy to Modern Global Issues
Digital Photography
Filmmaking
Genocide and Human Rights
Global Health
Graphic Design
Introduction to Psychology
Medical Problem Solving
Microeconomics
Poetry Writing
This We Believe: Comparative Religions
9/11 in a Global Context

Spring Semester Courses
Abnormal Psychology
Advanced Statistics and Data Science
Advocacy
Beginning Architecture
Bioethics
Comparative Politics
Computer Programming II:
  Analyzing Data with Python
Energy
Fiction Writing
Game Theory
Gender Studies
The Graphic Novel
Introduction to Psychology
iOS App Design
Macroeconomics
Medical Problem Solving
Music Theory and Digital Composition
Neuropsychology
Organic Chemistry in Modern Society
Year-Long Courses

Arabic I: Language Through Culture
This full-year course highlights Modern Standard Arabic and some of the spoken dialect of the Levant. With an emphasis on Arabic culture, students learn commonly used expressions and phrases from the Levant area. Students develop their skills in listening, reading, writing, forming grammatically correct structured sentences, and most importantly, conversation. This is accomplished through podcasts, videos, culture circles discussions, web conferencing and collaborations in group projects. In addition, students have direct conversations with native speakers of Arabic, through a virtual club called “Shu Fe Maa Fe”, where students are required to meet online every week with their assigned partner and learn about a certain cultural topic every week, such as traditional food, greetings, gestures, values, history and more. Since Arabic is becoming one of the most functional languages in the world, especially in the areas of commerce, business and trade, students participating in this course can avail themselves of the opportunity to learn the language in a highly stimulating and rich cultural context.

This course is appropriate for beginning-level students.

Computer Programming I: Java
This course teaches students how to write programs in the Java programming language. Students develop problem solving and computational thinking skills framed by the questions: How do computers store information? How do they make intelligent decisions? How can they efficiently process large tasks? Students learn the major syntactical elements of the Java language through object-oriented design. The emphasis in the course is on creating intelligent systems though the fundamentals of Computer Science. Students write working programs through short lab assignments and more extended projects that incorporate graphics and animation.

No previous computer programming knowledge is necessary.

Digital Journalism
Students learn fundamentals of reporting as they generate news stories for publication in “The Atlas”, the news blog of the Global Online Academy. Practical topics such as budget lines, leads, article structure, layout and publication rights are addressed, as are journalistic ethics and the historical arc of the field. The first semester focuses primarily on text as a medium, while the second expands to include photo essays, video and infographics. Students interact through discussion forums, Skype and other digital tools, giving peer feedback and frequently teaming up to report and create news items collaboratively. Each student has a role to play on an editing and production team.

While school newspapers write for a school community, stories in “The Atlas” are geared toward a global audience with stories as pertinent to students in Jakarta as they are to those in Minneapolis. Students who have completed the Digital Journalism course are eligible to continue writing for “The Atlas” while they attend GOA member schools.
Japanese I: Language Through Culture
This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading and writing skills. The cultural study and discussion are conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture.

This course is appropriate for beginning-level students.

Multivariable Calculus
Multivariable Calculus extends the principles and techniques of a first course in calculus to higher dimensions. Students study vector algebra and functions, matrices, curves in space, arc length and curvature, and velocity and acceleration.

This course is meant for students who successfully completed a first-year AP (or equivalent) calculus course.
Fall Semester Courses

Applying Philosophy to Modern Global Issues
This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to shed light on recent political events such as the global economic downturn and the sweeping revolutions of the Arab Spring, as well as new developments in fields as diverse as biology, cognitive science and political theory. In addition to introducing students to the work of philosophers as diverse as Confucius and Martin Heidegger, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism and media studies.

Digital Photography
Photography can be a powerful and persuasive tool. This course is designed for students to learn how to give an emotional context to social, political, environmental and global issues through photography. Students learn how to prepare for and execute specific types of photographs, as well as the technical elements of digital editing. While students work on photo-based projects they simultaneously engage in discussions about topics such as the appropriate use of Photoshop or the ethics of digital advertising. Students are given opportunities to interpret specific global issues through their own photographs. In addition to taking photographs, students write descriptions and reflections, and give constructive feedback on their peers’ work.

Filmmaking
The course description for this course may be found online at www.punahou.edu/goa. It was not available when this catalog was printed.
Students must have access to a digital camera.

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

Students must have access to a digital camera.
Global Health
What makes people sick? What social and political factors lead to the health disparities we see both within our own communities and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these two questions, this course hopes to improve students’ health literacy through an examination of the most significant public-health challenges facing today’s global population. Topics addressed are the biology of infectious diseases (specifically HIV and Malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students use illness as a lens through which to examine critically such social issues as poverty, gender and race. Student work includes analytical and creative writing; research and peer collaboration; reading and discussions of nonfiction; and online presentations.

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

Introduction to Psychology
This course is anchored in scientific exploration, evolving methods of inquiry and interdisciplinary application. Students explore, and eventually integrate, content through research, critical and creative writing, analysis and reflection. Students examine the biological bases of behavior, lifespan development, learning and personality theories, psychological disorders and social processes.
Medical Problem Solving
In this course, students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

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

Poetry Writing
This poetry-writing workshop explores identity and seeks to answer the question: How are you shaped (or not) by the community you live in? Our goal is to create a supportive online network of writers that uses language to discover unique and mutual understandings of what it means to be a global citizen from a local place. Students draft and revise poems, provide and receive frequent feedback, and read a range of modern and contemporary poets whose work is grounded in place. Sample assignments include audio and video recording, an online journal, study of performance poetry, peer video-conferences, a video interview with a renowned poet, collaborative poetry anthologies and a class publication. All writers have the opportunity to send their work to international contests and publications.
This We Believe:
Comparative Religions
A theme-based comparison of the world’s religions yields a deeper understanding both of the diversity of perspectives in our global population and of the truth that is within all traditions. Students in this course develop a more sophisticated understanding of human beliefs and practices, and learn to engage in effective and productive collaboration with peers around the world. After establishing a foundational knowledge of “the Big Five”: Hinduism, Buddhism, Judaism, Christianity, and Islam, students then apply a thematic approach, exploring specific characteristics of religion through the lenses of various faith traditions.

9/11 in a Global Context
September 11, 2001 was a tragic day that changed the world in profound ways. In this course, students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally and around the world. In place of a standard chronological framework, students instead view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. They then explore the post-9/11 period and explore how this event affected the U.S., the Middle East, and the wider world.

Spring Semester Courses

Abnormal Psychology
This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse and depression. As students examine these and other disorders, they learn about their symptoms, diagnoses and treatments. Students also deepen their understanding of the social stigmas associated with mental illnesses.

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

Advanced Statistics and Data Science
This course is designed to help students discover the power, diversity and broad applicability of statistics. Students learn a variety of data analysis techniques, such as multiple regression, simulation studies and survival analysis, with an emphasis on showing how these methods have revolutionized the use of statistics in fields such as engineering, environmental studies, economics and medicine. Within each unit, guided activities assist students in working through the entire process of a real-world case study. The course uses an inquiry-based approach that teaches advanced statistical techniques through group work and hands-on exploration of current research questions. By researching the literature, planning and carrying out experiments, and presenting their results, students in this course experience data analysis as it is actually practiced.

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

Beginning Architecture
The course description for this course may be found online at www.punahou.edu/goa. It was not available when this catalog was printed.

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

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

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

The prerequisite for this course is familiarity with and hands-on experience using some high-order programming language, such as Java, C++, VisualBasic, or Python itself.
Energy
Students develop a keen ability to analyze global energy issues. A historical and scientific exploration of fossil fuels gives students the foundation to tackle economic and environmental concerns related to traditional and alternative energy. Students do technical analyses of the rates of depletion of the reserves of major oil-producing countries, and investigate the motivations for an oil-producing nation to become a member of OPEC. Students take sides in major energy debates on topics like “fracking” or the international movement of energy supplies. In their final project, students present to their peers on all key aspects of an alternative energy source, including technical and economic viability, and environmental sustainability.

Fiction Writing
This course connects students who are interested in creative writing (primarily short fiction) and provides a space for supportive and constructive feedback. Students gain experience in the workshop model, learning how to effectively critique and discuss one another’s writing in a digital environment. In addition to developing skills as a reader within a workshop setting, students work to develop their own writing identities through a variety of exercises. The course capitalizes on the geographic diversity of the student body by eliciting stories that shed light on both the commonalities and differences of life experiences in different locations. Additionally, we read and discuss the work of authors from around the globe. Students’ essential responsibilities are twofold: to act as writers and readers. Both require participation in discussions of various formats within our online community, as well as dedicated time outside of class reading one another’s work and writing pieces for the workshop.
Game Theory
Do you play games? Ever wonder if you’re using “the right” strategy? What makes one strategy better than another? In this course, we explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory is widely applicable in the real world as we face dilemmas and challenges every day, most of which we can mathematically treat as games! We consider significant global events from fields like diplomacy, political science, anthropology, philosophy and economics. Specific mathematical ideas we discuss include two person zero sum games, two person non-zero sum games, multi-player games, game trees, matrix algebra, linear optimization, voting and power theory, and applications of game theory techniques to a plethora of real world problems.

Gender Studies
This course uses the concept of gender to examine a range of topics and disciplines which might include feminism, gay and lesbian studies, women’s studies, popular culture and politics. Throughout the course students examine the intersection of gender with other social identifiers: class, race, sexual orientation, culture and ethnicity. Students read about, write about and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and impacted their lives.

The Graphic Novel
In the digital age stories take form in a variety of media and reach a diversity of audiences. The graphic novel lets authors communicate their story in both pictures and words. This course explores digital narratives, as well as graphic novels in a variety of forms, and looks at these texts with a focus on story and place. Students have an opportunity to tell their stories and create their own short graphic novels. In addition, students are asked to reflect on their writing and artistic processes throughout the semester.

No artistic experience is needed for this course.

Introduction to Psychology
Also offered in fall semester.
For description, see page 110.

iOS App Design
Learn how to build apps for the iPod, iPhone and iPad, and publish them in the App Store. Students work much like a small startup: collaborating as a team, sharing code and learning to communicate with each other throughout the course. Students learn the valuable skills of creativity, collaboration and communication as they create something incredibly cool, challenging and worthwhile.

For this course, it is required that students have access to a computer running the most current version of Mac OS X. An iOS device that can run apps (iPod Touch, iPhone or iPad) is also highly recommended.
Macroeconomics
In this course, students study macroeconomic theory as it relates to domestic and global policies on employment, national income, government spending, and the impact of foreign spending on domestic economies and foreign exchange markets. Students use real world events and data as case studies in order to develop a better understanding of the driving forces behind domestic and international macroeconomic markets. In the final portion of the course, students have the opportunity to develop their own solutions to a local/global issue of their choice (such as poverty, environmental pollution and limited access to education) based on their new understanding of macroeconomic theory.

Medical Problem Solving
Also offered in fall semester. For description, see page 111.

Music Theory and Digital Composition
This course focuses on the building blocks of music (scales, chords, keys, intervals, harmonic relationships, rhythm and meter) with the ultimate goal of helping students create compositions of their own. Students use a variety of online resources to build their skills, and to learn to create and arrange music using various digital media. The intent is for students to craft their own work without resorting to pre-determined, canned, digital samples, but rather to draw from their own intellect the musical tools that can be written down, tweaked, and ultimately performed and recorded. Class members share their work with others online, offer peer feedback in conjunction with faculty guidance, and begin building a body of their own compositions.

Neuropsychology
This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Examples of illness to be covered include: Alzheimer’s disease, traumatic brain injury and stroke. Diagnostic and treatment issues (including behavioral and pharmaceutical management) are addressed. Additional topics include: professional standards and the code of ethics governing all psychologists; psychometrics; and the history of neuropsychology. This course can be taken as a continuation of An Introduction to Psychology, although it is not required.

Organic Chemistry in Modern Society
This course is designed with two goals in mind, one pragmatic and one philosophical. Pragmatically it provides a few foundational blocks for further studies in the organic chemistry field, giving students a small window on future, more traditional organic courses. Philosophically it aims to open an infinite world of discovery of complex molecules, their properties and reactions, and applications that hold the keys to confront and solving the world’s most challenging, future scientific problems. The emphasis of the course is on stimulating interest in organic chemistry through an exploration of the molecules relevant to modern life. Students can use this course as a springboard for further learning, as the beginning of a longer journey.
Summer School

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

Summer School courses taken in 2015 are entered as part of the student’s 2015 – 2016 first semester record. Students register based on the grade they will be entering in the fall.

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

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

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

We expect Punahou students who take summer courses to do so at Punahou unless an exception has been approved in advance by the Deans.
**Summer Absence Policy**

Since Summer School packs so much into a limited time period, we expect regular and punctual attendance, especially in credit-bearing courses. There are two types of absences: Approved and Not Approved.

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

- **Not Approved Absences**
  Absences for family trips, sports trips, driver-license tests, job interviews, employment, summer camp, errands, performances and similar conflicts will not be approved as excused absences from class.

Students will fail a course if they accrue more than two “Not Approved” absences in a 5-week or a 6-week summer course.

The School reserves the right to request a doctor’s note to substantiate any absence from class unless previously approved by the Director.

Please note that courses are scheduled for varying lengths from 3 to 6 weeks. Also, there is a selection of online courses for upperclassmen that do not require attendance on campus. These options allow students with travel plans or conflicting programs to still attend Summer School.

**Summer Registration**

Each student is allowed to register for one Summer School course that satisfies a graduation requirement. Students may, for example, enroll in Composition or Senior Capstone; they may not enroll in both. There are a few exceptions to this policy: students may take an Art and a Physical Education course or two Art courses. Students may also elect a non-credit course such as Driver Education or SAT Prep provided there are no scheduling conflicts. See page 132.

**Attire and Behavior Policies**

The attire and behavior policies during Summer School are the same as those in force during the regular school year.

**Books and Supplies**

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

**Fees**

**Late Registration**

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

**Credit Courses**

Registration deadline: May 15, 2015  
Change after May 15: $50 fee  
Drop after June 12: 100% of full tuition
## Summer Course Offerings

Punahou Summer School 2015 courses are open to Academy students depending on enrollment and staffing.

### Courses Open to grades

<table>
<thead>
<tr>
<th>Credit-Bearing Courses</th>
<th>Art</th>
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<tbody>
<tr>
<td>Printmaking* (3 wks)</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Black and White Film Photography*</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Color Digital Photography*</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Ceramics: Wheel Throwing 1*</td>
<td>10 – 12</td>
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<tr>
<th>English</th>
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<tbody>
<tr>
<td>English 1A* (5 wks)</td>
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<tr>
<td>English 2A* (5 wks)</td>
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<tr>
<td>American Literature Survey* (5 wks)</td>
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<tr>
<td>Composition* (5 wks)</td>
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<tr>
<td>Creative Writing*# (5 wks)</td>
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<tr>
<th>Language</th>
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<tr>
<td>Spanish 2*</td>
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<table>
<thead>
<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td>Algebra 1*</td>
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<tr>
<td>Geometry* (6/8 – 7/17)</td>
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<tr>
<td>Geometry* (6/15 – 7/24)</td>
</tr>
<tr>
<td>Algebra 2/Trigonometry*</td>
</tr>
<tr>
<td>Advanced Pre-Calculus*</td>
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</tbody>
</table>

### Physical Education

| Lifetime Fitness* | 9 – 10 |
| PEP: Physical Exercise through Play* | 10 – 12 |
| Intro to Yoga* (3 wks) | 10 – 12 |
| Yoga 1 Hybrid*# | 10 – 12 |

<table>
<thead>
<tr>
<th>Science</th>
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<tbody>
<tr>
<td>Biology*</td>
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<tr>
<td>Chemistry*</td>
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<td>Chemistry Honors*</td>
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<td>Physics*</td>
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<tr>
<td>Physics Honors*</td>
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<tr>
<td>Introduction to Engineering</td>
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<tr>
<td>Medical Problem Solving (3 wks)</td>
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<tr>
<td>Medical Problem Solving+ (5 wks)</td>
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<tr>
<td>Science and Sustainability: Costa Rica</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>Intro to Social Studies* (5 wks)</td>
</tr>
<tr>
<td>Intro to Social Studies – Hawai‘i* (4 wks)</td>
</tr>
<tr>
<td>Asian History (sem)* (5 or 6 wks)</td>
</tr>
<tr>
<td>Modern Japan</td>
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<tr>
<td>U.S. History (1st sem)* (5 wks)</td>
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<tr>
<td>European History* (5 wks)</td>
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<tr>
<td>Senior Capstone*</td>
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<tr>
<td>Senior Capstone: Science*</td>
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<tr>
<td>Senior Capstone: International</td>
</tr>
<tr>
<td>Alaska Arctic*#</td>
</tr>
<tr>
<td>China*#</td>
</tr>
</tbody>
</table>

* Fulfills Department graduation requirements.
# Fulfills SECR graduation requirement.
Others fulfill general elective requirements.
+ Online course
† Hybrid on-campus and online course
Summer School Dates: June 15 – July 24 (continued)

Art

Printmaking*
4 hours daily at 12:30 p.m.
3-week course:
June 15 – July 2 or July 6 – 24
See page 9 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit.

Black and White Film Photography*
2 hours daily at 8 a.m.
6-week course
See page 9 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit

Color Digital Photography*
2 hours daily at 10 a.m.
6-week course
See page 10 for complete description.
Tuition: $775
Open to Grades 9, 10, 11, 12. One-half credit

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

English

English 1A*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 19 for complete description.
This summer school course only covers
the first semester content of the
year-long course.
Tuition: $800
Open to Grade 9. One-half credit.

English 2A*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 19 for complete description.
This summer school course only covers
the first semester content of the
year-long course.
Tuition: $800
Open to Grade 10. Prerequisite: English 1.
One-half credit.

American Literature –
Survey: Dream and Disillusion*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 21 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2.
One-half credit.

Composition*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 24 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2.
One-half credit.

Creative Writing**
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 24 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: English 2.
One-half credit and Spiritual, Ethical, Community
Responsibility graduation requirement.

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

Spanish II*
4 hours daily at 8 a.m.
6-week course
See page 42 for complete description.
Tuition: $950

Open to Grades 10, 11, 12. Prerequisites for summer course: Spanish 1 in the Academy, permission of instructor and student’s class dean. One credit.

Mathematics

Students are required to earn three credits in mathematics for graduation from Punahou. Only one of those three credits may be earned in Summer School. Usually students choose to take Geometry in the summer between their freshman and sophomore years as a means to accelerate in mathematics, opening the door to Calculus their senior year.

Algebra 1*
4 hours daily at 8 a.m.
6-week course
This is a rigorous, intensive course in the fundamentals of Algebra. Testing is daily on topics that include number theory, solving equations and inequalities, graphs and functions, systems of open sentences, polynomials and factoring, rational expressions, irrational numbers, and quadratic equations and functions. Expect approximately two to three hours of homework a night.
Tuition: $950

Open to Grades 9, 10. Prerequisites: Teacher recommendation based on original quiz and test scores and work habits, commensurate diagnostic test scores, and supervisor/dean approval.
One credit. Enrollment is limited.

Geometry*
4 hours daily at 8 a.m.
6-week course
June 8 – July 17 or June 15 – July 24
See page 48 for complete description.
Tuition: $950

Open to Grades 10, 11. Prerequisites for summer course: B+ or better in Algebra I. One credit.

Algebra 2/Trigonometry*
4 hours daily at 8 a.m.
6-week course
See page 49 for complete description.
Tuition: $950

Open to Grades 10, 11, 12. Prerequisites for summer course: B+ or better in Geometry and in Algebra I. One credit. A TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required.

Advanced Pre-Calculus*
4 hours daily in class at 8 a.m.
6-week course
See page 51 for complete description.
Tuition: $950

Open to Grades 11, 12. Prerequisites for summer course: B+ or better in Algebra 2/Trigonometry and teacher recommendation. One credit. A TI-84 Plus, TI-84 Plus Silver Edition or TI-84 Plus C Silver Edition graphing calculator is required.
Physical Education

Lifetime Fitness
(Physical Education)*
2 hours daily at 8 or 10 a.m.
6-week course
See page 67 for complete description.

Students should dress appropriately for physical activity each day (PE uniform/athletic shoes). Some time is spent in the pool as well as in the classroom. Expectations include CPR certification and passing a survival swim test. Students sign up for a CPR class, which is held on campus in the afternoon, at no extra fee. The survival swim test is administered during the swim unit.

Tuition: $750
Open to Grades 9, 10. One-half credit.

PEP: Physical Exercise through Play*
2 hours daily at 10 a.m.
6-week course

Emphasis for this course is on playing hard and having fun while staying fit. Students are exposed to a variety of activities where they work to develop proficiency in skills and various movement forms and incorporate tactics, concepts and strategies in situations relative to the activity. Ultimately, students become confident and competent enough to enjoy the activities in a recreational setting.

Activities include many of the following: badminton, basketball, fitness exercises, flag football, pool games, racquet sports, touch rugby, ultimate Frisbee and volleyball. Off-campus activities may include kayaking, windsurfing and hiking.

Tuition: $750
Open to Grades 10, 11, 12. Prerequisite: Lifetime Fitness. One-half credit.

Introduction to Yoga*
2 hours daily at 10 a.m.
3-week course: June 15 – July 2

This 3-week course introduces students to the philosophy of yoga, providing a foundation for Yoga I and Yoga II. Students explore how yoga can help nourish the mind, body, and spirit through learning a wide range of postures, breathing techniques, and mediation practices.

Tuition: $425
Open to Grades 10, 11, 12. Prerequisite: Lifetime Fitness. One-quarter credit.

Yoga I Hybrid*#‡
2 hours daily at 8 a.m
6-week course
June 15 – 26: 2 weeks required on campus
June 29 – July 24: 4 weeks not required on campus
See page 69 for complete description.

Tuition: $750
Open to Grades 10, 11, 12. Prerequisite: Lifetime Fitness. One-half credit and Spiritual, Ethical, Community Responsibility graduation requirement.

Subscription to an online instructional site and access to reliable high-speed Internet for the duration of the course will be required.

Science

Students may take only one credit in Summer School towards the two credits in laboratory science required for graduation.

Biology*
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.
6-week course
See page 76 for complete description.

Tuition: $1,100
Open to Grades 9, 10, 11, 12. One credit.
Chemistry*
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.
6-week course
See page 79 for complete description.
Tuition: $1,100
Open to Grades 10, 11, 12. Prerequisite: Algebra I.
One credit.

Chemistry Honors*
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.
6-week course
See page 79 for complete description.
Tuition: $1,100
Open to Grades 10, 11, 12. Prerequisite: Students taking Chemistry Honors in the summer must have completed Geometry or Geometry Honors. One credit.

Physics*
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.
6-week course
See page 80 for complete description.
Tuition: $1,100
Open to Grades 10, 11, 12. Not intended for students who have taken Advanced Pre-Calculus. One credit.

Physics Honors*
4 hours daily at 8 a.m. plus 2-hour afternoon sessions on Tuesday, Thursday.
6-week course
See page 80 for complete description.
Tuition: $1,100
Open to Grades 11, 12. Prerequisite: Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. One credit.

Introduction to Engineering
6 hours daily: 8 a.m. – noon and 1 – 3 p.m.
on Monday, Wednesday and Friday
6-week course
See page 84 for complete description.
Tuition: $800
Open to Grades 10, 11, 12. One-half general elective credit. Students may take either Intro to Engineering or Engineering Projects I, but not both. Not intended for students who have taken Engineering for Robotics I.

Medical Problem Solving
4 hours daily at 8 a.m.
3-week course: June 15 – July 2
See page 85 for complete description.
Tuition: $700
Open to Grades 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. One-half general elective credit. Class held at the John A. Burns School of Medicine. Students may take either Medical Problem Solving or Medical Problem Solving Online, but not both.

Medical Problem Solving Online+
Online, 5-week course: June 15 – July 17
See page 86 for complete description.
Tuition: $700
Open to Grades 11, 12. Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. One-half general elective credit. Online course: Presence on campus is not required after orientation meeting (May 2015). Access to reliable high-speed Internet required for the duration of the course. Students may take either Medical Problem Solving or Medical Problem Solving Online, but not both.

Science and Sustainability: Costa Rica
4 hours daily at 8 a.m.
June 15 – 23: Required pre-trip class at Punahou
June 26 – July 26: Travel to Costa Rica
July 28 – 29: Final project preparation and presentations at Punahou
See page 87 for complete description.
Tuition: Need-based financial aid available through Wo International Center.
Open to Grades 11, 12 or consent of instructor.
Prerequisite: Biology or Biology Honors. One-half general elective credit and Spiritual, Ethical, Community Responsibility graduation requirement. Apply for this course through Wo International Center by January 15, 2015.
Social Studies

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

Introduction to Social Studies*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 89 for complete description.
Tuition: $800
Open to Grade 9. One-half credit.

Introduction to Social Studies – Hawaiʻi*
4 hours daily Monday – Thursday at 8 a.m.
Friday class meets at 8 a.m. – 4 p.m.
(to accommodate extended field trips)
4-week course: June 29 – July 24
This version of ISS offers another option to the required gateway course for 9th graders. While the core ISS content and skills remain the same, this version of the course frames the content around the cultural region of Hawaiʻi.
See page 89 for complete description.
Tuition: $800
Open to Grade 9. One-half credit, and Spiritual, Ethical, Community Responsibility graduation requirement.

Asian History*
Accelerated course
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 90 for complete description.
Tuition: $800
Open to Grade 10. Prerequisite: A Gateway Course. One-half credit.

Asian History*
3 1/2 hours daily except 2 hours on Wednesday at 8 a.m.
6-week course
See page 90 for complete description.
Tuition: $800
Open to Grade 10. Prerequisite: A Gateway Course. One-half credit.

Modern Japan:
Kyoto, Kochi and Hiroshima
4 hours daily at 8 a.m.
June 22 – July 8: Pre-trip class
July 12 – August 5: Travel to Japan
See page 93 for complete descriptions.
Tuition: Cost of trip. Need-based financial aid available through Wo International Center.
Open to Grades 10, 11, 12. Prerequisite: A Gateway Course. One-half general elective credit. Apply for this course through Wo International Center by January 15, 2015.

United States History*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 94 for complete description.
This summer school course only covers the first semester content of the year-long course.
Tuition: $800
Open to Grades 11, 12. Prerequisite: A Gateway Course. One-half credit for 1st semester U.S. History.

European History*
4 hours daily at 8 a.m.
5-week course: June 15 – July 17
See page 96 for complete description.
Tuition: $800
Open to Grades 11, 12. Prerequisite: A Gateway Course. One-half credit.
Senior Capstone*
2 hours on Monday at 10 a.m.,
Tuesday – Friday: 4 hours twice a week
on campus at 8 a.m. and 2 hours twice
a week of community service.
6-week course
Community service (four hours per week)
will be scheduled according to the needs
of the agencies. Limited service options
are available due to summer hours and
participating agencies. Students must
have proof of a TB Clearance at the first
class meeting.
See page 97 for complete description.
Tuition: $800

Open to Grade 12. Prerequisite: A Gateway Course.
One-half credit and Community Service graduation
requirement. Limited enrollment.

Senior Capstone: Science*
2 hours on Monday at 10 a.m.
Tuesday – Friday: 4 hours twice a week
on campus at 8 a.m. and 2 hours twice
a week of community service.
6-week course
This course has the same requirements
as the regular Capstone course, including
proof of TB Clearance.
See page 98 for complete description.
Tuition: $800

Open to Grade 12. Prerequisite: A Gateway Course.
One-half credit and Community Service graduation
requirement.
Summer School Dates: June 15 – July 24 (continued)

Senior Capstone: International
This course covers the same concepts as the regular Capstone class, but after coursework at Punahou, students explore the course issues further and do their project work in the context of their experiences and activities at the selected destination.

See pages 98 – 99 and 128 – 130 for complete descriptions.

Tuition: Cost of trip. Need-based financial aid available through Wo International Center.

Open to Grade 12. Prerequisite: A Gateway Course. One-half Social Studies credit, Community Service graduation requirement, and Spiritual, Ethical, Community Responsibility graduation requirement. Apply for this course through Wo International Center by January 15, 2015.

Alaska Arctic*#
4 hours daily at 8:00 a.m.
June 15 – 19: Required pre-trip class at Punahou

Dates to be determined:
Travel to Alaska Arctic

Dates to be determined: Final project preparation and presentations at Punahou

China*#
4 hours daily at 8 a.m.
June 15 – 26: Required pre-trip class at Punahou

June 28 – July 25: Travel to China

July 28 – 29: Final project preparation and presentations at Punahou
Recognizing that learning in global environments can be both academically and personally enriching, Punahou offers its students a wide array of globally focused programs both on island and away.

For more information about any of these programs, please visit Wo International Center.
Junior or Senior Year or Semester Abroad

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

School Year Abroad in China, France, Italy and Spain

School Year Abroad provides high school Juniors a full year of living with a European or Asian family while earning high school credits and receiving rigorous preparation for U.S. colleges and universities. Every year, approximately 60 American students study at each site: Beijing, China; Rennes, France; Viterbo, Italy; and Zaragoza, Spain. More information and applications are available at www.sya.org. Apply online by February 2, 2015.

The Sidwell Friends School China Fieldwork Semester

SPRING semester only

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

Summer Travel Study Programs

These travel study programs are preceded by classes at Punahou. Most students participate after the Sophomore or Junior year. Generous need-based financial aid is available to students.

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

2015 Summer Trips

Capstone Alaska Arctic

June 15 – 19: Required pre-trip class at Punahou

Dates to be determined: Travel to Alaska Arctic

Dates to be determined: Final project preparation and presentations at Punahou

This international version of the Capstone experience combines class work at Punahou with travel into the Arctic. Western Alaska is a trans-boundary region of the Arctic that shares a border with Russia. The Inupiat, Yupik and Inuit communities that inhabit this region have done so for a millennium adapting their sophisticated way of life to the harsh regional climate which is defined by extreme temperature and a frozen sea during much of the year.

See pages 98 – 99 and 126 for complete descriptions.

Apply through Wo International Center by January 15, 2015.
**Capstone China**
June 15 – 26: Required pre-trip class at Punahou
June 28 – July 25: Travel to China
July 28 – 29: Final project preparation and presentations at Punahou

This international version of the Capstone experience combines class work at Punahou and Chinese language lessons in China. Students stay in Beijing and travel to Xian.

See pages 98 – 99 and 126 for complete descriptions.
Apply through Wo International Center by January 15, 2015.

**Costa Rica: Science and Sustainability**
June 15 – 23: Required pre-trip class at Punahou
June 26 – July 26: Travel to Costa Rica
July 28 – 29: Final project preparation and presentations at Punahou

This experience is a language and service-based trip to practice scientific inquiry and explore the region of Guanacaste in Costa Rica. Working with our partner school EARTH University, students go on field trips, attend Spanish classes and live with local families. Prior to trip departure, one week of classes on Punahou campus orients students to the program and science projects.

See page 87 for complete description.
Apply through Wo International Center by January 15, 2015.

**Japan: Kyoto, Kochi and Hiroshima (Modern Japan)**
June 22 – July 8: Pre-trip Summer School course “Modern Japan”
July 12 – August 5: Travel to Japan

This course and travel experience to Japan features a five-day tour of Hiroshima, Nara and Kyoto, followed by a special two-and-a-half-week service program in the rural areas of Kochi to work on projects designed to revitalize these areas.

Students improve their Japanese language and immerse in the local culture by direct interaction with Japanese students, while staying in a summer camp environment and with host families.

See pages 93 and 124 for complete descriptions.
Apply through Wo International Center by January 15, 2015.

**Japan: Hiroshima Peace Scholarship**
Two merit-based scholarships are available for this trip to Japan to participate in the Hiroshima peace festivities. Please contact Wo International Center for details.
Deadline is January 8, 2015. Also available in 2016.
2016 Summer Trips

**Capstone China**

**2016**
This international version of the Capstone experience combines class work at Punahou with travel in China. Students travel to Beijing, engage in community service in rural Xian, Shaanxi Province (at the Anwu Primary School in Jinyang County and Dongzhou Children Village in San Yuan County), and visit the Soong Ching Ling School in Shanghai.

See pages 98 – 99 and 129 for complete descriptions.

Apply through Wo International Center by January 15, 2016.

**Capstone Tahiti and Rapa Nui**

**2016**
This international version of the Capstone experience combines two weeks of class work at Punahou with four weeks of travel to Tahiti and Rapa Nui.

See pages 98 – 99 for complete descriptions.

Apply through Wo International Center by January 15, 2016.

**Japan: Tokyo (Modern Japan)**

**2016**
This study program in Japan involves travel to Hiroshima, Kyoto and Nara, and then a three-week stay in Tokyo, living with host families and studying at Keio School. The trip is preceded by the “Modern Japan” course.

See pages 93 and 124 for complete descriptions.

Apply through Wo International Center by January 15, 2016.

**Capstone Senegal**

**Postponed**
This international version of the Capstone experience combines twelve days of class work at Punahou with four weeks of travel to Senegal in western Africa.

See page 99 for complete description.
Other Global Opportunities

Student Global Leadership Institute at Punahou School
July 19 – August 1, 2015

Six Punahou students, prior to their Senior year, join students from high schools in the U.S. and foreign countries in a two-week program to foster a multinational community of youth leaders sustained by a robust framework for online learning. The Institute promotes leadership development in academics, public service and international collaboration. Non-credit. Apply through Wo International Center by December 5, 2014.

Pan Pacific Program
July 18 – August 8, 2015

This program has a rich 40-year history of connecting students from the Pacific Rim to Hawai‘i, and Hawai‘i’s students to the world. It is an opportunity for international students and Punahou students to come together in a place-based Hawaiian studies curriculum with a service component. Ten Punahou students will be selected to participate and join twenty invited international students in this experience based on their commitment to leadership in global topics and/or Hawaiian culture and studies. This three-week program includes two weeks on the island of O‘ahu and one week on the island of Hawai‘i. The program will take place in the afternoons for the first week and full time for the final two weeks. Non-credit. Apply through Wo International Center by March 2, 2015.
## Other Offerings

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

### Athletics
Various summer athletics programs can be found at [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).

### Co-Curricular
Punahou offers a variety of co-curricular classes during the spring and fall. Details can be found at [www.punahou.edu/afterschool](http://www.punahou.edu/afterschool).

### Dance
Dance School classes for fall and spring are listed at [www.punahou.edu/afterschool](http://www.punahou.edu/afterschool). For summer classes, go to [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).

### Driver Education
Driver Education classes are offered at various times during the year. Visit [www.punahou.edu/drivered](http://www.punahou.edu/drivered).

### Music
Music School individual and group lessons for fall and spring can be found at [www.punahou.edu/afterschool](http://www.punahou.edu/afterschool). For summer classes, go to [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).

### SAT Prep
Three SAT Prep classes are offered at various times during the year. Visit [www.punahou.edu/satprep](http://www.punahou.edu/satprep).

### Self Defense
A Self-Defense class is offered during the summer. Visit [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).

### Summer School
There are other non-credit offerings during the summer that can be found at [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).

### Tennis
Tennis classes for fall and spring are listed at [www.punahou.edu/afterschool](http://www.punahou.edu/afterschool). For summer classes and ILH training, go to [www.punahou.edu/summerschool](http://www.punahou.edu/summerschool).
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