

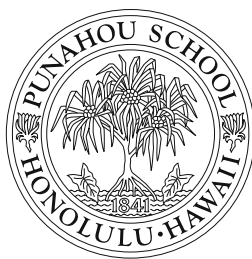
Academy Course Listing

Punahou School
2023 - 2024



Punahou Academy Course Listing

2023 – 2024



Punahou School does not discriminate on the basis of race, color, religion, national or ethnic origin, sex/gender, sexual orientation, age or disability in administration of its employment practices or educational policies: admission, financial aid, athletic and other School-administered programs.

Punahou School • 1601 Punahou Street • Honolulu, Hawai'i 96822

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Graduation Requirements and Important Information

Graduation Requirements

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

Each student needs to earn a total of 22 credits in the following subject areas. Please see the department sections for course specific requirements within each department.

English

Four credits

Language

Two credits from two consecutive levels of a single language

Mathematics

Three credits

Physical Education

Two credits

Science

Two credits from yearlong courses

Social Studies

Three and one-half credits

Visual and Performing Arts

Two credits

Other Courses

Three and one-half credits

Any course exceeding departmental requirements for graduation or those courses identified as not meeting departmental requirements for graduation.

Credit/No Credit Option (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 to 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 must be taken for a letter grade.

Some independent study and teaching assistant courses must be taken CR/NC and 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, Learning Strategies, Study Hall, College Guidance, ROTC, SURF I, SURF II and College Guidance. Four courses must be taken on a graded basis. Declaration of CR/NC status by students must be made by the deadline stated in the Academy Daily Bulletin each semester.

Programming Process

At grade level assemblies, the deans brief students about graduation requirements and course offerings. In February, deans meet with students individually to enroll them in courses. At the end of the third quarter, a list of the selected courses is made available. From that point, changes will depend on course availability as 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 course request counts be accurate.

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

Global Online Academy (GOA) Programming

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

Travel and International Relations Programming

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

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

Summer School Programming

Students may register for up to one graduation credit in Academy courses during the summer as long as class times do not conflict, except students may not register for both an English and a Social Studies course in the same summer. For example, they may take a 1/2 credit course in Art or PE along with an English or Social Studies course. Students enrolled in a one credit Math or Science course, or Ka Hālāwai Hou – Hawaiian Voyaging, may not enroll in any additional Summer School course.

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

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

Summer School courses may 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, 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.

Competency-based Learning

Competency-based Learning (CBL) is an academic framework that emphasizes the value of student-centered personalization, with classroom and assessment practices that work to support the unique learning path of every individual student. These courses employ a variety of strategies including, but not limited to, project-based learning, problem-based learning and inquiry-based learning, centered on students' questions and curiosity. These courses emphasize what students can do with their knowledge, stressing the acquisition of skills and abilities that they will need for their futures.

As students study the content in each of these courses, they receive continual feedback towards a set of course competencies (or learning outcomes), derived from the Aims of a Punahou Education. The focus on competencies highlights for students the skills and mindsets required to successfully learn and grow in our traditional disciplines; teaching students how to think and act like scientists, mathematicians, historians, authors, artists, linguists or designers.

Students in all of these courses will receive quarter and semester grades and regular feedback on their performance.

While all of our Academy courses have elements of competency based learning in them, the following courses are currently fully designed in this framework. This is the full list at the time of publication and other courses may transition to fully CBL. If this is the case, enrolled students and their families will be given advance notice of the change.

Design Technology and Engineering Courses

Engineering III: Advanced Robotics
Engineering III:
Industrial Design and Fabrication
Engineering IV:
Electric Vehicle Team
Engineering V-B: Advanced Engineering Lab
Hawaiian Voyaging: Nā Kelamoku

Science Courses

Biology
Biology Honors
Chemistry

Social Studies Courses

Ke Kilohana: Circular Economy
Ke Kilohana: Cook Your Heritage
Ke Kilohana: Computer Science
Advanced Projects
Ke Kilohana: Engineering V-A
Ke Kilohana: Ethnic Studies: Exploring
Ethnicity and Identity in Hawai'i
Ke Kilohana: Global Leadership
Ke Kilohana: He wa'a he moku,
he moku he wa'a (Voyaging)
Ke Kilohana: Music in the Community
Ke Kilohana: Nāhoakukui,
Students Who Guide
Ke Kilohana: Senior Wellness (S)
Ke Kilohana: What Makes a Home?

Theatre Courses

Acting: Character Portrayal
Acting: Musical Theatre
Intro to Theatre
Theatre Production

Transdisciplinary Courses

Bias in America (ID)
English 2AB: Visual Storytelling (ID)
Global Sustainability by Design:
Place, Perspective and Partnership (ID)
Global Sustainability by Design:
Product Design for Sustainable
Entrepreneurship (ID)
Global Sustainability by Design:
Science and Engineering for
Sustainability (ID)
Global Sustainability by Design:
Asian Studies (ID)



Art

The Visual Art curriculum extends beyond skills, techniques and concepts. The faculty provide environments that promote purposeful exploration towards the creation of visual expression. Our intent is to have students develop the habits of mind and practice which allow them to become curious, confident and resilient individuals devoted to enriching the world and the lives of people around them.



Graduation Requirements

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

Course Offerings

Drawing I

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

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

Drawing II

Drawing II is a natural extension of Drawing I. Having learned the basic skills of drawing, students are encouraged to develop their own themes and further express their ideas and feelings. 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 growth in visual voice.

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

Life Drawing

In Life Drawing, serious students of all skill levels have the opportunity to produce works of art based on the human form. Foundational drawing skills are practiced while students are encouraged to develop a personal style using a variety of drawing media including graphite, charcoal, pen and ink and pastels. The wide range of artistic 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 dedicated and mature student.

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

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.

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

Painting II

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

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

Printmaking

Printmaking is a dynamic visual art course that blends 500-year-old traditions with 21st century art processes. It incorporates art skills, including drawing and design, history, theory and studio practice of Printmaking.

This course explores imagery and mark making through various Printmaking media, with an emphasis on new and environmentally friendly working methods. Students will have the opportunity to create a variety of original artworks, silkscreen on textiles, learn photo-based processes and make an edition of block prints for a peer exchange. In addition, the course teaches more painterly and traditional techniques such as monotypes and engraving.

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. Field trips, guest artists, slide discussions and study of contemporary texts complement the studio instruction.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or 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 lessons in which light sensitive film and paper are exposed, developed, proofed and printed. Each student needs a manual exposure control camera (i.e. 35mm SLR) or a camera with the ability to override automatic exposure of the shutter speed and aperture. Used cameras in excellent condition start 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 photography teacher (Alex Selarque, aselarque@punahou.edu) will help to facilitate communication between students who need a camera and those who want to sell.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or 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 assignments in which a digital photograph is taken, imported, organized, proofed, enhanced and printed on inkjet and dye sublimation printers, then saved to the cloud. Each student needs a camera that can shoot RAW files with controls to manually adjust the shutter speed, aperture and ISO. All DSLR (Digital Single Lens Reflex) cameras fit this requirement.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or 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 who have completed Black and White Film Photography produce black and white photographs in the darkroom and color assignments by scanning processed film, importing it into Adobe Bridge then working with Photoshop before printing to a large format inkjet color printer. Students who have completed Color Digital Photography 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. Please see the descriptions for Black and White Film Photography or Color Digital Photography for camera requirements.

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 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, CAD, 3-D printing and animation. Students engage in manipulation and creation of digital imagery using computer software including: Photoshop, Flash, SketchUp and various creative apps. Digital Art is designed to expand understanding of visual art through technology, historical and cultural context and formal art analysis and critique.

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

Videography

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

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

During the following quarter, students work collaboratively in assigned and self-assigned teams on projects that challenge their creative, social, technical and management skills. Students learn to synthesize linear processes, such as script writing, scheduling and edit lists, with non-linear editing tools. Videos are screened and critiques involve discussions around pretext, subtext and context.

Each student needs a video camcorder, D-SLR, or mirrorless camera 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 elective credit. No lab fee.

Introduction to Ceramics: Handbuilding

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

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

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

Introduction to Ceramics:

Wheel Throwing I

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

Together with “throwing,” which means “turning” of a completely symmetrical pot from a lump of clay on the wheel, tooling, finishing, glazing and firing techniques are learned. 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 elective credit. Lab fee.

Ceramics: Wheel Throwing II

Wheel throwing II 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 course, each student uses wheel and handbuilding methods to complete several major assignments, including a teapot, lantern, porcelain dinner set and a student-designed work. A sketchbook of designs, forms, glaze and chemical notes and aesthetic and historical reflections are a part of the course.

Open to grades 10, 11, 12. Prerequisite: Wheel

Throwing I. Semester course. One-half credit.

Satisfies Visual and Performing Arts graduation requirement or 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.

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 sketchbook is required.

Open to grades 11, 12. No prerequisite.

Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or 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 move on to develop their own creative voice. They are expected to keep a sketchbook and to complete critical studies of studio glass.

Open to grade 11, 12. Prerequisite: Glass Blowing I.

Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. Lab fee.

Metals-Jewelry I

Building on techniques from Metals-Jewelry I, students continue to develop a personal aesthetic through metal at a small scale. Advanced design and metal working techniques are explored, including the entire metal casting process. Research related to historical and contemporary design, sculpture and jewelry supports individual choices between technical and conceptual areas to pursue. All work leads to an emerging personal aesthetic for students. Students choose to create projects using silver, bronze, brass, copper, ABS plastic and other related materials. 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 elective credit. Lab fee.

Metals-Jewelry II

Building on techniques from Metals-Jewelry I, students continue to develop a personal aesthetic through metal at a small scale. Advanced design and metal working techniques are explored, including the entire metal casting process. Research related to historical and contemporary design, sculpture and jewelry supports individual choices between technical and conceptual areas to pursue. All work leads to an emerging personal aesthetic for students. Students choose to create projects using silver, bronze, brass, copper, ABS plastic and other related materials. A sketchbook is required.

Open to grades 9, 10, 11, 12. Prerequisite:

Metals-Jewelry I. Semester course (Spring semester).

One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. Lab fee.

Sculpture

In Sculpture, students explore design and composition through the creation of three-dimensional forms and objects. Working with concepts of form-making and developing personal expression, students explore the qualities of the Elements and Principles of Art and Design using a variety of traditional and emergent techniques and processes. A range of materials, including, but not limited to, plasticine clay, polymer clay, plaster, rubber, digital modeling, 3-D Scanning and 3-D printing, are explored through class projects.

The history of Sculpture from past to present provides a context and framework to help inspire and inform students' decisions in their own work. Historical and cultural perspectives are investigated through research, discussions, written observation, peer review, and evaluation.

There is ample opportunity for students to explore individual thoughts and expressions within and beyond the course requirements. Students are expected to keep a sketchbook to write, draw, design, and plan. Collaboration is essential in facilitating molding and casting processes in Sculpture.

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

Studio Art

Studio Art is a non-media specific art course focusing on strengthening the creative process and defining the creator's unique and original voice. Catering to a diverse group of students working in 2-D, 3-D and 4-D, with varying levels of artmaking experience, the course's core unifying principle is the concept of what it means to be creative and how to create meaningful work. Students are encouraged to experiment and explore ideas through a variety of media to develop skills to go from being a rule-taker to a rule-maker.

The course structure is centered around the individual student exploring ideas with the teacher as a facilitator. Class time is devoted to discussions on creative strategies, what to do when you don't know what to do, critiques, field trips and visiting artists. The teacher aids the student in finding strategies of art-making that match the student's learning style. Students end the semester with the presentation of a portfolio of images of the work done for this course.

All students are welcome: both students who have a focus in mind as well as those seeking to find a focus in their work. This course can be used to prepare a portfolio for application to the Advanced Placement Art Portfolio, potentially earning AP credit after submission and review. Students preparing an AP portfolio in the visual arts are encouraged to take this course sequentially over the course of two semesters.

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

Arts and Letters (ID)

See the Transdisciplinary section for course description.

English 2A/2B: Visual Storytelling (ID)

See the Transdisciplinary section for course description.

European History through the Arts, Curation and Design (ID)

See the Transdisciplinary section for course description.

Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (ID)

See the Transdisciplinary section for course description.

Independent Art Studio

Independent Art Studio is an advanced, individual course of self-directed studio work under the guidance of a faculty mentor. Media availability is limited so students must confer with, and receive permission from, a studio supervisor (often but not always the faculty mentor) before enrolling in this course. A contract for the course is developed by the student, and approved by the Independent Study Coordinator, faculty mentor, and Art 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. Highest level in the medium to be studied or completion of one semester of Studio Art. Permission of the mentor and intended studio supervisor.

Open to grades 11, 12. Prerequisites: All level I and II courses available in the medium to be studied or completion of one semester of Studio Art. Permission of the faculty mentor, intended studio supervisor, and Academy Art Department Head. 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.

Design Technology and Engineering

The Punahou Design Technology and Engineering department operates a student-centered, school-wide environment designed to empower development of social-emotional skills, technical abilities and applied design processes needed for positive and purposeful action in the real world.

Students have access to cutting edge labs and workshops, faculty support and mentorship across the campus. They can access resources through courses, clubs, classroom integration and independent projects.

Design thinking is one of two central systems students use to organize their creative activity into meaningful action. The design thinking model emphasizes developing a deep understanding of an issue or a person before defining specifications, brainstorming solutions, creating prototypes and testing potential solutions to learn more about the user. Each phase of the design cycle is strongly linked to habits of mind such as resilience to failure, life-long learning and openness to new ideas which are key components of our direct instruction

Kū Hala is the other primary design system at Punahou. Kū Hala is a placed-based approach to design that emphasizes enviro-personal

learning and moves through phases of inspiration, creation and release. This system is highly specific to Hawai‘i and Punahou but is based on a conceptual framework that any group can use to understand design in their personal context.

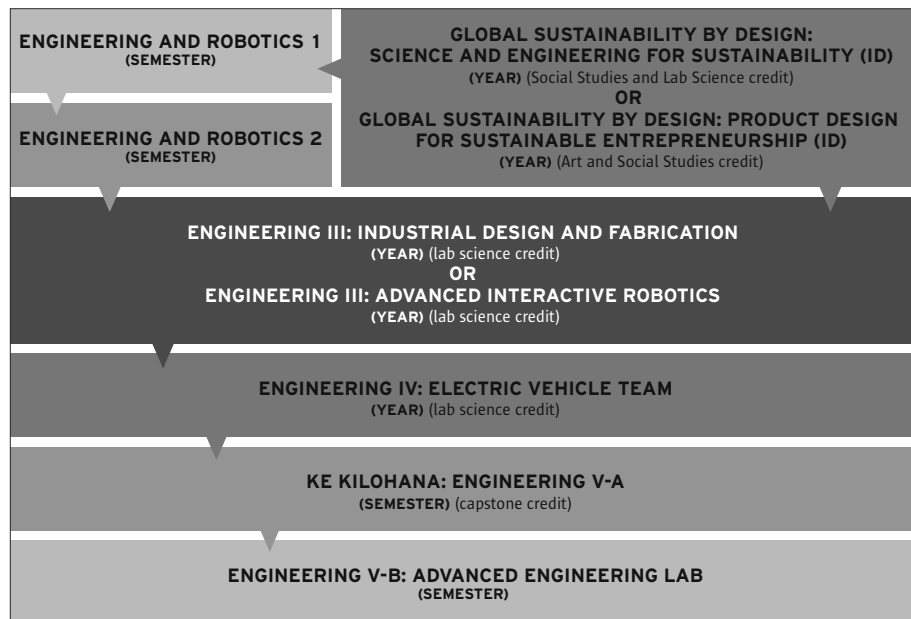
The K – 12 engineering program offers students a continuous and articulated set of technical skill building experiences. It is important that as their understanding of problems and challenges in the world grows, so too does their ability to design, build, test and deploy increasingly realistic and sustainable solutions to those problems. Technical experiences include access to rapid prototyping technologies such as CAD software, CNC output machines, 3-D printers, laser cutters, CNC water jets, coding, electronics, robotics and virtual reality but also are inclusive of traditional building skills such as sewing, woodcraft, cooking, gardening, sail making and metal fabrication.

The department is committed to direct instruction for the development of social-emotional skills, which enable students to understand themselves, work in groups to solve problems and to develop the complex and critical ability to empathize with clients, fellow designers and people from different cultures.

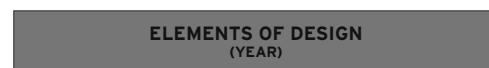


Design Technology and Engineering

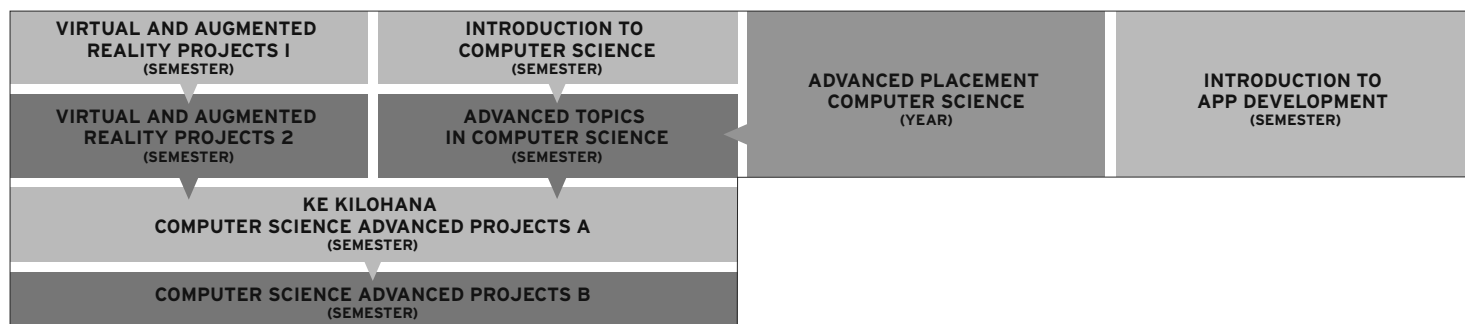
ENGINEERING PATHWAY(S)



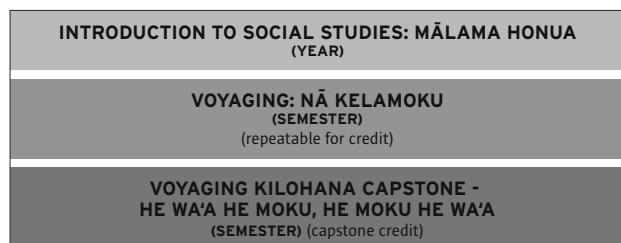
DESIGN AND FABRICATION COURSE



CODING PATHWAY(S)



VOYAGING PATHWAY(S)



GLOBAL SUSTAINABILITY BY DESIGN PATHWAY(S)



Course Offerings

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 visual and oral presentation skills 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. 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 architecture and engineering programs at some colleges.

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

Engineering and Robotics I

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

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies elective credit.

Engineering and Robotics II

Engineering and Robotics II is designed to reinforce and further develop students' design and fabrication skills. Students deepen their skills in CAD software, CNC machines and power tools through engaging with higher level engineering projects and the design process to ideate, prototype, fabricate and test engineering projects. Students continue to develop the skills in mechanics, electronics, programming, digital fabrication and machine shop operations learned in Engineering and Robotics I.

Open to grades 9, 10, 11, 12. Prerequisite: Engineering and Robotics I. Semester course. One-half credit. Satisfies elective credit.

Engineering III: Advanced Interactive Robotics

Advanced Interactive Robotics is a field of study dedicated to understanding, designing, building and evaluating robotic systems for use by or with humans. In this context, interaction, by definition, requires communication between robots and humans. Students develop computational models of social intelligence for robots that will allow them to have interactions that are natural and intuitive for a human partner as well as build the interactive physical robot to interact with humans.

This multidisciplinary research area draws from robotics, AI, human-computer interaction, cognitive psychology and anatomy and physiology. The main goal of human robot-interaction is to enable robots to successfully interact with humans. Studies in this course require strong interdisciplinary blends from various social, emotional, scientific and engineering fields. Students have access to advanced hardware, software, machines, tools and rapid prototyping to create complex human interactive robots and mechanisms in an integrated technical and social emotional learning experience.

Open to grades 10, 11, 12. Prerequisites: Biology/Biology Honors or Chemistry/Chemistry Honors and Engineering and Robotics II, GSD: Science and Engineering for Sustainability or GSD: Product Design for Sustainable Entrepreneurship or teacher recommendation. Year course. One credit. Satisfies Science graduation requirement or elective credit. CBL course.

Engineering III: Industrial Design and Fabrication

Engineering III is a project-based course centered in advanced industrial design and sophisticated fabrication technique. Students continue to develop technical skills taught in Engineering and Robotics I and II, such as advanced computer-aided design and drafting, advanced prototype fabrication, and final product finishing and presentability. This course is designed in part to give students hands-on experience in fast-paced, rigorous, multidisciplinary learning that provides a spectrum of skills in programming and operating CNC machining equipment. Emphasis is placed on understanding machining with special emphasis on work set up and machine operation. Students analyze and generate drawings, blueprints, specifications, CAD, g-code and design data to calculate dimensions, tool selection, machine speeds and feed rates. This project-based course provides students with the tools to take creativity to an elevated technical level.

Open to grades 10, 11, 12. Prerequisites: Biology/Biology Honors or Chemistry/Chemistry Honors and Engineering and Robotics II, GSD: Science and Engineering for Sustainability GSD: Product Design for Sustainable Entrepreneurship or teacher recommendation. Year course. One credit. Satisfies science graduation credit or elective credit. CBL course.

Engineering IV: Electric Vehicle Team

Engineering IV: Electric Vehicle Team challenges students to research, design, build and operate an electric vehicle. The course is carefully structured to be a deeply meaningful learning experience through an applied approach (theory-to-practice) to sustainable transportation. Students are introduced to Electric Vehicle Propulsion Systems to provide practical training in the theory and design of battery-powered electric systems. Topics include the rationale for electric vehicles, safety, battery technologies, basic battery testing, electric machine (motor) types, electric machine operation, power management, power inverters, DC converters and accessory systems. Students apply these concepts and skills in combination with design, fabrication and coding skills mastered in Engineering I, II and III to achieve this creative and innovative goal.

Open to grades 11, 12. Prerequisites: A natural science course (Biology/Biology Honors/Chemistry/Chemistry Honors) and Engineering III: Industrial Design and Fabrication or Engineering III: Advanced Interactive Robotics or teacher recommendation. Year course. One credit. Satisfies Science graduation requirement or elective credit. CBL course.

Ke Kilohana: Engineering V-A

This course is designed as a culminating experience that synthesizes students' collective learning opportunities, values and the outcomes of a Punahou Education. With a focus on cultivating social responsibility, students pursue personal interests while participating in deeds of service to better understand and provide sustainable solutions to communities, individuals, or environments in need. This course empowers deeds of service and sustainable solutions through the lens of engineering, facilitating students with the means to design, build, and install inspirations in service of others. The overarching vision of this course is to graduate students with passion, heart, and intellect, providing them with the confidence and skills needed to become independent, locally responsive and globally minded citizens. All student activity is focused through the lens of key Hawaiian cultural competencies. These competencies include kuleana, mo'okū'auhau, kuana'ike, lawelawe and mo'olelo. In addition, students learn about, and utilize the Kū Hala design process.

Open to grade 12. Prerequisite: Engineering IV: Electric Vehicle Team. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL course.

Engineering V-B: Advanced Engineering Lab

Engineering V-B is the highest level engineering course offered by the Design Technology and Engineering department at Punahou. The Engineering V-B course is focused on the completion and testing of individual engineering projects that students have developed to address needs in their community. Students apply the skills they have honed from four years of engineering training and have the time to receive individual mentorship in the high end digital and applied processes needed to prototype their personalized signature project. Engineering V-B students also engage in mentorship of students in other Engineering courses and clubs and, as opportunity presents, continue electric vehicle outreach in the community elementary schools.

As in Engineering V-A, this course continues to orient all activity through the lens of key Hawaiian cultural competencies. These competencies include kuleana, mo'okū'auhau, kuana'ike, lawelawe and mo'olelo. In addition, students focus on employing the Kū Hala design process. This course is only offered in the Spring semester.

Open to grade 12. Prerequisites: Engineering V-A. Semester course (Spring semester). One half credit. Satisfies elective credit. CBL course.

Global Sustainability by Design: Place, Perspective and Partnership (ID)

See the Transdisciplinary section for course description.

Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (ID)

See the Transdisciplinary section for course description.

Global Sustainability by Design: Science and Engineering for Sustainability (ID)

See the Transdisciplinary section for course description.

Introduction to Social Studies: Mālama Honua

See the Transdisciplinary section for course description.

Hawaiian Voyaging, Nā Kelamoku

Hawaiian Voyaging, Nā Kelamoku: Guided by the Hawaiian competency of kuleana, this course engages students in hands-on, project-based activities that focus on developing an understanding of the history and culture of contemporary voyaging, basic seamanship skills and wayfinding techniques. Students also have opportunities to learn more about the fabrication and maintenance techniques needed to keep our treasured canoes sailing into the future. Multiple off campus trips occur utilizing both Punahou's paddling canoes and our new sailing canoe Kamaola. Students are required to take a swim test in order to paddle and sail on Punahou's canoes.

Open to grades 9, 10, 11, 12. Prerequisites: None. Semester course. One half credit. Satisfies general elective credit. This course may be repeated for credit. CBL course

Ke Kilohana: He wa'a he moku, he moku he wa'a (Voyaging)

See the Social Studies section for course description.

Ke Kilohana: Circular Economy

See the Social Studies section for course description.

Introduction to Computer Science

This course provides a hands-on introduction to programming through the lens of game design. The course explores the history of games and methods of visual expression and representation. Students use block-based coding languages, interactive fiction and storytelling tools and create games for the Meggy, a handheld video game simulator, using Arduino C. The course also introduces students to Python in preparation for Advanced topics in computer science. Previous programming experience is not required.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies elective credit.

Advanced Topics in Computer Science

Students are introduced to one of the hot topics in Computer Science: Artificial Intelligence. From creating a computer AI to play against you in tic-tac-toe, having an AI find its way out of a maze, recognizing handwriting, to discovering the shortest distance from your location to the nearest hospital; AI has and will continue to revolutionize modern society. This course explores these concepts as well as Neural Networks, Image Recognition, and Machine Learning. Through hands-on projects, students use python to solve real problems, and have experience using standard libraries that will help them solve problems of their own.

Open to grades 9, 10, 11, 12. Prerequisites: AP Computer Science or Introduction to Computer Science. Semester course. One-half credit. Satisfies elective credit.

Advanced Placement Computer Science

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

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

Students are recommended to take the AP Computer Science Principles Exam in May and the fee for the exam will be charged to the student's account.

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 elective credit.

Introduction to App Development

Have an idea for an App? Learn the skills needed to take your project from ideation to completed project. This class explores the development process and students experience creating interactive and dynamic applications that could range from an entertaining game to an app that solves a problem you face on a daily basis. Learning programming languages is at the core of this class, and students also learn what a successful User Experience (UX) looks like by developing easy-to-use User Interfaces (UI) through paper prototyping, as they iterate on the design and implementation of their apps throughout the entire development process. Students enrolled in this course should have a solid understanding of algebraic concepts. Students who took Computer Science Independent Study: iOS App Development may take this course.

Open to grades 9, 10, 11, 12. Prerequisites: Algebra 1. Semester course. One-half credit. Satisfies elective credit.

Independent Study: Computer Science

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 instructor, 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.

Prerequisite: Introduction to Computer Science, AP Computer Science or consent of instructor. Semester course. One-half credit. Satisfies elective credit.

Virtual and Augmented Reality Projects I

In Virtual and Augmented Reality Projects I, students learn practical and technical skills in augmented reality and virtual reality content creation. These principles are then directly applied to personal or group projects. They take a deep-dive into the many aspects of game and simulation development including 2-D/3-D art, coding with Unity, sound design, game mechanics and deployment to end devices. The end goal is to produce an engaging and in-depth game or simulation that will capture the attention and imagination of all those who experience it. Students review and implement design thinking to drive their design process. Students engage with social emotional learning through extensive collaboration and interaction with others who support their design process including playtesting their creation. High end hardware is used to allow students to develop and deploy truly immersive experiences.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies elective credit.

Virtual and Augmented Reality Projects II

In Virtual and Augmented Reality Projects II, students extend the practical and technical skills in augmented reality and virtual reality content creation they learned in Virtual and Augmented Reality Projects I or the Punahou VR after school course program. Emphasis is on rapidly building new technical proficiencies so ongoing or new projects can reach a greater level of emotional impact and relevance in a VR or AR environment. The end goal is to produce an engaging and in-depth game or simulation that will capture the attention and imagination of all those who experience it. Students continue to employ design thinking to drive their design and development process. Students engage with social emotional learning through extensive collaboration and interaction with others who support their design process including playtesting their creation.

High end hardware is used to allow students to develop and deploy truly immersive experiences.

Open to grades 9, 10, 11, 12. Prerequisites: Virtual and Augmented Reality Projects I or consent of instructor. Semester course. One-half credit. Satisfies elective credit.

Ke Kilohana: Computer Science Advanced Projects A

This Computer Science Advanced Projects – Ke Kilohana Capstone course is designed as a culminating experience that synthesizes students' collective learning opportunities, values, and the outcomes of a Punahou Education. With a focus on cultivating social responsibility, students pursue personal interests while participating in service projects to better understand and provide sustainable solutions to communities, systems, individuals, or environments in need. This course empowers service and sustainable solutions through the lens of computer science, facilitating students with the means to design, create, and deliver their computer science inspirations in the service of others. The overarching vision of this course is to graduate students with passion, heart, and intellect, providing them with the confidence and skills needed to become independent, locally responsive, and globally minded citizens.

Open to grade 12. Prerequisites Two semesters of Punahou Comp Sci Courses or equivalent and Teacher recommendation. Semester course. One-half credit, Satisfies Social Studies graduation requirement for Senior Capstone.

Computer Science Advanced Projects B

This course is a continuation of the project work developed in Computer Science Advanced Projects A, empowering independent project work on service and sustainable solutions through the lens of computer science, facilitating students with the means to design, create, and deliver their computer science inspirations in the service of others. As in Computer Science Advanced Projects A, this course continues to orient all activity through the lens of key Hawaiian cultural competencies. These competencies include kuleana, mo'okū'auhau, kuana'ike, lawelawe and mo'olelo. In addition, students focus on employing the Kū Hala design process. This course is only offered in the Spring semester.

Open to grade 12. Prerequisites Ke Kilohana – Computer Science Advanced Projects A. Semester course. One-half credit, elective.

Independent Inquiry: Design Technology and Engineering

The Independent Inquiry Program creates opportunities for students to further realize the Aim of a “broad and vigorous program of studies characterized by high expectations for exploration, growth and mastery” (Outcomes of a Punahou Education). Students' imagination and passions are the limit for the design of the learning, and elective credit may be earned in any of our departments. These projects can be an extension or expansion of the course offerings in different disciplines. Students may apply for Independent Inquiry by contacting their Deans and the Advisor of the Program during programming. Project proposals are submitted and reviewed by the Independent Inquiry committee in February – March for the following school year.

Students enroll in independent inquiry on a semester basis and earn one-half elective credit per semester. Students may complete more than one independent inquiry but may not be enrolled in more than one during any given semester. Prerequisite: Teacher recommendation.



English

The goal of the Academy English Department is to teach students to read compassionately, think exactly, 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 offering students a wide variety of curricular challenges in language and literature will increase their capacity for perception, feeling, reason and tolerance, nourish their imaginations and inspire their actions.

Graduation Requirements

1. Four credits are required for graduation.
2. Students must earn 2 credits total in English in their junior and senior years.
3. Every student must take at least one American Literature course.
4. Students may take only two English courses in Summer School to fulfill the four credits required for graduation. They may take either English 1A between eight and ninth grades or English 2A between ninth and tenth grades. Before their junior or senior years, they may take one offered elective.

Course Offerings

English 1A/1B

This course invites students to read, discuss, compose, and write about literature in ways that lead them to think more deeply about themselves, others, and the world around them. Learning to live as lifelong learners, students practice and make progress as collaborators, communicators, creators and critical thinkers. They consider questions such as: Who am I? How can reading and writing help me understand myself and this world? What do I value and why? What are my strengths and growth areas and how can I continue to progress as a student, classmate and person?

Open to grade 9. No prerequisite. Year course. One credit. Satisfies English requirement for grade 9.

GRADE 9 ENGLISH 1A/1B 2 SEMESTERS	GLOBAL SUSTAINABILITY BY DESIGN: PLACE, PERSPECTIVE AND PARTNERSHIP (ID) 2 SEMESTERS
GRADE 10 ENGLISH 2A/2B 2 SEMESTERS	ENGLISH 2A/2B VISUAL STORYTELLING (ID) 2 SEMESTERS
GRADE 11 REQUIRED One of the following American Literature Courses: American Studies (ID) (2 semesters) American Voices Bias in America (ID) Gender and Sexuality Jazz Age Nature Short Story <i>Any of the courses in this column may also be taken as an English graduation requirement or elective once the American Literature requirement has been fulfilled.</i>	GRADE 11 OR GRADE 12 COURSE OFFERINGS Arts and Letters (ID) Buddhist Philosophy and the Game of Go Creative Nonfiction and Scientific Storytelling Creative Writing Crime and Punishment Ideas in Western Literature Identity and Culture Junior English Honors Ka Punahou: The Stories of Our Community Magical Realism Narrative Filmmaking Science Fiction Senior English Honors Words R Us Writing with Clarity and Grace

Global Sustainability by Design: Place, Perspective and Partnership (ID)

See the Transdisciplinary section for course description.

English 2A/2B

What kind of world is this? How should we live in it? What can stories teach us about how to transform moral reasoning into moral action? English 2 explores these questions and more.

Building on what they learned in English 1, 10th graders continue to develop critical and creative thinking through discussion, writing, self-directed research and the close reading of diverse literature. The year culminates in the Quest Project, a self-directed storytelling project that students may choose to share with an audience beyond the walls of their classroom.

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

English 2A/2B: Visual Storytelling (ID)

See Transdisciplinary section for course description.

Global Sustainability by Design: Asian Studies (ID)

See Transdisciplinary section for course description.

Literary Seminar

This elective English course is for 10th grade students who are genuinely interested in reading, writing, and discussing ideas and who possess the self-direction to pursue these interests beyond the English 2 course. This seminar addresses themes aligned with those in English 2; however, the assignments and the readings are unique to this course. Students collaborate with peers in the mutual pursuit of a greater appreciation for literature, greater understanding of the connection between literature and identity and greater mastery of the craft of writing. Over the course of the semester, students practice creative and analytical writing to refine the sophistication of their communication. The semester culminates in the production of a literary work designed by the students based on their individual or collective passions.

Open to grade 10. Semester course (Spring semester). One-half credit. Satisfies elective credit.

American Literature: American Voices: Celebrating Culture through Literature

This course focuses on the diverse voices of minority/ethnic cultures in America, including Latinx, Native American, African-American, Asian-American, and Kanaka Maoli writers. Students read and reflect on poems, short stories, essays and novels from these cultures. These literary works also serve as springboards for discussing societal issues that remain relevant today, including, but not limited to

- our relatively young nation's evolving sense of what it means to be American
- how nationality, ethnicity and one's surrounding cultural matrix forge identity
- intersectionality, cultural erosion, colonization, assimilation, acculturation, and alienation
- American identity and the ongoing historical tension between diversity and national unity, as reflected in the motto E Pluribus Unum: "Out of many, one"
- systemic racism and discrimination

In addition, students explore their own heritage and are encouraged to discover and exercise their own unique American voices.

Open to grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement for American Literature.

American Literature: Gender and Sexuality in American Literature: At Home in the Self

In this class, students explore the intersection of women's studies, feminist thought, gender and sexuality studies, Queer theory, and cross-cultural awareness through a diverse and engaging selection of American literature. Students read texts that changed the terrain of American literature and thought and started or shifted conversations about sexuality and gender. In written compositions, student-led discussions and research projects, students then consider the ways that the experience of living in America has been shaped by prevailing notions and discourse related to gender, sexuality, and national identity. By examining the ways in which discourse surrounding sex and gender is also informed by understandings of race and class, students cultivate intersectional awareness of the ways in which various social constructs influence day-to-day life and one's relationship with the self. Grounding our classroom engagement in respect, curiosity, and care, the chief aim of this course is to build from self-knowledge, to expanded empathy, to the cultivation of ethical community engagement such that we may come to understand what it means to truly be "at home in the self."

Open to grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement for American Literature.

American Literature: The Jazz Age

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

American Literature: Nature

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

American Literature: The Short Story

The American experience and the concept of the American Dream is varied, diverse, colorful, and poignant. Thus, the stories that stem from the diversity of the American experience are equally varied, and the literature that students explore in this course is a reflection of the many different backgrounds that encompass what it means to be American. Students read works pertaining to immigration, women's history, the BIPOC experience, code switching, and more. The course also delves into works from the traditional American literary canon, and looks at how history shapes the social movements of a given time period. While the focus of the course is the short story, students also read poems, speeches, songs, film, and one short novel. As they explore the rich breadth of literature of the United States, students also explore their own identities and individual American dreams. Additionally, the course focuses on writers whose work captures the varied content and style of writing throughout American literary history, helping students to not only read more carefully, but also to write thoughtfully as they respond to the readings, and to evaluate the works of other students with compassion and support.

Open to grades 11, 12. Prerequisite: English 2. Semester course. One-half credit. Satisfies English graduation requirement for American Literature.

American Studies (ID)

See Transdisciplinary section for course description.

Bias in America (ID)

See Transdisciplinary section for course description.

Arts and Letters (ID)

See Transdisciplinary section for course description.

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 program, involving the use of interactive electronic textbooks and apps designed to enhance student understanding of these two fascinating topics.

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

Creative Nonfiction and Scientific Storytelling

Calling future-science majors! Calling storytellers! This course is designed for students who love natural sciences and want to deepen their storytelling skills and for students who are strong storytellers who want to challenge themselves to incorporate a scientific, educational dimension in their work.

In this science-writing course, students write true stories about their lives rich with scientific information that both educate general audiences and are also fun to read. Engaging with model authors who range from Aimee Nezhukumatathil to Kathy Jetñil-Kijiner to Paul Kalanithi, students read and write a variety of creative nonfiction texts, including personal narratives and poetry.

Major projects center on wonder and human interdependence with the natural world; climate change and the environmental impact of nuclear testing and militarism, particularly in Oceania; and medicine from the writer's perspective.

The course culminates in a final project that challenges students to transform their writing – through a formal class reading, the creation of a 'zine or comic, song or video-poem, and more – with an outside audience of their choosing who will give them feedback on how effective their work is in educating them and also inviting them into feeling.

The goal of this course is for students to develop their critical and creative thinking skills through making personal interventions into contemporary biological issues.

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

Creative Writing

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. The course explores ways in which the creative spirit drives people 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.

Crime and Punishment

This course examines the nature and limits of punishment – in America and the world – by focusing on these essential questions: What is punishment? What is the relationship between punishment and justice? What are the appropriate limits of punishment? What is the place of forgiveness, reconciliation and 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?

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

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

Ideas in Western Literature

What is real and what isn't? Are we free? What determines our actions – nature or nurture? In today's morally relativistic world, how do we know what's right? And where does our thinking even come from? These are a few of the questions that arise from engagement with an eclectic selection of texts spanning nearly 3,000 years of Western literature. These works, each of which explores in some way the relationship between knowledge and action, include "The Book of Job," Plato's "Allegory of the Cave," Frankl's "Man's Search for Meaning," Kafka's "Three Parables," Sartre's "No Exit," and Shakespeare's "Hamlet." 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 to explore their own questions with clarity, depth, breadth and self-awareness. At the end of the semester, students then design experiments to test their ideas in conversation with their classmates and peers. The hope is to create a classroom atmosphere in which students can acknowledge that they won't always figure out the answers, but can be surprised and enhanced by the exploration itself.

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

Identity and Culture

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

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

Junior English Honors

Junior English Honors is a course designed to serve students who are passionate about literary studies. Students read college-level literary texts and engage in daily seminar-style oral discussions in class. Junior English Honors puts a particular emphasis on analytical reading, writing and speaking, and on developing a deeper understanding of how meaning is achieved through elements of style such as syntax, narrative technique and figurative language. Students learn about (and practice using) literary theories or "lenses" as they are a means to understanding the diverse ways people can read and find meaning in literary texts. Due to the intensive nature of this course, enrollment should be done carefully in consultation with English Department faculty and deans. Junior English Honors is offered in the spring semester.

Open to grade 11. Prerequisite: English 2. Semester course (Spring semester). One-half credit. Satisfies English graduation requirement.

Ka Punahou:

The Stories of our Community

For over 100 years, Punahou students have been telling the stories of their campus experience through short stories, articles, essays and op-eds. This comprehensive course focuses on the power of investigative storytelling and asks students to continue that tradition. Students learn storytelling techniques by reading, studying and analyzing sample essays, long-form creative nonfiction and other news and opinion articles from both professional authors and past student writers. Students are expected to work in writing groups to support each other as they seek to tell a wide-range of stories over the course of the semester. To accomplish this, students conduct extensive interviews and research (including work in the Punahou archives) as they engage in fact-finding missions that will help them uncover stories from the past, as well as report on current stories that are important to the Punahou community at this time. Ultimately, the goal is for students to learn what makes a well-told story work, and to hone their own storytelling abilities as a catalyst for good in their community.

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

Magical Realism

In magical realism everyday life becomes magical, and the magical becomes an everyday reality. As the writer Angel Flores put it, Magical Realism "is predominantly an art of surprises." Magical Realism is a global phenomenon today. In post-colonial places, it has served as a vehicle for empowering subjugated voices as well as a tool for communicating the unique social and political realities of ethnically diverse communities. One example is in Latin America, where Native American, African and European belief systems have closely cohabited for centuries, often in geographically isolated locales. A new kind of perception of reality was born out of these encounters and has created a rich soil for Magical Realist writers. In this course, students write analytical papers on literature they read from Europe, Latin America and Asia and use their deepening understanding of this genre to craft their own Magical Realist stories.

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

Narrative Filmmaking

Narrative Filmmaking is an in-depth exploration of storytelling as well as an opportunity to learn about the power and artistry of film. Students don't just read stories and watch films, they write and make them while learning the language of cinema and how to decode the classic and contemporary masters of filmmaking. They develop their own skills as readers and writers of fiction and as filmmakers. The design of the course focuses on reading critically, understanding story architecture, writing for film (specifically, adapting narrative structure for screenplays and treatments), storyboarding, and advanced filmmaking techniques such as framing shots, the triangle method, match-on action, and parallel action. Students also develop comprehensive editing skills, including post-production techniques and advanced sound design using Adobe Premiere. This course is designed for students who enjoy projects, being creative, and who want to understand what it takes to tell a good story and translate that into a film.

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

Science Fiction

Science fiction is the literature of the sublime "What If?" What if we could travel through time? What if we could surgically increase our IQs? What if the Martians attack? 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

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 appeals 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 independently, collaboratively and in close consultation with the teacher in developing their writing skills. This course is recommended for students who feel they may someday want to pursue a college or graduate degree in the field of literature or the humanities. This course should be chosen carefully in consultation with English Department faculty and deans. Senior English Honors is offered in the fall semester.

Open to grade 12. Semester course (Fall semester). One-half credit. Satisfies English graduation requirement.

Words R Us

How and when did humans develop language? What causes languages to change? Who decides whether language is proper? Is body language a real language? Can you detect liars via speech patterns? Are emojis words? What does a poem in sign language look like? What can you learn about yourself from your words? 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? Should we care that a language goes extinct every two weeks? Do animals have language? Does the language we speak affect how we think? How do advertisers and politicians persuade us with their words? How do texting and social media impact your brain, communication and the English language? How can we alter our words to lessen misunderstanding and conflict? Why are metaphors so much more than figures of speech? Why is it, like, so hard to stop saying "like?"

In this introduction to applied linguistics, students explore diverse questions such as these, examining the evolution and use of human language – particularly the English language – through the lenses of literature, politics, history, advertising, neuroscience, media, technology, child development, psychology and anthropology. By the end of the course, students have greater appreciation for the workings of language, and especially how to understand and possibly improve themselves by the way they use and respond to words. This is a question driven, project-based, research-oriented, quality-not-quantity, takes-two-to-tango type of course.

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

Writing with Clarity and Grace

Writing with Clarity and Grace encourages students to express themselves more effectively and to commit to the practice and process of writing with tenacity and purpose. Students explore a variety of authentic contexts and modes, including descriptive, narrative, expository, persuasive, and reflective writing. In studying a variety of mentor texts and in examining various grammatical, mechanical, stylistic, and rhetorical concepts at work, students learn important lessons on the craft of writing, which they apply in generating and revising original compositions. Each student in this course is part of a larger community of writers, with interactions including participation in discussions, active engagement and sharing in writing groups and workshops, collaborative assignments and activities, and presentations of learning. Ultimately, students gain greater confidence and versatility, along with a stronger understanding of how to write with power and style.

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

Independent Inquiry: English

See Independent Inquiry section for course description.

Satisfies elective credit. Does not satisfy English graduation requirement.



Language

The Academy Language Department offers a range of language choices including French, Hawaiian, Japanese, Mandarin Chinese and Spanish and supports the Mission of Punahou School and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards.

The goals of the Academy Language department are for students to

- *develop proficiency in an additional language and culture,*
- *foster positive global perspectives,*
- *promote empathic, compassionate and responsible global citizenship.*

Thematic Units

All Language courses are taught in proficiency-based thematic units which focus on a specific topic guided by essential questions and fall under one of the six overarching proficiency themes. These themes are Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities and Science and Technology. These themes are used to create thought-provoking contexts for students to explore the target language and culture in their lives and were selected for their historical and contemporary significance in communities where the target language is spoken across the globe. Students implement their knowledge of the themes in their communication over the course of their multi-year studies and develop intercultural skills by comparing their own culture as they learn about the target culture.

ACTFL Three Modes of Communication

As students engage with authentic materials in the target language and demonstrate their abilities and growth, this development of communication skills is evidenced in ACTFL's Three Modes of Communication framework of:

- **Interpersonal Mode** (spontaneous two-way communication between individuals in speaking and writing activities)
- **Interpretive Mode** (one-way understanding of messages in reading, listening and viewing activities)
- **Presentational Mode** (one-way prepared communication intended for an audience in speaking and writing activities)

Assessment

Student learning is measured through formative and summative tasks designed in the ACTFL Integrated Proficiency Assessment (IPA) model. Formative tasks are given throughout the learning process to give feedback and measure how students are progressing towards the learning targets for the unit. Summative assessments (one per mode) are given at the end of each unit to evaluate a student's mastery of a topic and/or skill and include rehearsed and unrehearsed tasks in speaking, listening, reading and writing.

Target Language Expectations

Students are expected to be open to immersing themselves in the increasing ratio of target language as they advance through the program. They are also expected to communicate in the target language with their classmates and teachers to the extent that their language skills allow whenever the opportunity presents itself. Level IV, IV Honors, and Advanced Heritage courses are conducted almost exclusively in the target language and Level V, V Honors and V AP courses are conducted exclusively in the target language.

Chinese Scripts

All Academy Mandarin Chinese courses support both traditional and simplified scripts. Students may choose whichever script best resonates with their heritage, academic or career goals or interests.

Honors Track

The Honors track is offered in French, Japanese, Mandarin Chinese and Spanish from levels II through V. Initial placement into the Honors track is conducted by teacher recommendation in level I in the Academy and eighth grade in Case Middle School.

Courses in the Honors track are accelerated to help students attain higher proficiency across linguistic skills during their journey in the Academy. These fast-paced Honors courses require commitment, dedication and a willingness to take linguistic risks and embrace challenges at every opportunity. Students are self-directed, take initiative, actively engage, think deeply and critically to make connections on a personal and global level and consistently strive to go above and beyond to produce quality and quantity of language and thought in their contributions. Honors classes have a strong discussion component that requires students to come to class prepared to actively use and engage in the target language.

Students in V Honors or AP Level V are recommended to take the AP Exam in May and the fee for the exam will be charged to the student's account. French and Spanish are designated as Level V AP language courses. Advanced Placement courses must be taken for a letter grade. Japanese and Mandarin Chinese are fast-paced level V Honors courses that also include in-depth preparation for the AP Language and Culture Exam.

Students in levels II through IV in the regular track who wish to accelerate in language either by switching tracks (e.g. Honors) or any student who wishes to accelerate by level jump (e.g. II Honors to IV Honors) the following year may consult their second semester teachers in January prior to programming. In order to receive a track change or level jump recommendation, students will be required to provide evidence of their ability to commit to the rigor and preparatory expectations of the Honors track or the higher level through their performance in their current class. They will also complete a written assessment and participate in a proficiency interview where they will need to demonstrate the requisite proficiency in order to obtain the recommendation. Once obtained, recommendations are contingent upon maintaining their proficiency and

dedication to growth in their current class until the end of the school year.

The deadline to apply for a track change or level jump is Feb. 28, 2023, at 4 p.m. More comprehensive information is available at <http://punahou-language.weebly.com>.

Graduation Requirements

A minimum study of two consecutive levels of a single language in the Academy is required. It is usually recommended students continue studying the same language until they obtain the highest level of proficiency possible.

Concurrent Dual-Language Study

Students may study more than one language concurrently provided they have the space in their schedule and upon consultation with their deans during programming.

Centers Distinctions

Students interested in pursuing a Center Distinction in Global Education will need to complete 4 years of study in the Academy in a single language. See Centers Distinctions section for more information.

Summary of Key Departmental Deadlines for Current Students

More comprehensive information is available at <http://punahou-language.weebly.com>.

» Request Placement Assessment – Deadline: Jan. 18, 2023, at 4 p.m.

- For students switching languages to one they have background or prior experience in and do not have a placement on file. Contact your deans and then request a placement assessment via worldlanguage@punahou.edu.

» Language TA Applications – Deadline: Jan. 27, 2023, at 4 p.m.

- Requires Cooperating Teacher agreement and Dean approval prior to seeking Language Department Chair signature.

» Track Changes, Level Jumps, Summer Study Requests – Deadline:

Feb. 28, 2023, at 4 p.m.

- All application requests must be submitted to the department by the deadline.
- Request Types:
 - **IA – Honors Track Change:**
A switch from the regular track into the accelerated Honors track.
 - **IB – Heritage Track Change:**
A track change for heritage speakers from another track into the Heritage track.
 - **II – Level Jump:** An accelerated jump to skip a full level of language. No back credits are given for skipped levels.
 - **III – Summer Study (Track Change or Level Jump):** A request for a proficiency assessment to determine if higher placement is possible either: (1) upon return from a summer study abroad or internship; or (2) upon completion of language-intensive summer coursework or self-study plan.

Self-study requires prior approval from the Academy Language Department Chair.

Course Offerings

World Language Level I

In this introductory course, students explore the language and culture of the target culture and community and begin to develop the skills to communicate in the target language in highly predictable and simple, informal contexts. Through interactive and meaningful activities based on real-life contexts and authentic materials, they learn to communicate about themselves and their immediate environment using words, phrases and memorized sentences. Level I aims to equip students with the basic linguistic foundation which includes basic grammar concepts and everyday vocabulary. Students cultivate intercultural understanding and learn communicative strategies to help them feel comfortable with using the basics of the target language in familiar situations.

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

Japanese 1B

Students in this course have some previous background in Japanese (e.g. coursework in other Japanese programs or schools, but are not heritage speakers) and are familiar with both hiragana and katakana syllabary systems and thus are able to delve into the level I content and curriculum early in the course. They explore the language and culture of the Japanese-speaking world and community and work to reinforce the basic skills to communicate in Japanese in highly predictable and simple, informal contexts. Through interactive and meaningful activities based on real-life contexts and authentic materials, they communicate about themselves and their immediate environment using words, phrases, and memorized sentences. This level I course for students with background aims to support students in strengthening their linguistic foundation which includes basic grammar concepts and everyday vocabulary. Students cultivate intercultural understanding and learn communicative strategies to help them feel comfortable

Open to grades 9, 10, 11, 12. Prerequisite:

(1) Placement test or teacher recommendation.

(2) Knowledge of hiragana and katakana syllabary systems is required. Romaji is not used in this course. Year course. One credit. Satisfies Language graduation requirement or elective credit.

World Language Level II and II Honors

In level II, students continue to develop the skills and foundation to comprehend and communicate in predictable and simple, informal daily life contexts that focus on basic personal information, preferences, and immediate “survival” needs. Through authentic materials and interactions with their peers and teacher, they communicate in the target language about themselves and their immediate/ surrounding environment. They transition from producing words, phrases, and memorized sentences to combining learned material in strings of sentences, occasionally expanding with connectors and additional details. Students expand their linguistic foundation and cultural knowledge, learn additional mode-based communicative learning strategies, and focus on the skills of describing and comparing aspects of their everyday life. They respond to direct inquiries and requests for information, ask formulaic questions to obtain information, share their perspectives and reactions, and ask follow-up questions related to the topic in order to keep the conversation going.

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

World Language Level III and III Honors

In level III, students begin to expand the range and depth to which they can describe and narrate their daily lives, interests, and immediate surroundings and needs in the target language in the major time frames of past, present, and future. They use more complex strings of sentences with connectors, providing details and/or their perspectives to create a more complete picture and expand the conversation or discussion. Able to handle some familiar straightforward tasks or social situations in the target language focused on physical or social needs, students use a number of appropriate questions to obtain the information that they need or sustain the conversation in the target language.

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

World Language Level IV and IV Honors

Conducted almost entirely in the target language, students in level IV turn their thematic focus to contemporary and global issues, expressing personal meaning by creating with the language and consistently producing strings of sentences in the major time frames of past, present, and future. Now equipped with a substantial linguistic and cultural foundation, students in level IV leverage their critical thinking skills to delve into developing sociopragmatic competence in the target language. They combine their linguistic, social, and pragmatic knowledge to understand how language use is realized both verbally and non-verbally, explicitly and implicitly, and in different social contexts among different users of the target language community. Level IV aims to provide students with ample opportunities to practice and participate in a variety of informal and formal conversations on topics related to daily life, particular interests, areas of competence, and current issues. Students endeavor to expand the number of straightforward tasks and social situations that they can successfully handle when communicating with members of the target language community.

French, Hawaiian, Mandarin Chinese, Spanish: Open to grades 9, 10, 11, 12. Japanese: Open to grades 10, 11, 12.

Prerequisite: Level III, III Honors, or equivalent. Honors by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement or elective credit.

World Language Level V, V Honors, and AP Level V

Conducted exclusively in the target language, students in level V are able to handle a number of straightforward tasks and social situations requiring an exchange of basic information related to school, leisure, particular interests, and areas of competence. They are also able to participate in many informal and some formal conversations on topics related to daily life, particular interests, and current issues by combining and linking sentences in the major time frames of past, present, and future, sometimes at the organized paragraph-level. They continue their studies in the target language through the exploration of topics related to current events, of historical and/or cultural significance, and matters of community, national, and international interest. In this culminating course of the program, level V students strive to produce both quality (with both linguistic precision and variety) and quantity (consistent production at the paragraph-level in their descriptions and narrations) of language in all communicative modes and activities.

Students in V Honors or AP Level V are recommended to take the AP Exam in May and the fee for the exam will be charged to the student's account. Advanced Placement courses must be taken for a letter grade. French and Spanish are designated as level V AP language courses. Japanese and Mandarin Chinese are fast-paced level V Honors courses that include in-depth preparation for the AP Language and Culture Exam.

French, Hawaiian, Mandarin Chinese, Spanish: Open to grades 9, 10, 11, 12. Prerequisite: Level IV, IV Honors or equivalent. Honors or AP by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement or elective credit.

Japanese: Open to grades 11, 12. Prerequisite: Japanese IV, IV Honors or Advanced Heritage Japanese. Honors or AP by teacher recommendation only. Year course. One credit. Satisfies Language graduation requirement or elective credit. All Japanese V and V Honors students are expected to participate and contribute to the fourth quarter joint project and culminating Japanese Graduation event.

Intermediate Heritage Japanese

This course is recommended for heritage speakers of Japanese or students with immersive experience in Japanese (e.g. lived extensively in Japan, have some schooling in Japanese school for heritage/native speakers). Heritage speakers are students who have grown up speaking and using Japanese at home with their native-speaker parents and family members. This foundational course is designed to meet the needs of heritage students through a variety of targeted activities and aims to develop the language-learning skills necessary for heritage speakers for further study in Japanese. Students are encouraged to tap into their life experience and prior knowledge of the language in order to leverage all of their linguistic resources to facilitate communication on contemporary topics applicable to their daily lives. Special focus is given to expression in formal and informal spoken and written styles.

Students in Intermediate Heritage Japanese expand the range and depth to which they can describe and narrate their daily lives, interests, and immediate surroundings and needs in Japanese in the major time frames of past, present, and future. They use complex strings of sentences with connectors, providing details and/or their perspectives to create a more complete picture and expand the conversation or discussion. Able to handle some familiar straightforward tasks or social situations in Japanese focused on physical or social needs, students use a number of appropriate questions to obtain the information that they need or sustain the conversation in Japanese.

Open to grades 9, 10, 11, 12. Prerequisite: Placement interview. Year course. One credit. Satisfies Language graduation requirement or elective credit.

Advanced Heritage Japanese

Conducted almost entirely in Japanese, Advanced Heritage Japanese is a continuation of Intermediate Heritage Japanese and is offered to students who have been recommended by the instructor or by placement interview. With a focus on global and contemporary issues, students in Advanced Heritage Japanese participate in many informal and some formal conversations by combining and linking sentences in the major time frames of past, present, and future. They combine their life experiences in Japanese with their linguistic, social, and pragmatic knowledge to understand how language use is realized both verbally and non-verbally, explicitly and implicitly, and in different social contexts among different users of the Japanese-speaking community. Special focus is given to sharpening listening comprehension and developing expression in formal speaking styles, including practice in honorific language (keigo). The course aims to provide students with ample opportunities to practice and participate in a variety of informal and formal conversations on topics related to daily life, particular interests, areas of competence, and current issues. Students endeavor to expand the number of straightforward tasks and social situations that they can successfully handle when communicating with members of the Japanese-speaking community.

Open to grades 10, 11, 12. Prerequisite: Intermediate Heritage Japanese, teacher recommendation or placement interview for students who have not taken Intermediate Heritage Japanese. Year course. One credit. Satisfies Language graduation requirement or elective credit.

Heritage Chinese I

This course is recommended for heritage speakers of Mandarin Chinese or students with immersive experience in Mandarin Chinese (e.g. lived extensively in China/Taiwan, attended Chinese school for heritage/native speakers). Heritage speakers are students who have grown up speaking and using Mandarin Chinese at home with their native-speaker parents and family members. The course is individualized and focuses on expanding vocabulary and narrowing the gap between speaking/listening and reading/writing skills through small-group activities. Depending on their levels, students set their own learning goals and schedule for each semester. Assessment is based on the goals set by the students to help them achieve a higher goal beyond their current level.

Open to grades 9, 10, 11, 12. Prerequisite: Placement interview. Year course. One credit. Satisfies Language graduation requirement or elective credit.

Language Teaching Assistant (TA)

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

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

Students must complete a written application and submit it to the Academy Language Department Head prior to programming.

Prior to submitting this application, prospective TAs must secure the signatures of potential cooperating teachers and the approval of their deans. This application is reviewed by the Language Department Head, Class Deans and teacher(s) before acceptance is granted. Applications from New to Punahou students and students returning from SYA after the deadline may be considered on a case-by-case basis.

Prospective students should review the Language Department website: <http://punahou-language.weebly.com> prior to programming for more information, including applications and deadlines.

Open to grades 11, 12. Prerequisites: (1) Completion of Language graduation requirement (minimum of two consecutive levels of a single language). (2) Must be enrolled in or have completed the most advanced level of the language they wish to TA in and have consent of the mentoring Cooperating Teacher, Class Dean, and Department Head. Semester course. One-half credit. Satisfies elective credit. This course may be repeated for credit.

Independent Inquiry: Language

The Independent Inquiry Program creates opportunities for students to further realize the Aim of a “broad and vigorous program of studies characterized by high expectations for exploration, growth and mastery” (Aims of a Punahou Education). Students’ imagination and passions are the limit for the design of the learning, and elective credit may be earned in any of our departments. These projects can be an extension or expansion of the course offerings in different disciplines. Students may apply for Independent Inquiry by contacting their Deans and the Advisor of the Program during programming. Project proposals are submitted and reviewed by the Independent Inquiry committee in February – March for the following school year. Students enroll in independent inquiry on a semester basis and earn one-half elective credit per semester. Students may complete more than one independent inquiry but may not be enrolled in more than one during any given semester.

Prerequisite: (1) Completion of Language graduation requirement (minimum of two consecutive levels of a single language). (2) Completion of highest level of language study or approval from Department Head with proficiency assessment. (3) Approval from mentor and Department Head.



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 past performance in mathematics courses. The Honors courses are for those students who have done very well in previous mathematics courses. 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, Algebra 2 and Trigonometry, and Pre-Calculus. The Basic College Prep courses are for students who find the regular level of mathematics pace too fast. The BCP curriculum covers all the basic material in Algebra, Geometry and Pre-Calculus at a pace suitable for the needs of the students.

All levels of mathematics require students to reinforce the work done in class so they will acquire the skills necessary to progress through a sequential course of study. Practice problems are assigned at each class meeting and tests are given regularly. Semester examinations are given at the end of both semesters in most of the core courses, except Advanced Placement courses, which do not have a second semester exam.

The elective courses provide enrichment topics. The material covered in the Money Management requires students to use the skills developed in

the core courses. Advanced Placement (AP) courses are offered in Calculus AB, Calculus BC and Statistics. A student enrolled in an AP course is recommended to take the AP examination in that subject in May and the fee for the Advanced Placement exam will be charged to the student's account. The exam is written, administered and assessed by the College Board.

Faculty in the Mathematics Department use technology, when appropriate, to deepen understanding and enhance productivity. Classrooms are equipped with Apple TVs. All students in Algebra 2/Trigonometry and subsequent courses are required to own a graphing calculator. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended for some courses as indicated in the course descriptions.

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 their study of mathematics take Geometry in the summer between Algebra 1 and Algebra 2/Trigonometry. Students must receive a grade of A- or better in both semesters of the prerequisite course and obtain a teacher recommendation to be eligible to take a summer school course for acceleration.

Course Offerings

Algebra 1 Basic College Prep

This first-year algebra course is for students who have experienced prior difficulties with mathematics. Class size is reduced to allow for more individual instruction and shorter class presentations leave time in class for extra practice and one-on-one help with homework.

Quarter grades are based on test results, quizzes and homework grades. A graphing calculator is required and can be used throughout all BCP courses. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

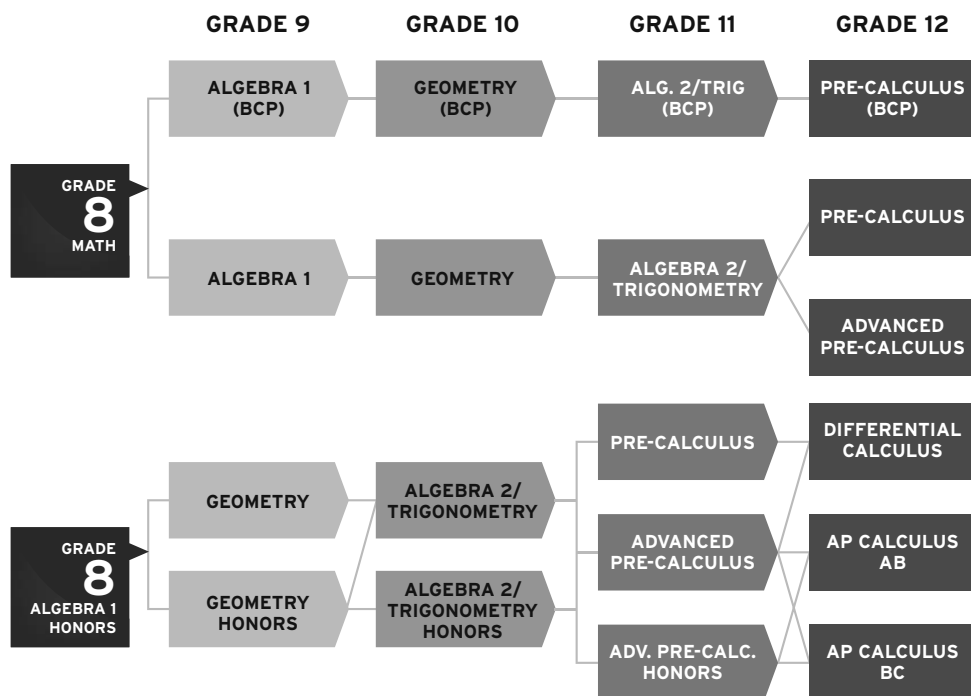
Open to grades 9, 10. Prerequisites: Eighth grade mathematics and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement.

Advanced Algebra 1X (Algebra I)

Advanced Algebra 1X is a variation of the regular Advanced Algebra 1 course. It is especially designed for students new to Punahou. The material covered is identical to that covered in the regular Advanced Algebra 1 course. For the second semester, students will be scheduled into an Advanced Algebra 1 class.

Practice problems are assigned daily and are used to evaluate a student's progress in the course. At the end of the semester, students take a 90-minute exam which counts as 20% of their semester grade.

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



Advanced Algebra I

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

Practice problems are assigned daily and are used 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 Advanced 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.

Geometry Basic College Prep

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

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

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

Geometry

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

Students work together as they discover and apply geometric relationships and concepts to a large range of routine as well as non-routine problems.

Communication and collaboration skills, both at the small and large group levels, are strengthened daily through student presentations and discussions. Active and engaged participation is an expectation for all students.

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

Geometry Honors

This course is designed for students who enjoy and benefit from mathematically challenging content. The primary focus of the curriculum is Euclidean plane geometry with an occasional foray into three-dimensional space. The course begins by defining basic geometric objects including points, lines, segments, rays, angles, and planes. Students learn to establish triangle congruence and then move on to exploring the properties of various polygons as well as circles. In the process, they learn to write formal mathematical proofs and construct accurate drawings using only a compass and straightedge. In addition, students will practice previously learned algebra skills in a geometric context.

Open to grades 9, 10. Prerequisites: Teacher recommendation or results of a placement test. Year course. One credit. Satisfies mathematics graduation requirement.

Algebra II/Trigonometry Basic College Prep

This course is the third in the Basic College Prep (BCP) sequence. 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.

A graphing calculator is required and can be used throughout all BCP courses. Students may purchase any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended. This course does not satisfy the prerequisite for Pre-Calculus or Advanced Pre-Calculus.

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

Algebra II/Trigonometry

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

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

Open to grades 10, 11, 12. Prerequisite: Geometry. Year course. One credit. Satisfies Mathematics graduation requirement.

Algebra II/Trigonometry Honors

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

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

Open to grades 10, 11. Prerequisites: Geometry Honors with A- 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, create models, and draw conclusions from this data. A graphing calculator is required and is one means of engaging students in extended learning. Reading mathematics and problem solving real-life situations promote students as independent learners. Pace, workload and more individual help distinguish this course from courses in the regular track.

Evaluation is based on an organized notebook filled with notes, practice problems, quizzes, cycle tests and semester exams.

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

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

Pre-Calculus with Limits

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 with Limits is recommended for students with a grade of B or lower in Algebra 2/Trigonometry. This course does not satisfy the prerequisite for AP Calculus.

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

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

Advanced Pre-Calculus

This is the fourth course in the sequence that begins with Algebra 1, Geometry, and Algebra 2/Trigonometry. In addition to learning specific mathematical skills, students are asked to make connections between topics as they enhance their ability to solve non-routine problems. Significant time and effort is devoted to developing and strengthening each student's ability to communicate their mathematical understanding in a variety of ways and to work collaboratively to generate reasonable solutions to open-ended problems.

During the first semester, course topics include polynomial, exponential, logarithmic and trigonometric functions, and vectors. In the second semester, students study vectors, polar coordinates, complex numbers, matrices, sequences, series, combinatorics and probability. The course also introduces basic calculus concepts including limits and derivatives. Students completing Advanced Pre-Calculus students will be prepared to take some form of Calculus the following year.

Students are required to own a TI-84 Plus calculator.

Open to grades 11, 12. Prerequisites: Algebra 2/Trigonometry with B+ or better in both semesters and teacher recommendation. Year course. One credit. Satisfies Mathematics graduation requirement or elective credit.

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 those of traditional pre-calculus (functions, trigonometry, probability, statistics, vectors, analytic geometry, matrices) as well as elementary calculus operations normally found in a first semester college calculus course.

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

Open to grades 11, 12. Prerequisites: Algebra 2/Trigonometry Honors with A- 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 who do not meet the requirements for AP Calculus AB. 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.

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

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

Advanced Placement Calculus AB and BC

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

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

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

Students are required to own any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended. Students are recommended to take the Advanced Placement exam in May and the fee for the exam will be charged to the student's account.

Open to grade 12. Prerequisites for AP Calculus AB: Advanced Pre-Calculus with A- or better or Advanced Pre-Calculus Honors; teacher recommendation. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Mathematics graduation requirement or elective credit.

Advanced Placement Statistics

The purpose of AP Statistics is to introduce 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.

Students are recommended to take the Advanced Placement exam in May and the fee for the exam will be charged to the student's account. Students are required to own any TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended.

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

Money Management

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

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

Ke Kilohana: What Makes a Home?

See Social Studies section for course description.

Independent Inquiry: Mathematics

The Independent Inquiry Program creates opportunities for students to further realize the Aim of a “broad and vigorous program of studies characterized by high expectations for exploration, growth and mastery” (Aims of a Punahou Education). Students’ imagination and passions are the limit for the design of the learning, and elective credit may be earned in any of our departments. These projects can be an extension or expansion of the course offerings in different disciplines. Students may apply for Independent Inquiry by contacting their Deans and the Advisor of the Program during programming. Project proposals are submitted and reviewed by the Independent Inquiry committee in February – March for the following school year. Students enroll in independent inquiry on a semester basis and earn one-half elective credit per semester. Students may complete more than one independent inquiry but may not be enrolled in more than one during any given semester. Independent inquiries in mathematics must be of a transdisciplinary nature.

Music

Music is a distinct, innate form of human thinking. The Music Department offers courses in a wide variety of musical idioms that allow students to interact with the fundamental artistic processes of creating, performing, responding and connecting with music as a way of knowing. Students:

- *Acquire skills in singing or playing instruments, improvising, composing, reading and notating music in ways that support life-long participation and appreciation of music, nurturing its value in the broader community.*
- *Refine knowledge, vocabulary and fluency to describe, analyze and evaluate music and musical performances.*
- *Develop healthy personal attitudes through music making, including focus and independence; risk taking; persistence and resilience; creativity; empathy and collaboration.*
- *Discover and explore a historical and cultural heritage and make connections with other cultures and disciplines as an expression of the human spirit through music making.*

Graduation Requirements

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

Course Offerings

Elements of Ensemble Singing

Elements of Ensemble Singing provides an introduction to group singing. The focus is on the training and development of the body, mind, spirit and voice through the exploration of the wide body of choral literature, including classical, contemporary and folk traditions. It is a preparatory course to develop skills that will lead to successful participation in more advanced 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. Elements members participate in chapel and perform a concert at least once a semester.

Open to grade 9. No prerequisite. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement.

Academy Chorus

The Academy Chorus is an advanced 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 are emphasized through the performance of secular and sacred choral works from Western and global choral traditions, both historical and contemporary. Additional activities include continued development of music literacy and sight-reading skills, critical listening activities, improvisatory music and performance in solo and small group settings. The Academy Chorus participates in chapel and performs a concert at least once a semester.

Open to grades 10, 11, 12. Prerequisite: Completion of a ninth-grade introductory ensemble or permission of the instructor. Placement by audition and voicing. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. This course may be repeated for credit.

Chorale

Chorale is a mixed voice ensemble composed of students with demonstrated advanced singing and musicianship abilities. Enrollment is limited. This select choir performs advanced choral literature selected from Western, multicultural, contemporary and avant garde styles. 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 are integral to this course. Chorale performs frequently in a variety of settings, including chapel, Academy concerts, Punahou events and community programs.

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

The Rhythm Inside

This course explores the fundamental building blocks of music (time, space and energy) through exploration of rhythm and movement activities. Students perform in ensembles and alone on a variety of percussion instruments, including buckets, hand drums and body/vocal percussion. Students participate in experiences creating, notating and leading multipart rhythmic compositions and explore the use of rhythm as a building block for music and culture around the world.

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

Introduction to Creative Music Studio

Students in this course develop a foundation to play in pop/rock bands on vocals, ukulele, keyboards, guitar, bass, and percussion. Intended for students with no music and/or rock band experience, students learn basic skills by playing simple songs in a large group. The course then guides students through working together to play and perform rock songs in small groups. Emphasis is placed on creativity, collaboration, communication, learning by ear, basic music theory, and reading/writing basic chord charts and music notation. In addition to live performance, students learn professional

studio recording techniques using digital audio workstations (DAW) on their personal computers.

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

Creative Music Studio

In this course, students collaborate with their classmates to create music in current styles (rock, pop, EDM, hip-hop, etc.). Students read and notate music in standard notation, play by ear, arrange, improvise and compose music. Student designed projects are the primary vehicle to teach the process used by professional musicians to create original music. In order to create music, students are also asked to analyze, imitate and create variations on other artists' music. An original piece of music at the end of the semester is the final project. This course is repeatable for credit.

Open to grades 9, 10, 11, 12. Prerequisite: Introduction to Creative Music Studio, one year of an Academy Music Department course or through audition with course instructor. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. This course may be repeated for credit.

Ke Kilohana: Music in the Community

From early societies to modern times, music has been central in bringing people together while telling and preserving their stories and celebrating both life and death. Music is a language; it expresses ideas and emotions and communicates in ways words cannot. This course will explore how music connects people and how it transcends cultures and demographics. Students will plan and execute activities which demonstrate human connection in their communities both on campus and in their neighborhoods. Every student in the class will be expected to perform using musical skills they have developed in their time at Punahou. Additionally, they will utilize communication, organization, and interpersonal skills to plan their events.

Open to grade 12. Prerequisite: Concurrent enrollment in an Academy Music Department ensemble course. Semester course. One-half credit. Satisfies Ke Kilohana/Capstone graduation requirement or elective credit.

Beginning Guitar

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

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

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

Open to grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. This course may be repeated for credit.

Classic Guitar Ensemble I

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

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

Classic Guitar Ensemble II

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

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

Classic Guitar Ensemble III

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

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

Hawaiian Music Ensemble I

This course is an introduction to the history, culture, practice and performance of music in Hawai'i. Students sing, play instruments and learn music theory through the lens of Hawaiian music and music-making. The course aims to reconnect each student to the music of this land. Students strengthen Hawaiian language pronunciation, vocabulary and understanding through performing and analyzing content of Hawaiian mele.

Students learn a varied approach to music making. Students learn by ear in a kanikapila style and learn the fundamentals of Western music as it applies to the music of Hawai'i. Topics covered include reading and writing basic music notation, chord theory, improvisation and composition. Performances, both formal and informal, are scheduled throughout the course.

Open to grades 9, 10, 11, 12. No prerequisite. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or elective credit.

Hawaiian Music Ensemble II

Hawaiian Music Ensemble II provides a deeper exploration of the history, culture, practice and performance of music in Hawai'i. Students continue to develop and deepen skills on instruments and voice through Hawaiian and local musical styles initially explored in Hawaiian Music Ensemble I.

Students explore and expand a core set of Mele Hawai'i. In addition, students are encouraged to use their understanding of the elements of Hawaiian music to select songs and develop their own stylistic interpretations of that music. Students share their creations through performance in a variety of settings throughout the year to demonstrate their learning.

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

Concert Orchestra I

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

The compositions studied and performed reinforce the fundamentals and build musical understanding. Performance is an integral part of music; students are expected to participate in scheduled concerts throughout the year.

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

Concert Orchestra II

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

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

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

Symphony Orchestra

The Punahou Symphony Orchestra strives to perform concert repertoire at the highest possible level. Several major performances are presented each school year. Students of orchestral string instruments are selected through audition. Students study performing practices and styles through the music of numerous composers from all periods of music history. The annual Concerto Concert provides an opportunity for 12th graders, 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.

Open to grades 9, 10, 11, 12. Placement by audition and instrumentation. Year course. One credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. This course may be repeated for credit.

Marching Band

The Punahou Marching Band serves as a musical ambassador for the Punahou band program and is open to all woodwind, brass and percussion players enrolled in an Academy music ensemble.

Students in marching band attend conditioning and music rehearsals in the late spring, weekly during the summer and a required Marching Band Camp in late July/early August. Attendance at summer band camp is expected of all participating students regardless of previous experience. Marching Band students perform at all football games, a local parade and a local marching band festival.

Marching Band students may also have the opportunity to perform at national or international parades and other events. Through the marching band experience, students continue to develop and enhance music performance skills, physical coordination, teamwork and leadership.

Open to grades 9, 10, 11, 12. Prerequisite: Successful audition for and concurrent enrollment in an Academy music ensemble. One quarter credit. Satisfies elective credit. This course may be repeated for credit.

Concert Band I

Concert Band I is an intermediate level ensemble for woodwind, brass and percussion students. The course provides a strong focus on continued individual and ensemble music performance skill development. Concert Band I performs in two concerts during the year.

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

Concert Band II

Concert Band II is an advanced intermediate level ensemble for woodwind, brass and percussion students. The course explores intermediate band repertoire. Students continue to develop and explore individual and ensemble music performance skills while preparing for several performances throughout the year.

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

Wind Symphony

The Wind Symphony is an advanced ensemble for more experienced woodwind, brass and percussion students. Students explore advanced wind band literature. Instruction focuses on development of more advanced individual and ensemble music performance skills. Supplemental instruction through private lessons is strongly encouraged. The Wind Symphony performs at several concerts each year and participates in the annual OBDA Parade of Bands. Students are encouraged to explore additional music opportunities such as solo and ensemble festivals and OBDA Select Band auditions.

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

Wind Ensemble

Wind Ensemble performs advanced high school to collegiate level wind band literature and provides a high degree of musical challenge, focusing on advanced individual and ensemble skills. Throughout the year, Wind Ensemble performs at several concerts and community performances and participates in the annual OBDA Parade of Bands. Twelfth grade students have the opportunity to perform as soloists selected by audition in the annual concerto concert. Depending on scheduling, students may also perform in collaboration with Symphony Orchestra. Additional opportunities include chamber music, solo performance and OBDA Select Band auditions. Supplemental instruction through private lessons is strongly encouraged.

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

Independent Project: Music

The Independent Inquiry Program creates opportunities for students to further realize the Aim of a “broad and vigorous program of studies characterized by high expectations for exploration, growth and mastery” (Aims of a Punahou Education). Students’ imagination and passions are the limit for the design of the learning, and elective credit may be earned in any of our departments. These projects can be an extension or expansion of the course offerings in different disciplines. Students may apply for Independent Inquiry by contacting their Deans and the Advisor of the Program during programming. Project proposals are submitted and reviewed by the Independent Inquiry committee in February – March for the following school year. Students enroll in independent inquiry on a semester basis and earn one-half elective credit per semester. Students may complete more than one independent inquiry but may not be enrolled in more than one during any given semester.

Prerequisite: Approval of proposal by Academy Music Department. Minimum of one year of Academy study in a school ensemble OR minimum of 1 credit (two courses) in a combination of other music department courses.



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. The use of business school cases, articles and current events give greater insight into the decision making behind products and services seen and used every day. Business leaders from the Hawai'i community are brought in to speak to students and answer questions relevant to familiar companies and current topics.

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

Open to grades 11, 12. Semester course (Fall semester). One-half credit. Satisfies elective credit.

JROTC Course Offerings

Junior ROTC is voluntary for all physically qualified students 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.

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

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

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

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

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

Non-Departmental

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 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 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 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 elective credit.

Physical Education

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 objective 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 and challenge them physically.



Graduation Requirements

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

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

It is highly recommended Lifetime Fitness be taken BEFORE any ISPE course. Students may NOT take two Physical Education courses concurrently.

Course Offerings

Lifetime Fitness (Physical Education)

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

In addition to the physical aspects of the course, units of study include: benefits and components of physical fitness, designing a personal strength training workout, nutrition – importance of a balanced diet, making good food choices and gaining a better understanding of the basic nutrients and how they affect the body. Note: Hands-Only CPR is introduced as part of this course.

Open to grades 9, 10. No prerequisite. 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)

In-School Physical Education (ISPE) is comprised of a number of courses that offer students a choice of activities. In each course, 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 in a physical activity setting. They are also encouraged to engage in regular exercise outside of class and utilize personal goals to guide an exercise program appropriate for them. The ultimate goal for these experiences is to help students become confident and competent enough to participate in and enjoy a variety of activities in recreational settings. To support out-of-class participation, several facilities are available for student use (under certain conditions), i.e. track, pool, racquetball courts, tennis courts and weight room.

Lifetime Fitness provides many concepts fundamental to the PE curriculum and is recommended before taking any ISPE course.

1st Semester

Basic Yoga Plus
FIT*
Indoor Sports
Strength Training**
Yoga I
Yoga II

2nd Semester

Basic Yoga Plus
Outdoor Sports
PEP
Racquetball/Tennis
Yoga I
Yoga II

*Open to grades 9, 10, 11, 12. *Note: FIT is open to grades 11, 12 only and **Strength Training is open to grades 10, 11, 12 only. Prerequisite for Yoga II: Yoga I and Lifetime Fitness. Prerequisite for Strength Training is Lifetime Fitness. 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

Students are introduced to a variety of methods in developing strength, flexibility, balance and a sense of vigor and well-being. Students experience the physical aspects of yoga through various yoga postures with an emphasis on proper posture, body alignment and function. Other functional movement methods such as pilates, moving to music, HIIT, resistance band, stability ball and foam roller exercises are introduced in the second half of the semester.

FIT: Fitness through Independent Training

This course is designed to provide students with an opportunity to create and engage in a personal exercise program that best reflects their interests and personal goals. In following this program, students participate in regularly scheduled activities during class time and outside of class, keep weekly exercise journals, regularly monitor individual program goals and complete other related projects. There may be opportunities to visit and experience related wellness/fitness facilities. Students are expected to demonstrate effective self-management skills that enable them to maintain an exercise program outside of class. Students must submit a completed application form during programming and be approved by their respective grade level deans and the P.E. Department Head prior to being enrolled in FIT.

Indoor Sports

Sport activities include volleyball, basketball, pickleball and badminton. Emphasis is on developing proficiency of skills in these sports, as well as enjoyment of play. This is for the student who enjoys a variety of team sports and individual/dual sports held in indoor settings. Other nontraditional games may be included such as floor hockey and team handball.

PEP: Physical Exercise through Play

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

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.

Outdoor Sports

This course is for students of all fitness levels and athletic abilities who enjoy a variety of team sports and less competitive activities held in an outdoor setting. Students will explore the foundational elements needed to make an activity fun, safe, inclusive and engaging and will create their own original games to play with their peers. Sports activities may include lacrosse, ultimate Frisbee, touch rugby, soccer and outdoor adventure activities.

Strength Training

This course builds upon the introductory strength training unit taught in Lifetime Fitness, adding more advanced functional training methods and a deeper exploration into muscle physiology and biomechanics through training and research related to strength training and fitness. It is intended for motivated fitness enthusiasts willing to work out at a high rate and practice different training methods that affect change in muscular strength and endurance. This class was developed to give students who do not have access to our Performance program to take a deeper dive into strength training and attaining the skills and knowledge our student-athletes already have. Students are required to meet course expectations which includes performing workouts in class. This course is NOT intended for athletes who are concurrently in a sport season or training in our after school conditioning program.

Yoga I

This course allows students to discover the benefits of yoga for the body, mind and spirit. Students learn how to align the body and create a strong foundation as they perform a wide range of postures (standing, seated, forward bends, twists, inversions and arm balances). Mindfulness practices and yoga nidra are introduced to provide ways to de-stress the body, calm the mind and create balance of life. Students explore the yoga philosophy for living a meaningful and purposeful life through Patanjali's Eightfold Path of Yoga. They examine and reflect on how these principles can guide their ethical decision-making and behavior and re-discover the intention behind their actions as they live their life.

Yoga II

This course is designed for students who have completed Yoga 1 and would like to continue to build upon their yoga practice at a deeper level. The learning focus is on the seven Chakras (energy centers of the body) and how our energetic state impacts our physical, mental, emotional and spiritual wellbeing. Through readings and reflections on the Chakras, students gain insights to areas in their life they can improve to promote health and harmony.

Students learn new and challenging postures and how to move safely within the limitations of their body. Mindfulness practices, restorative yoga and yoga nidra are practiced to restore and renew the body and mind. Students discover ways to cultivate attitudes of compassion and acceptance through these yoga practices.

ASPE: After-School Physical Education (Physical Education)

This program provides an opportunity for students to explore and engage in unique lifetime activities outside of the regular school day. Students elect activities by quarter and may combine activities from any two quarters to fulfill a semester credit. Many instructors are professionals in the community who provide their services to our students through this physical education program. Besides learning the related concepts and principles of movement, students practice and understand the basic skills, rules and strategies and their application as a lifetime fitness activity. Classes meet two times per week, (Monday/Wednesday OR Tuesday/Thursday), 3:45 – 5:30 p.m., beginning with the first meeting day in each quarter. Fees for select activities will be charged to student accounts.

Activities may include:

Q1 – Dance (PDS), Zumba, Fencing
Q2 – Dance (PDS), Hiking, Zumba
Q3 – Middle Eastern Dance, Racquetball
Q4 – Gymnastics, Tai Chi
Quarter TBD: Bowling, Surfing, Judo

Course offerings, including day, time and quarter offered, are subject to enrollment, instructor availability and facility restrictions. For ASPE Dance students are required to sign up with their deans during programming as well as with the Punahou Dance School (PDS) for select classes.

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 although the same activity may not be used to earn more than one credit (or 4 quarters).

ILH (Extra-curricular) (Physical Education ILH)

Punahou's athletic program involves student participation and competition in the Interscholastic League of Honolulu (ILH). Individuals must be deemed eligible to participate by the Athletic Department and fulfill basic participation requirements in order to earn credit. These requirements include being present and actively participating in a minimum of 75% of all required team sessions, participating in at least one officially scheduled competition and performing physical conditioning exercises as directed by the coaching staff. Start and end dates for each season are provided by the Athletics Department.

Open to grades 9, 10, 11, 12. No Prerequisite Semester course. One-half credit. Credit/No Credit. Satisfies Physical Education graduation requirement, although the same sport may not be used to earn more than one credit (2 sport seasons). Sporter Air Rifery and Precision Air Rifery count as the same sport.

Independent Inquiry: Physical Education

See Independent Inquiry section for course description.

Science

The Academy Science Department provides students with the opportunity to learn to use the scientific process to acquire, assimilate, extend, refine and apply scientific knowledge. Students learn 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.

Two yearlong courses are required to meet Punahou's graduation requirements. However, the Science Department strongly recommends students take a minimum of three years, in part to meet minimum course requirements for college admission. To meet the wide range of abilities and interests of Punahou students, the department offers Advanced Placement courses, Honors level courses and fundamental courses.

The rich variety of elective courses includes single semester inquiries in areas of physical and biological sciences. The Science Department encourages students to explore the many diverse electives offered.

Graduation Requirements

Students must complete two yearlong laboratory courses in science to graduate, chosen from these options:

- » a yearlong Biology course
- » a yearlong Chemistry course
- » a yearlong Physics course
- » Biology & Geology of the Hawaiian Islands

One of those two years must be taken in the tenth grade or beyond; only one of the two courses may be taken in Summer School. Of these two years, the Science Department recommends one year be in the physical sciences and the other in the biological sciences.

Electives Offered

Science electives may be taken after 9th grade.

*Anatomy and Physiology: Major Systems**
*Anatomy and Physiology: Minor Systems**
Anthropology
Astronomy
Biotechnology
Neuroscience of Learning
*Culinary Chemistry**
Environmental Problem Solving
*Marine Biology**
*Oceanography**
*Independent Research**
Research Experiences in Science
*Freshwater Ecology**

** = lab based for most college admissions*

Prerequisites

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

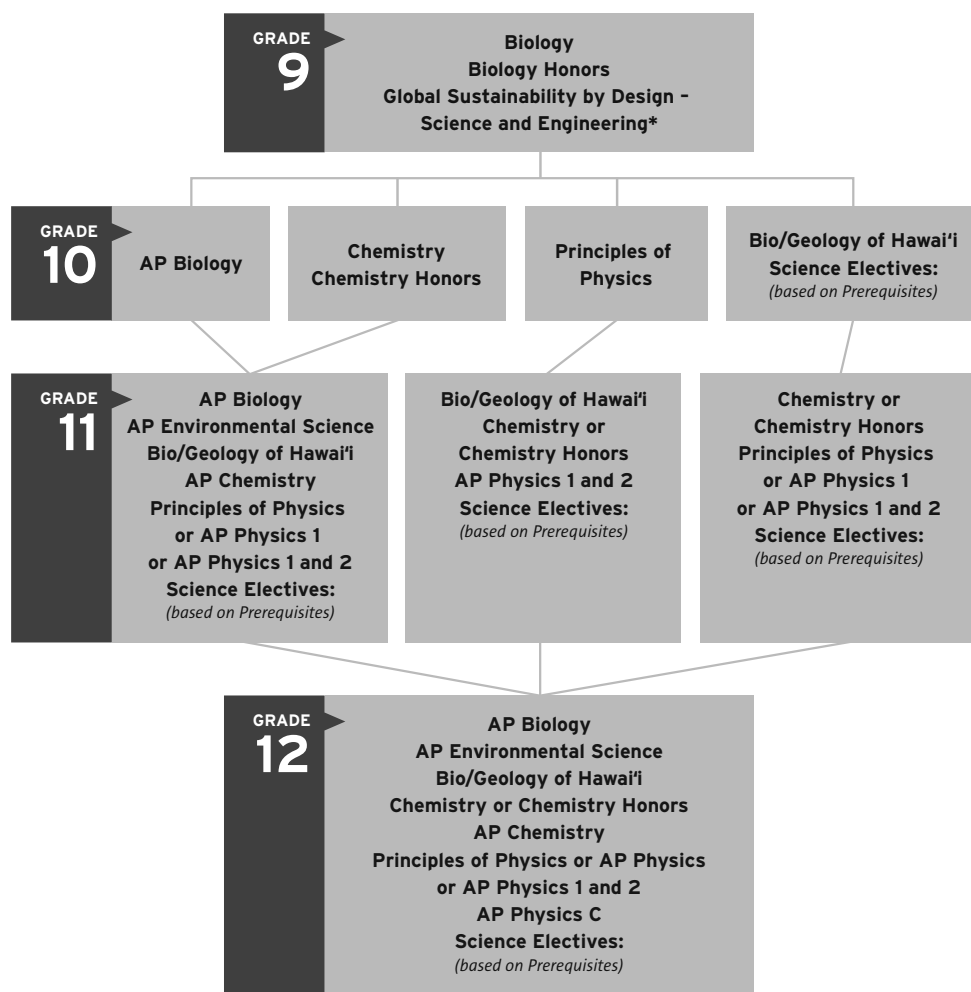
Course Offerings

Biology

This course builds foundations by challenging students to think critically, to understand biological concepts and to solve problems through class discussions, collaborative group projects, laboratory investigations and student-designed experiments.

Students focus their studies on the methods of science, the principles of ecology, basic molecular biology and genetics. The exploration of these topics includes understanding the 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.

Open to grade 9. No prerequisite. Year course. One credit. Satisfies Science graduation requirement. CBL course.



*Biology may be taken concurrently or the summer before or after.

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, an understanding of the methods of science, a strong mathematics background and well-developed writing, study and time management skills.

Although the concepts studied in Biology Honors are similar to those studied in Biology, the topics are investigated in greater depth, the pace of the course is more rapid and students are challenged to apply their understanding to more complex problems. Students explore the overarching principles of evolution and the underlying mechanisms of biochemistry while applying the methods of science to their studies of ecology, metabolism and genetics. Students in

Biology Honors engage in class discussions, collaborative projects, laboratory investigations, extensive individual fieldwork, research, statistical analysis and analytical writing.

Open to grade 9. Teacher recommendation required at time of programming. Year course. One credit. Satisfies Science graduation requirement. CBL course.

Global Sustainability by Design: Science and Engineering for Sustainability (ID)

See Transdisciplinary section for description.

Biology and Geology of the Hawaiian Islands

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

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

Advanced Placement Biology

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

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

Open to grades 10, 11, 12. Prerequisites: Biology/Biology Honors. Completing a chemistry course (Chem, Chem H, AP Chem) is suggested before taking AP Biology, but not required. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement or elective credit.

Chemistry

Chemistry is a yearlong, lab and inquiry-based course which fosters the development of critical-thinking and problem-solving skills. Students study the basic concepts underlying a standard college preparatory curriculum, such as atomic structure, interaction of matter and energy, chemical bonding and quantitative relationships. The course builds connections to extensions of chemical principles in everyday life.

The suggested course to prepare for AP Chemistry is Chemistry Honors. A student who excels in Chemistry and their mathematics course(s) and completes a mandatory supplemental online class may seek approval from the department chair and current Chemistry teacher to enroll in AP Chemistry. The Science Department recommends students who are taking advanced or honors math enroll in Chemistry Honors.

Open to grades 10, 11, 12. Prerequisite: Algebra 1. Year course. One credit. Satisfies Science graduation requirement or elective credit. CBL course.

Chemistry Honors

Chemistry Honors is a fast paced and rigorous course. 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, equilibrium, solutions, acid-base reactions, and stoichiometry.

Although the topics covered in Chemistry Honors are similar to Chemistry, most are studied in more depth, requiring extra hours outside the classroom and stronger math skills. In order to attain the more sophisticated level of understanding demanded by an honors course, it is assumed that students are highly 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. Prerequisites: Algebra 1. Students enrolling in Summer School Chemistry Honors must have completed Geometry/Geometry Honors. Year course. One credit. Satisfies Science graduation requirement or elective credit.

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

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

Evaluation is through tests, quizzes, unit packets, a first semester examination, second semester "mock" AP exam and an accumulated lab portfolio. Students are recommended to take the AP Chemistry Exam in May and the fee for the AP Exam will be charged to the student's account.

The suggested course to prepare for AP Chemistry is Chemistry Honors. Alternatively, a student who excels in Chemistry and mathematics and completes a mandatory supplemental online class may seek approval from the department chair and current chemistry teacher to enroll in AP Chemistry.

Open to grades 10, 11, 12. Prerequisites: Chemistry Honors or Chemistry with approval, and completion or concurrent enrollment in 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 or elective credit.

Principles of Physics

This course focuses on asking fundamental questions about matter and energy and answering them through observation and experimentation. Students learn how to quantitatively measure and analyze the physical world critically and systematically, investigating topics such as motion, gravity, projectiles, forces, collisions, energy, electricity, waves and light. Classes are highly interactive and require participation, collaboration and creative thinking. Both semesters include a student-directed project, focused on physics topics. The homework expectation is approximately three hours per cycle.

Open to grades 10, 11, 12. No prerequisites. Year course. One credit. Satisfies Science graduation requirement or elective credit.

Advanced Placement Physics I

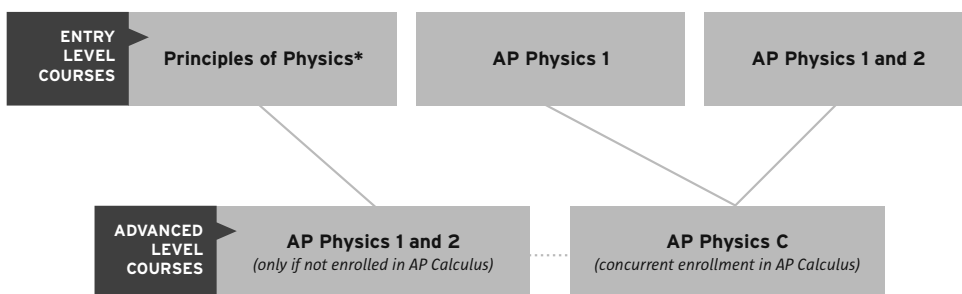
This is a college-level introductory course without calculus, which prepares students for the Advanced Placement Physics 1: Algebra-based exam. This course is equivalent to one semester of a course often taken in college as the physics requirement for students majoring in disciplines such as pre-medicine. In addition to the topics on the AP Physics 1 exam, this course includes other topics normally found in introductory college-level physics courses including: motion, energy, electricity and magnetism, waves, optics and particle physics and modern topics such as relativity and quantum physics. Students are recommended to take the Advanced Placement Physics 1 exam in May and the fee for the AP Exam will be charged to the student's account. The homework expectation is approximately four hours 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 or elective credit. Students may not take this course and AP Physics 1 and 2.

Advanced Placement Physics I and II

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. The course is equivalent to courses often taken in college as the physics requirement for students majoring in disciplines such as pre-medicine. Topics covered in the course include: linear and rotational mechanics, fluids, thermodynamics, waves and sound, electricity and magnetism, optics and modern physics. Students are recommended to take both the Advanced Placement Physics 1 exam and the Advanced Placement Physics 2 exam in May and the fee for both AP Exams will be charged to the student's account. The homework expectation is approximately five hours per cycle.

Open to grades 11, 12. Prerequisite: Algebra 2/Trigonometry or Algebra 2/Trigonometry Honors. Year course. One and one-half credit (1 credit fall semester; one-half credit spring semester). Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement or elective credit. Students may not take this course and AP Physics 1.



Advanced Placement Physics C (AP Physics C (Mechanics) and AP Physics C (Electricity and Magnetism))

This is a college-level advanced course with calculus, which prepares students for the two AP Physics C exams. The course is equivalent to a first-year college course for students majoring in a physical science or engineering. Students build on the foundation established in AP Physics 1 or AP Physics 1 and 2, developing a deeper understanding and solving more challenging problems, some requiring calculus. During the first semester, students explore systems of particles, conservation laws, oscillations, gravitation, with additional topics. During the second semester students have an in-depth exploration of Maxwell's four equations of electromagnetism and use them to better understand circuits, capacitors and fields.

Concurrent enrollment in or completion of AP Calculus (AB or BC) is required. Students are recommended to take both the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam in May and the fee for both exams will be charged to the student's account. The homework expectation is approximately five hours per cycle.

Open to grade 12. Prerequisite: Concurrent enrollment in or completion of AP Calculus (AB or BC), AP Physics 1, AP Physics 1 and 2 or consent of instructor. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Science graduation requirement or elective credit.

Advanced Placement Environmental Science

The Advanced Placement Environmental Science course focuses on understanding the relationships and systems in our natural world, identifying and analyzing environmental problems, and examining measures for resolving and/or preventing these problems. This course incorporates biology, geology, chemistry, geography, sociology and economics. In addition to class discussions and activities, emphasis is placed on frequent laboratory experiences. Students are required to complete one environmental field experience and/or one educational extension experience per semester outside the classroom.

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

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

Biotechnology

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

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

This course is highly lab-based. 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 elective credit.

Anatomy and Physiology: Major Systems

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

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

Anatomy and Physiology: Minor Systems

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

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

Anthropology

Anthropology is the study of humanity through comparative study of humankind past, present and future. The major theme of this course is to understand the issues that face humanity currently, coupled with the unfailing ingenuity and inventiveness by which humankind responds. Students will use their own ingenuity and inventiveness to find solutions to these pressing issues. Anthropology combines biology, cultural studies, and other social sciences. 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 elective credit.

Astronomy

This course focuses on current research and discoveries in astronomy. Topics include interpreting observations of the night sky, the solar system, exoplanets, the life cycles 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. Students are expected to attend at least two “star parties” at night on campus during the semester. Grades are based on presentations, homework, observations, class participation and projects.

Open to grades 10, 11, 12. No prerequisites. Semester course. One-half credit. Satisfies elective credit.

Neuroscience of Learning

This course fosters students’ development as confident, self-directed, lifelong learners by examining the neuroscience of learning and using neuroscience principles to enable students to better understand their own individualized learning processes. Students engage in extensive reflection and metacognition as they develop their skills in guiding their own learning and collaborating with other students. Students gain a deeper understanding of how brains change during the learning process by studying the molecular and cellular components of learning such as neurotransmitters, the structure and function of neurons and synapses, action potentials and synaptic transmission and neural plasticity. Students also explore basic neuroanatomy, understand the roles of attention and memory in learning, and investigate the environmental and internal conditions that support their own attention, memory, and learning. Students who took Cognitive Neuroscience may not take this course.

Open to grades 10, 11, 12. Prerequisites: Biology/Biology Honors and the first semester of Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies elective credit.

Culinary Chemistry

This course explores the chemical and molecular processes involved in altering raw food materials. Ingredients are described in terms of their chemical components and students learn about the chemical reactions and physical changes that take place during cooking, including baking, boiling, browning and fermenting. In laboratory sessions, students manipulate recipes by changing one variable and quantitatively measuring the impact on the reactions 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 11, 12 (grade 10 only with teacher/dean's recommendation). Prerequisites: Biology/Biology Honors and Chemistry/Chemistry Honors. Semester course. One-half credit. Satisfies elective credit.

Environmental Problem Solving

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

Open to grades 10, 11, 12. No prerequisites. Semester course. One-half credit. Satisfies elective credit.

Marine Biology

Students carry out extensive laboratory and fieldwork to study the biology of marine organisms, with an emphasis on local marine animals and plants whenever available. Topics include marine ecosystems, the biology of selected marine organisms, ecological interactions among marine life and human impacts on the sea.

Open to grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course (Spring semester). One-half credit. Satisfies elective credit.

Oceanography

Students use a combination of laboratory investigations, class discussions, fieldwork and videos to study the major principles of oceanography. These principles include physical processes, such as tides, waves and currents; ocean chemistry; marine geography and geology; and navigation.

Open to grades 10, 11, 12. Prerequisite: Biology or Biology Honors. Semester course (Fall semester). One-half credit. Satisfies elective credit.

Independent Research: Science

This course is for students who have a sincere desire to work independently on personal or competitive projects and receive both academic credit and faculty guidance. Projects are initiated by students and may be investigative or research oriented. With an opportunity to work on outside projects in industry or at the University, students 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.

Students must present a full written proposal to the collaborating teacher and Department Head prior to enrollment. The template for the proposal can be obtained by contacting the Department Head. The instructor and student create a departmental contract that is given to the Department Head for approval. Prerequisite: Approval of proposal by Academy Science Department. Proposals must be submitted before March 15 for the following school year. Must be taken as a sixth course.

Research Experiences in Science

Students in this course work through and solve problems using current research methods and math tools. They perform research in a collaborative style similar to how universities conduct research which will help them prepare academically for studying science after Punahou. Students identify problems, ask questions, collect and analyze data, think critically, construct meaning and draw appropriate conclusions. Students create a poster of their research and give public presentations. Guest speakers share research and offer guidance. The class focuses on one area of research per summer or semester in either astronomy, chemistry, physics or biology. Information on the specific research topic is available from the science department chair.

Open to grades 10, 11, 12. Prerequisite: teacher recommendation. Semester course. One-half credit. Satisfies elective credit.

Freshwater Ecology

This course focuses on understanding biological and environmental relationships within freshwater ecosystems using Punahou's Lily Pond as an outdoor laboratory. In addition to coursework emphasizing an understanding of physical, biological, and chemical aspects of freshwater ecosystems, students spend substantial time in the Lily Pond conducting fieldwork on an ongoing basis. Students collect and analyze data, contribute to ongoing remediation efforts, collaborate with departments and administrators across campus, and improve the school community's understanding of this valuable and fragile environment through active stewardship and study. Students explore ecological concepts while applying the methods of science to their studies of predator-prey dynamics, nutrient cycling, invasive species, and human impacts on aquatic environments. Students in Freshwater Ecology engage in collaborative group projects, laboratory investigations, extensive fieldwork, research, statistical analysis using RStudio, and analytical writing

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

Social Studies

The Academy Social Studies curriculum is devoted to providing a learning environment in which students:

- Become literate, aware and concerned citizens, learning how to function as positive, contributing members of society
- Cultivate empathy and moral attitudes to inspire and encourage students to take moral action
- Foster creativity, critical thinking and collaboration as skills necessary to meet the demands and challenges of the global community
- Understand relationships between people, events, geography and cultural conditions in today's interconnected world
- Derive historical significance from events through understanding the impact of the past on the present and future

- Develop a sense of the Hawaiian culture and their unique cultural identities along with an appreciation of diversity and perspectives
- Cultivate the qualities of curiosity, resourcefulness and resilience
- Are encouraged to reach and express their own conclusions, hone oral and written communication skills and develop media and information literacy

Graduation Requirements

Three and one-half credits must be earned, beginning with a required course taken in the ninth grade which may be either Introduction to Social Studies (one-half credit), World Civilizations (one credit) or a Global Sustainability by Design course (one credit). After completing the prerequisite course, students must take at least one semester of East Asian history in grade 10, one of the yearlong U.S. History options in grade 11 and both European History* and Senior Capstone or Ke Kilohana in grade 12.

Only one credit in Summer School courses may be applied towards the three and one-half credits required for graduation. A student may take either ISS between eighth and ninth grades or East Asian History between ninth and tenth grades, but not both. In addition, a student may take either the first half of U.S. History between tenth and eleventh grades or either of the two required 12th grade courses between eleventh and twelfth grades, but not both.

**If taken in the 11th grade, European History through the Arts, Curation and Design (ID) satisfies the graduation requirement for European History.*

GRADE 9	Introduction to Social Studies (semester) ONE OF: Contemporary Issues (semester) Hawaiian Culture (semester) Medieval History (semester)	YEARLONG OPTIONS: Introduction to Social Studies: Mālama Honua World Civilizations Global Sustainability by Design: Place, Perspective and Partnership (ID) Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (ID) Global Sustainability by Design: Science and Engineering for Sustainability (ID)
GRADE 10	ASIAN HISTORY REQUIREMENT. CHOOSE ONE OF: East Asian History (semester) Asian History (yearlong) Global Sustainability by Design: Asian Studies (ID) (yearlong)	ELECTIVES (semester): Contemporary Issues Hawaiian Culture Economics Gender Studies
GRADE 11	US HISTORY REQUIREMENT. CHOOSE ONE OF: United States History Advanced Placement United States History American Studies (ID) Bias in America (ID) (2nd semester)	ELECTIVES (semester): Hawaiian Culture Economics Gender Studies Advanced Placement United States Government and Politics European History thru Arts, Curation and Design (ID)

Course Offerings

Introduction to Social Studies

As a skills-based social studies required course, this class introduces students to a variety of social sciences while practicing 21st-century skills. Units include, but are not limited to: historiography, anthropology, political science, geography, and economics. Particular emphasis is placed on critical thinking, communication, collaboration, and technology literacy. Students will engage in reading, writing, and note-taking activities to develop and strengthen their research and analytical writing skills, improve their ability to organize information into a clear and logical format, and formulate a thesis supported by evidence. Class time is used for discussions, presentations, group and individual work, research, and other varied activities. The foundational skills established in this course will help students in the Academy and beyond.

Open to grade 9. Introductory course. Semester course (Fall semester). One-half credit. Satisfies Social Studies graduation requirement.

Introduction to Social Studies: Mālama Honua

Mālama is to care for and honua can be translated as the earth, land, or foundation. In this course, students will learn the basics of navigation, seamanship, and the values of a Hawaiian voyager while deepening their understanding of Hawai'i's past, present, and future. The course builds upon the five social science disciplines: historiography, anthropology, geography, political science, and economics. In the process of studying these fields, students work to strengthen various academic skills – thesis writing, discussion practices, research strategies, note-taking, outlining, collaboration, and oral presentation. There will be multiple opportunities to care for and sail on Punahou's own double-hulled canoe, Kamaola, as well as time to practice mālama 'āina in caring for natural spaces both on and off campus. Ultimately, this course aims to foster a deep appreciation of Hawai'i and develop students' responsibility in navigating Hawai'i's future. Students will be required to take a swim proficiency test before they are

allowed to sail on Kamaola. The test involves 15 minutes of swimming unassisted: 4 minutes treading water, 5 minutes of continuous swimming and 4 minutes of survival floating (not a race, just proof that they are water safe).

Open to grade 9. Introductory course. Yearlong course. One credit. Satisfies Social Studies graduation requirement.

World Civilizations

This course examines significant time periods in world history. As a required course for ninth graders, 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 are assigned.

Open to grade 9. Introductory course. Year course. One credit. Satisfies Social Studies graduation requirement.

Global Sustainability by Design: Place, Perspective and Partnership (ID)

See Transdisciplinary section for course description.

Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (ID)

See Transdisciplinary section for course description.

Global Sustainability by Design: Science and Engineering for Sustainability (ID)

See Transdisciplinary section for course description.

Contemporary Issues

This course is designed to expand the horizons for students interested in state, national and international issues. Students research and discuss modern topics in government policies, crime and punishment, human rights, social questions, biological and 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: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

Hawaiian Culture

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

- 'ekahi (1): Hawaiian origins and the essential familial relationship between humankind and the forces of nature that created him;
- 'elua (2): life in ancient Hawai'i, legends, daily life, religion;
- 'ekolu (3): the Ahupua'a land system as a model of cultural sustainability;
- 'ehā (4): the changing ali'i system and foreign influence Hawaiian values continue to shape culture and identity; Hawaiian values sustain the culture and identity of Hawaiians.

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

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

Open to grades 9, 10, 11, 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

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 grade 9. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

East Asian History

This semester-long survey course is an introduction to the cultural histories of China and Japan. On one level, this course is designed to provide students with an opportunity to develop a greater appreciation of these ancient cultures, their art, philosophy and literature. On another level, it seeks to help students gain a deeper understanding of the historical forces that have shaped and continue to shape their ways of life, their relationships with each other and outsiders, with nature and the supernatural. Ultimately, it seeks to move students toward a greater appreciation of the complexities that underlie current events in the world today. Students gain a new historical perspective on how East Asian people see the world today and a better understanding of themselves, who they are and what they value. This course is designed to provide students with an opportunity to develop specific skills needed for college and the world beyond.

Open to grade 10. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Asian History.

Asian History – Year

This yearlong survey course is an introduction to the cultural histories of China and Japan in the fall semester and India and the civilizations of Southeast Asia in the spring. On one level, this course is designed to provide students with an opportunity to develop a greater appreciation of these ancient cultures, their art, philosophy and literature. On another level, it seeks to help students gain a deeper understanding of the historical forces that have shaped and continue to shape their ways of life, their relationships with each other and outsiders, with nature and the supernatural. Ultimately, it seeks to move students toward a greater appreciation of the complexities that underlie current events in the world today. Students gain a new historical perspective on how East, South and Southeast Asian people see the world today and a better understanding of themselves, who they are and what they value. This course is designed to provide students with an opportunity to develop specific skills needed for college and the world beyond.

Open to grade 10. Prerequisite: Introductory course. Year course. One credit. Satisfies Social Studies graduation requirement for Asian History and elective credit.

Global Sustainability by Design:

Asian Studies (ID)

See Transdisciplinary section for course description.

Economics

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

Open to grades 10, 11, 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

Gender Studies

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

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

Open to grades 10, 11, 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

United States History

Start a Revolution! Fight for the Suffragist cause! Create a more just and peaceful world! In this course, students will develop a better understanding of American history and historical thinking skills by “doing history.” They will engage in various simulations, including Reacting to the Past games. Students will adopt character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Alongside simulations, students will also examine important and timeless topics through discussions, debates, primary source document analysis, and written thesis arguments. They will develop relevant research, rhetoric, writing, presentation, critical thinking, and collaboration skills. An emphasis will be placed on understanding the diversity of American history, the causes and consequences of events, and their impact on contemporary American society.

Open to grade 11. Prerequisite: Introductory course. Year course. One credit. Satisfies Social Studies graduation requirement for U.S. History.

Advanced Placement United States History

This college-level course consists of an analysis of major political, economic, cultural and social developments and changes in American history from the colonial period through the late twentieth-century in American history. Students examine these topics mainly through focused class discussions for which the students prepare in advance. Students enrolled in the course should expect to invest significant time in reading, study, and writing analytical papers and outlines. They are also expected to participate actively in class and develop their own historical arguments and interpretations.

Each semester, students take multiple-choice exams, essay exams and write “document-based” essays, which emphasize work with primary sources.

Students also complete a research paper. Students are recommended to take the AP Exam in May and the fee for the exam will be charged to the student’s account.

Open to grade 11. Prerequisites: Introductory course, grade of B+ or better in previous Social Studies courses 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 for U.S. History.

American Studies (ID)

See Transdisciplinary section for course description.

Bias in America (ID)

See Transdisciplinary section for course description.

Semester course (Spring semester).

Advanced Placement United States Government and Politics

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

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

Open to grades 11, 12. Prerequisite: Introductory course. Semester course (Spring semester). One-half credit. Advanced placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement or elective credit.

European History

Students in this survey course explore European History ranging from the Renaissance to the present. In order to understand the current complex world, one must also comprehend the role of Europe in its making. Students consider historical, intellectual and cultural developments. How did the Enlightenment, the development of the nation-state and revolution alter the region? Students also consider the impact of European imperialism, two cataclysmic world wars, the Cold War and decolonization. At every stage, students discuss the past’s connection to the present. Students cultivate critical thinking and analysis. In addition to group work, they write short essays and research a topic of their choice for a final paper or individual project.

Open to grade 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for European History.

European History Through Philosophy

What do we know about the world we inhabit and how do we know it? Are we free? What does it mean to be moral? This course explores timeless questions related to the human condition and examines the role of philosophy in political, scientific and social movements throughout European history. Students explore a variety of primary and secondary texts as they engage with metaphysical, moral, personal identity, and political philosophies of the western tradition.

The course is largely Socratic in nature and includes daily small group and class wide discussions. Unit assessments are organized thematically, so students are encouraged to be creative with their individual work and enjoy considerable agency for summative assessments, including analytical essays, creative writing, and multimedia project options.

Open to grade 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies requirement for European History.

European History through the Arts, Curation and Design (ID)

See Transdisciplinary section for course description.

Advanced Placement European History

As this is a yearlong course, students delve into key historical issues in Modern European history. Beginning with the late Middle Ages and ending with the contemporary era, this course asks students to focus on the key political, intellectual, social and cultural developments and events. In both small and large group settings, and through a variety of activities, such as debates, panel activities, and simulations, students discuss major topics in their historical context and as they relate to present day. 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, think through and write responses to these questions, as well as consider historiographic questions. Students write a research term paper during the first semester of this course. Students are recommended to take the AP Exam in May and the fee for the exam will be charged to the student's account.

Open to grade 12. Prerequisite: Introductory course. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies Social Studies graduation requirement for European History and elective credit.

Capstone or Ke Kilohana Course	Location	Dates for entire course (days/hours in description)
Senior Capstone: Online	Asynchronous online	June 13 – July 21
Senior Capstone Science Travel: Grand Tetons	On campus and off island	June 7 – June 30
Senior Capstone Travel: Thailand	On campus and off island	June 8 – July 7
Senior Capstone Travel: Bhutan	On campus and off island	June 8 – July 14
Senior Capstone Travel: El Paso	On campus and off island	June 8 – June 30
Ke Kilohana: Voyaging	On campus and off campus	June 13 – July 14
Ke Kilohana: Senior Wellness	On campus	June 20 – July 27
Ke Kilohana: Students Who Guide	On campus	June 13 – July 21

Senior Capstone

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

Open to grade 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone.

Senior Capstone: Science

This course looks at the themes of social responsibility, economics, ethics, the environment, empowering deeds of service and sustainable solutions through the lens of science, particularly applied sciences that affect people's lives, public health and the environment. Major units of the course often include: addiction science, energy justice, renewable energy, and access to health care. This course may appeal to students who wish to focus their own projects on science-related issues and connect their learning in previous science classes with their Capstone experience. Students are expected to participate in debates, presentations, discussions, and activities that will engage with community members, including scientists.

Open to grade 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone.

Senior Capstone: Travel: El Paso, Texas

See Travel section for course description.

Senior Capstone Travel: Grand Tetons and Yellowstone National Parks

See Travel section for course description.

Ke Kilohana: Circular Economy

In this course students assess behaviors and actions that persist in our linear economy. They analyze the issues associated with purchasing a product, using it until it breaks (or we no longer want it) and throwing it away. But what does “away” mean? Students examine how a simple change in behavior can create a more sustainable community while simultaneously serving those whose needs are often unmet. In this course, students reach out to various community organizations and learn what household items are needed. They work with Physical Plant to obtain those items, learn how to fix and restore them and donate these “new” items to our community stakeholders.

Open to grade 12. Prerequisite: Introductory course. Semester course (Fall and Spring semester). One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Cook Your Heritage

Food. If there is a single binding factor that brings worlds and people together, it might be food. Food is a language everyone can understand across the world. In this course students learn the language of staple foods as they were prepared contextually in a culture and how it shows up today. Students who are interested in the language of food, cook and eat food that represents the people of present day Hawai‘i on the world stage. Come and learn to cook your heritage.

Open to grade 12. Prerequisite: Introductory course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Engineering V-A

See Design Technology and Engineering section for course description.

Ke Kilohana: Computer Science Advanced Projects

This course is designed as a culminating experience that synthesizes students’ collective learning opportunities, values, and the core Ke Kilohana competencies embedded in a Punahou Education. With a focus on cultivating social responsibility, students pursue personal computer science interests via in depth service projects. These projects may take many forms including apps, virtual reality, augmented reality, artificial intelligence, animations/games, and web presence coding to name just a few. These projects will focus on helping to model or deliver solutions for communities, individuals, animals, plants, or environments. This course empowers service and sustainable solutions through the lens of computer science, supporting students with the means to design, create, and deliver their computer science inspirations in the service of others. The overarching vision of this course is to graduate students with passion, heart, and intellect, providing them with the confidence and skills needed to become independent, locally responsive, and globally minded citizens.

Prerequisite: 2 Semesters of Computer Science OR Teacher Approval. Students seeking a teacher recommendation must meet with Mr. Dan Richardi by January 17, 2023. Semester course with option to extend to 2 semesters for larger projects. Open to grade 12. One half credit per semester. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: He wa’a he moku, he moku he wa’a (Voyaging)

This course aims to develop the mindset and skills of the oceanic wayfinder as it pertains to the care and stewardship of island communities.

He wa’a he moku, the canoe is an island: at sea, there is an intimate awareness of the limited resources available. Your canoe becomes your island. The health of the crew and canoe is the health of yourself. The resources of the sea and the canoe are what sustain you. You must constantly be a steward of the food, waste, water and crew to keep the canoe sailing safely in the right direction.

He moku he wa’a, the island is a canoe: even on an island, resources are finite, space is limited and the environment is fragile. People must depend on each other, care for their communities, and steward the natural environment in order to thrive.

Open to grade 12. Prerequisite: Introductory course. Semester course (Spring semester). One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Ethnic Studies: Exploring Ethnicity and Identity in Hawai‘i

Ethnic Studies helps students understand who they are and where they come from. This course is designed to help students gain a better understanding of their own ethnic identity and to help students develop empathy for others as they participate in a community of inquiry. Ethnic Studies will examine concepts of identity, diversity, justice and action through the lens of Ethnicity, Colonialism, Indigeneity, Immigration and Sovereignty. This course will focus on the historical and current struggles of the people of Hawai‘i and Oceania. In this class, students will have the opportunity to develop their research, writing, philosophical and critical thinking, public speaking and presentation skills. We will examine questions such as: What is the difference between ethnicity and race? What has created the acceptance for ethnic humor in Hawai‘i? Is Hawai‘i a racial paradise? This course will help guide students through a journey of self-discovery.

Open to grade 12. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Music in the Community

From early societies to modern times, music has been central in bringing people together while telling and preserving their stories and celebrating both life and death. Music is a language; it expresses ideas and emotions and communicates in ways words cannot. This course will explore how music connects people and how it transcends cultures and demographics. Students will plan and execute activities which demonstrate human connection in their communities both on campus and in their neighborhoods. Every student in the class will be expected to perform using musical skills they have developed in their time at Punahou. Additionally, they will utilize communication, organization, and interpersonal skills to plan their events.

Open to grade 12. Prerequisite: Concurrent enrollment in an Academy Music Department ensemble course. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana | Nāhoakukui | Students Who Guide

The Ke Kilohana | Nāhoakukui | Students Who Guide course offers students the opportunity to explore the place, meaning, and purpose of service. Students will select a service pathway that aligns with their strengths to apply their skills, knowledge and gifts in service of a class at Punahou. The students' experience will be grounded in the mo'olelo of Punahou, including visits to the Archives, campus tours, and time spent on Pu'ū 'o Mānoa. Students will learn about Punahou's rich history and explore ways to contribute to this unique community. Students will visit classrooms across the grade level divisions, identify a service focus that aligns with their strengths, and pursue an on-campus service project with a class. Ke Kilohana | Nāhoakukui | Students Who Guide has the goal of helping students realize their contribution and recognize the importance of using personal strengths and gifts to further the greater good and well-being of our many communities.

Open to grade 12. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Global Leadership

The focus of Global Leadership is to cultivate global citizens through exploring issues of diversity and social justice in our community and our world. Students explore diverse perspectives through arts, media, speakers, events, discussions and community service. Students examine world issues through local, societal and global perspectives. The class is shaped by student interest and current events, to allow for relevant themes to emerge. The hands-on and interactive course provides students a chance to develop their leadership skills, personal growth, and be agents of change in the community.

Learners develop and cultivate leadership skills through social action, volunteer service, and experiential learning. Students are encouraged to get involved, recognize their skills to make a positive impact as a youth leader and global citizen. Students develop presentations around course themes, facilitate discussions on a range of topics, practice and apply leadership skills through collaboration, dialogue, and action.

Open to grade 12. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: What Makes a Home?

Housing and shelter is one of the most fundamentally important and multi-faceted issues of our time that many of us too often take for granted. Having affordable and stable housing, creating a welcoming and safe home environment and living in a sustainable community where all people feel supported and cared for reduces hardships and creates unlimited opportunities. In this course, students examine the essential question of "What Makes a Home?" and explore this question through a quasi-mathematical and humanities lens. Topics include what homes look like, the cost of having a home, construction and design of homes, local and global issues centered around homelessness and the societal systems and structures that are in place. This course incorporates service build days with Habitat For Humanity and culminates in an Urban Planning simulation driven by curriculum designed by the Urban Land Institute.

Open to grade 12. Semester course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. CBL Course.

Ke Kilohana: Senior Wellness

See Summer School section for course description.

Independent Inquiry: Social Studies

This course is for students who have a sincere desire to work independently on personal projects and receive both academic credit and faculty guidance. The focus is on research-oriented projects initiated by the student.

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

Students must present a written proposal to the instructor prior to enrollment, stating the purpose of the project. The instructor and student create a departmental contract subject to feedback from the Independent Inquiry committee. Final determination of the project and the student's grade are determined by the faculty mentor.

Open to grade 12. Prerequisite: Introductory course, approval of proposal by Academy Social Studies Department. Semester course. One-half credit. Satisfies Social Studies graduation requirement or elective credit.

Support + Wellness

The mission of the Support + Wellness Department is to promote student awareness and life skills development around a variety of topics that affect health and well-being, including values-based decision-making. An intentional effort is made to cultivate a classroom atmosphere uniquely different from other courses to effectively address and explore age-appropriate social and emotional topics. Topics include values, identity, goal setting, decision-making, time management, stress management, communication strategies, interpersonal relationships, peer pressure and teen risk behavior. An underlying goal is to create an empathetic, compassionate and resilient student body. Social Emotional and Ethical Learning (SEEL) skills are taught in various settings which provide students with leadership training and meaningful opportunities that include and extend beyond the Punahou School community. The department provides proactive, experiential, academic and skills-based training addressing the psychological, social and emotional aspects of human development.



Course Offerings

SURF I

SURF I is a SEEL (Social, Emotional, and Ethical Learning) course. SURF I builds a foundation for the competency of honoring self and place – this includes introducing ideas around physical, mental, and emotional wellness and connects to caring for our communities and environment. Other competencies include empathy and communication. SURF represents Stand Up Reach Forward and these skills will support young people to do just that.

Required for grade 9. Semester course.

SURF II

This course builds on the work of SURF I by continuing to develop the physical, mental, and emotional wellness skills and understandings that leave us healthy and whole, and provides an opportunity to reflect on the importance of valuing and caring for our communities and environment. SURF II cultivates empathy and communication in the context of sophomore year and the lives of our students. Presently, SURF II presents the final classroom opportunity to prepare our students for continued self-growth and independence as they make decisions for their future selves.

Required for grade 10. Semester course.

Passing SURF means attendance at 80% of class meetings and a bona-fides attempt to engage. Repeated behavior issues will be reflected in the citizenship grade.

College Guidance

The course teaches students about the college admissions process and encourages good decision-making by students and their families through careful student self-assessment and reflections, and facilitating preparedness for the senior year application timeline. Throughout the semester, 11th graders and their college counselor explore the concept of academic fit, social fit and financial fit, and help guide the student with their options following graduation from Punahou.

Topics covered include decision-making steps and the process of choosing a college, self-assessment (what college environment is best for the individual student), admission factors, admission plans, standardized tests and their role in the college application process, college costs and financial aid, and current resources.

Required for grade 11. Semester course (Fall semester).

Advanced Placement Psychology

This is a college-level introductory course in psychology that prepares students through a variety of learning modalities for the Advanced Placement Psychology Exam, whereby students may earn college credit and/or advanced placement. An extraordinary range of topics are covered, which includes 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 are recommended to take the AP Exam in May and the fee for the exam will be charged to the student's account.

Open to grades 10, 11, 12. No prerequisites. Year course. One credit. Advanced Placement courses must be taken for a letter grade. Satisfies elective credit.

Positive Psychology

What enables humans to live our best lives? What skills and mindsets allow us to flourish? What are the secrets to becoming more resilient and capable of bouncing back from life's challenges? Those are just some of the questions research in positive psychology attempts to answer.

Positive psychology calls for a focus on strength, building upon the best aspects of life and fulfilling the lives of healthy people as much as we focus on weakness, repairing the worst and healing the wounds of the distressed. While acknowledging that the concern with human problems is important, positive psychologists suggest the incompleteness of the history of psychology steeped in the disease model. To promote human potential, people need to start with different assumptions and pose different questions; this paradigm shift is positive psychology.

In this course, students dive into these topics based on University of Pennsylvania professor Dr. Seligman's PERMA™ theory of well-being. In this theory there are five building blocks that enable flourishing – Positive emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA™). Each of the five blocks are learned, along with techniques to increase each.

Students look into these theories and apply them through different lenses. students learn the basic theoretical concepts and supporting research. Learning includes both theoretical research and experiential practical application.

*Open to grades 9, 10, 11, 12. No prerequisites.
Semester Course. One-half credit. Satisfies
elective credit.*

Performance Psychology

Performance Psychology provides students the opportunity to learn the application of psychological principles to all types of performance (artistic, athletic, academic) for all levels of skill. Specifically, students study training and preparation techniques (including visualization and breathing exercises) and discuss how one's mindset and physical health factors in to achieving maximal performance.

*Open to grades 9, 10, 11, 12. No prerequisites.
Semester course. One-half credit.
Satisfies elective credit.*



Theatre

The arts are the vessels of our culture. 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 can act as a mirror for society and a path to deep understanding of the human condition. In arts education, theatre develops the student connection to social, emotional and ethical learning, building trust, confidence, empathy and resilience through the height of artistic expression.

Graduation Requirements

Students must earn two credits in the Visual and Performing Arts. All Theatre courses may be taken to fulfill Visual and Performing Arts requirements or elective credit.

Course Offerings

Introduction to Theatre

This course introduces the student to the world of theatre. Students explore the multiple facets and careers within the theatre industry (directing, writing, acting, designing) as well as fundamentals of theatre history, theory and practice. Daily activities and exercises include theatre games, voice/breath/movement work, creative projects and scene-work. The course also encourages students to participate and/or attend on-campus and local theatre.

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

Acting: Character Portrayal

This intensive acting course focuses on developing each student's approach to creating and portraying a character. Students are exposed to numerous acting methods and techniques and ultimately create their own "method" for taking on a role. The semester consists of monologues, scene study, and analysis of selected characters and plays, resulting in each student creating their own acting "method."

Each student attends and reviews Punahou Theatre productions and is encouraged to audition for these productions as their schedule permits.

Open to grades 10, 11, 12. Prerequisite: Introduction to Theatre. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. CBL course.

Acting: Musical Theatre

This performance-based course introduces students to all aspects of musical theatre. The class focuses on audition techniques, vocal performance, character analysis, song interpretation and musical scene studies. The course also introduces musical composers, lyricists and choreographers, as well as a historical overview of the genre. As this is a workshop-based course, the structure includes regular solo and scene-work performances. By the end of the course, students have developed a repertoire song-book and are audition-ready.

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

Theatre: Production

This course focuses on the production shows. By semester end, students mount a full length, theatrical play or musical in the Drama Workshop, utilizing creative solutions to scenic and costume needs. The production material is chosen in collaboration with students and faculty, offering many performance and design possibilities. This repeatable course offers unique opportunities for growth, including writing, directing, technical theatre, stage management and acting. Students who have taken Theatre Performance may take this course.

Open to grades 11, 12. Prerequisites: Acting: Character Portrayal, or Theatre Technology and Design for the 21st Century. Semester course. One-half credit. Satisfies Visual and Performing Arts Graduation requirement or elective credit. This Course may be repeated for credit. CBL course.

Theatre Technology and Design

This course offers experience in technology and design practices for theatre and live events. Students study fundamental techniques in select theatre craft areas including, but not limited to, stage lighting and electrical, sound reinforcement, video display systems, theatrical rigging, property construction, scenic fabrication, scene painting and stage management. Students utilize the latest technologies in each field including LED and moving lights, complex construction machinery such as CNC routers and laser cutters, digital projection and display devices for large venues, digital audio workstations and control consoles. Student creativity is encouraged through the use of Adobe Creative Suite, Vectorworks computer aided design for mechanical drafting and Avid Pro Tools audio editing software. Grading is based on points for completed projects, a quarterly journal, and a completed portfolio of work.

Open to grades 9, 10, 11, 12. No prerequisite. Semester course. One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit. This course may be repeated for credit.

Independent Project: 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, Costume/Fashion Design, Technical Theatre or 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.

For the 2023 – 2024 school year, Theatre will support 3 independent projects: one during summer school, one in the fall and one in the spring. Students are encouraged to partner with peers and share work within their desired discipline (ex. Actor work with Tech Student). If more than 3 proposals are submitted, a committee will decide.

Open to grades 11, 12. Prerequisite: One course in Technical Theatre, one Acting course and/or permission from the Director of Theatre.



Transdisciplinary Courses

Transdisciplinary courses combine the key concepts and crucial skill sets from at least two disciplines into one course. Students practice exploring ideas or solving problems through the lenses of each discipline, while also striving to construct a lens that transcends the individual disciplines. These courses provide credits from more than one discipline. Many of these courses are taught using the competency-based learning (CBL) model. CBL provides students the opportunity to define their learning in terms of key transdisciplinary competencies that deepen their capacity to collaborate, communicate, create, embrace challenge, empathize, engage with global perspective, honor self and place, and think critically.

Course Offerings

Global Sustainability by Design: Place, Perspective and Partnership (ID)

GSD: Place, Perspective and Partnership is a transdisciplinary course that prepares students to build a better world through research, storytelling, and collaboration. Using a variety of written, visual and historical mediums, students learn to challenge societal stereotypes, understand global issues, and build community partnerships. By reading works from a variety of authors and exploring perspectives from throughout the world, students develop a deep understanding of place and community. Students explore questions such as: What is my place in this world, and why does my story matter? How can we strategically and sustainably design solutions to meet community needs? What is the importance of the United Nations' Sustainable Development Goals on both a local and global scale?

Open to grade 9. Social Studies introductory course. Year course. Two credits: One credit in English, one credit in Social Studies. Satisfies English requirement for grade 9 and Social Studies graduation requirement. CBL course.

Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (ID)

Product Design for Sustainable Entrepreneurship is a transdisciplinary course that prepares students to build a better world through design and entrepreneurship. Students use the principles of design and design software and technology to create products that help address a real-world problem. They learn how to develop an entrepreneurial mindset while championing an idea. Some of the questions students explore include: Why is culture and place important when designing for sustainability? What kinds of responsibilities does a designer and entrepreneur have to an audience, a consumer and the environment? How can design inspire positive action?

While working on projects connected with United Nations Sustainable Development Goals, students expand their understanding and practice of visual communication. Application of the elements and principles of design along with design process and thinking provide a foundation for all student work. Techniques and concepts related to foundational drawing, 3-D and sculptural design are developed and understood through traditional and emergent technologies. The use of CAD and 3-D modeling combined with rapid prototype machines such as 3-D printers, laser cutters and CNC routers facilitate student understanding of the relationship between process and product. Students practice reading, writing, presentation

and critical thinking, with a focus on formulating a thesis with clear supportive evidence.

Students are eligible to enroll in Engineering III after completion of this course.

Open to grade 9. Introductory course. Year course. Two credits: one credit Social studies, one credit Visual Art. Satisfies Social Studies graduation requirement and Visual and Performing Arts graduation requirement. CBL course.

**GRADE
9**

ONE OF:
Global Sustainability by Design: Place, Perspective and Partnership (yearlong)

Global Sustainability by Design: Product Design for Sustainable Entrepreneurship (yearlong)

Global Sustainability by Design: Science and Engineering for Sustainability (yearlong)

**GRADE
10**

ONE OF:
English 2A/2B: Visual Storytelling (yearlong)

Global Sustainability by Design: Asian Studies (yearlong)

**GRADE
11**

American Studies (yearlong)

**GRADE
11**

ONE OF:
Arts and Letters (semester)

Bias in America (2nd semester)

OR

**GRADE
12**

European History through the Arts, Curation and Design (yearlong)

Global Sustainability by Design: Science and Engineering for Sustainability (ID)

Science and Engineering for Sustainability is a transdisciplinary course that prepares students to build a better world through engineering challenges. Students use the design process to fabricate products (ex. windmills, solar charging stations, etc.) that serve a real-world problem they identify in their communities. Students explore questions such as: How can the scientific process help to engineer a sustainable future? How can curiosity and experimentation lead to innovative and enduring work?

While working on projects connected with United Nations Sustainable Development Goals, students deepen their understanding of the scientific processes by identifying sustainability problems, performing proper research, formulating hypotheses, gathering data, analyzing, forming conclusions and re-evaluating. They practice reading, writing, presentation and critical thinking, with a focus on formulating a thesis with clear supportive evidence.

Biology can be taken the summer before, the summer after, or concurrently with the science strand of Global Sustainability by Design. Students are eligible to enroll in Engineering III after completion of this course.

Open to grade 9. Introductory course. Year course. Two credits. One credit in Science, one credit in Social Studies. Satisfies Science graduation requirement and Social Studies graduation requirement. CBL course.

English 2A/2B: Visual Storytelling (ID)

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

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

Semester 2 – Color and Quest: In this part of the course, students develop the fundamentals of reading and writing alongside painting and color theory. Together, students study conventional and graphic narratives to build their analytical skills and draw inspiration for creating and analyzing their own work, both written and painted. The second semester concludes with the student-designed Quest Project, a student-directed storytelling project capping their 10th grade year in English.

Open to grade 10. Prerequisite: English 1. Year course. Two credits: one credit in English, one credit in Visual and Performing Arts. Satisfies English graduation requirement for grade 10 and Visual and Performing Arts graduation requirement. CBL course. Lab fee.

Global Sustainability by Design: Asian Studies (ID)

This yearlong transdisciplinary course challenges students to engage contemporary issues across Asia and explore the complex economic, political, geographic and cultural forces that have influenced them. In the fall semester, students craft family narratives of migration and explore historical conflicts and crises that shape the varied landscape of Asia today. In the spring, the UN Sustainability Goals and the design-thinking cycle frame a culminating action-oriented project. Through research, close reading of diverse literature and experimenting with storytelling techniques, students develop their critical and creative thinking, collaboration, and project management skills. Students explore essential questions, including “How can learning about historical conflicts and crises in Asia help us understand how working toward the SDGs can right historical wrongs and achieve a more equitable future?” As a project-based learning course, GSD: Asian Studies expects students to exhibit a high level of self-efficacy and be capable of completing a broad range of self-directed tasks and projects. Students work individually as well as cooperatively in groups, and they are expected to speak frequently in small groups and in front of the class. Students may be asked to attend occasional events outside of class time.

Open to grade 10. Prerequisites: English 1 or GSD: Place, Perspective and Partnership or Social Studies Introductory course. Year course. 2 credits: 1 credit in English, 1 credit in Social Studies. Satisfies English graduation requirement for grade 10 and Social Studies requirement for Asian History and elective credit. CBL course.

Transdisciplinary Courses

American Studies (ID)

American Studies is a team-taught, yearlong course that offers an interdisciplinary approach to the themes, texts, and context of United States history and American literature and culture. Students explore issues of equality, justice, and power, and consider how different and often conflicting stories about America have shaped this nation. This class emphasizes the history of native peoples, especially Native Hawaiians. It encourages students to consider how the fabric of U.S. history is interwoven with the experiences and culture of native peoples. The class evolves with the concept Kuana'ike – position, perspective, knowledge.

Throughout the course, students develop skills of close reading, effective research methods, writing process, oral discourse, and critical thinking. Students actively collaborate through group discussions, projects, and presentations.

Open to grade 11. Prerequisites: English 2 and a Social Studies introductory course. Year course. Two credits: one credit in English and one credit in Social Studies. Satisfies English graduation requirement for American Literature and Social Studies graduation requirement for U.S. History.

Arts and Letters (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, while the English section focuses on poetry and short prose. Professional artists and writers provide examples for inspiration and analysis. Students examine art in local museums and galleries and seek to understand the function of art and literature in the world.

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

Bias in America (ID)

Have you ever considered how bias influences how you react to people, events, and ideas? In this course, students turn a critical eye towards their own cognitive and implicit biases, cultivating curiosity and healthy skepticism towards sources that fill their screens, whether classic literature or daily social media. Students ask how deliberate and implicit biases advance narratives designed for easy acceptance. By looking at U.S. history from 1861 to the present, students explore patterns underlying the shaping of events. The course may examine: Civil War photography as accepted fact, the impact of fake news after the sinking of the Maine, racist depictions of 1890s Hawai'i, victim and survivor narratives concerning the torpedoing of the Lusitania before WWI, individual and group behavior in a pandemic, voices of interned Japanese Americans, fiction and memory regarding the Vietnam War, Cold War propaganda and conspiracy theories in the 2020 election and beyond. Students keep media journals, analyze the reliability of narrators and the historical contexts of the literature they consume and pursue an independent action project.

Open to grades 11, 12. Prerequisites: English 2 and a Social Studies introductory course. Semester course (Spring semester) One credit. One-half credit in English and one-half credit in Social Studies. Satisfies English graduation requirement for American Literature and Social Studies graduation requirement for the second semester of U.S. History or elective credit. CBL course.

European History through the Arts, Curation and Design (ID)

Students enrolled in this transdisciplinary Art and Social Studies course are immersed in European art history and visual display, while developing curation skills. Curators are responsible for assembling, cataloging, managing and presenting/displaying artistic and cultural collections. From the initial research of objects and artwork, to preservation and archiving, the course teaches students how to think thematically, socially and critically. In collaboration, students build exhibits and visual displays from the ground up with a look at the past and an eye on the future.

Historical perspective is essential to curation and design. The course considers European historical movements, exhibitions and "salons" as models for real-world application of curating, preparing and mounting creative displays across campus and in the community. Students learn about the following European artistic periods: Renaissance, Baroque, NeoClassicism, Romanticism, Realism, Impressionism, and Modernism. These eras lend themselves to bringing the arts and history alive. The class also incorporates current uses of technology in curation and design, as seen in museums worldwide which are increasingly interactive.

Crafting of a historical narrative, public relations, and fabrication and design installation are also part of the course structure. Guest speakers, field trips, films and readings are integrated to round out the curriculum. The course goals develop students' collaboration abilities, critical thinking and communication skills.

Open to grade 11, 12. Prerequisite: A Social Studies introductory course. Semester course. One credit: one-half credit in Social Studies, one-half credit in Visual and Performing Arts. Satisfies Social Studies graduation requirement for European History and Visual and Performing Arts graduation requirement or elective credit. Lab fee.

Independent Inquiry: Independent Studies and Research

The Independent Inquiry Program creates opportunities for students to further realize the Aim of a “broad and vigorous program of studies characterized by high expectations for exploration, growth and mastery” (Aims of a Punahou Education). Students’ imagination and passions are the limit for the design of the learning and elective credit may be earned in any department. These projects can be an extension or expansion of the course offerings in different disciplines. Students are expected to demonstrate a high level of independence and regularly meet with their faculty mentor and Advisor of the Program.

Students may apply for Independent Inquiry by contacting their Deans and the Advisor of the Program during programming. Project proposals are submitted and reviewed by the Independent Inquiry committee in February – March for the following school year. Students enroll in independent inquiry on a semester basis and earn one-half elective credit per semester. Students may complete more than one independent inquiry but may not be enrolled in more than one during any given semester.

COURSE OR DEPARTMENT	PREREQUISITES
Independent Art Studio	Highest level in the medium to be studied, or completion of one semester of Studio Art. Permission of the faculty mentor, and intended studio supervisor, and Academy Art Department Head.
Independent Study: Computer Science	Introduction to Computer Science, AP Computer Science or consent of instructor.
Design Technology & Engineering	Teacher recommendation.
English	English 2. Approval of proposal by Academy English Department Head.
Language	Completion of Language graduation requirement. Completion of highest level of language study. Approval from the mentor and Department Head.
Mathematics	Independent inquiries in mathematics must be of a transdisciplinary nature.
Music	Approval of proposal by Academy Music Department. Minimum of one year of Academy study in a school ensemble OR minimum of 1 credit (two courses) in a combination of Creative Music Studio, or Creativity and Composition (ID).
Physical Education	Independent inquiries in physical education must be of a transdisciplinary nature.
Independent Research in Science	Approval of proposal by Academy Science Department. Proposals must be submitted before April 1 for the following school year. Must be taken as sixth course.
Independent Research Project – Social Studies	Gateway course and approval of proposal by Academy Social Studies Faculty Mentor and Department Head.
Support + Wellness	SURF II and approval of independent study proposal by the Support + Wellness Department Chair.
Theatre	One course in Technical Theatre, one Acting course and permission from Director of Theatre.
Transdisciplinary	None.

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 globalonlineacademy.org.



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 2023 – 2024 courses offer elective credit at Punahou. Semester courses earn one-half credit and year courses earn one credit.

Academic Calendar

The GOA semester calendar start and end dates are different from those at Punahou. Summer courses for the Summer 1 session begin June 15, 2023 and ends August 2, 2023. The fall semester begins August 30, 2023 and ends December 15, 2023. The spring semester begins January 10, 2024 and ends April 26, 2024.

Student Qualifications

Preference for these courses is given to 11th and 12th graders who have demonstrated serious academic intent and earned good personal development ratings (3s and 4s). Students considering these online courses should be intrinsically motivated and know how to effectively manage their time. GOA classes can only be taken as a 6th class in the student's schedule.

Enrollment

Class size is limited and 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 Dean's approval.

Tuition

Tuition for GOA courses during the school year will be covered within Punahou's tuition. Tuition for GOA courses during the summer is \$750 per course. Families may incur a drop fee if the class is dropped after the deadlines by 50% or 100% of the course, roughly \$500 per course during the school year.

Yearlong (Semesters 1 and 2)

Arabic Language Through Culture I
Arabic Language Through Culture II
Arabic Language Through Culture III
Japanese Language Through Culture I
Japanese Language Through Culture II
Japanese Language Through Culture III
Multivariable Calculus

Semester 1

Abnormal Psychology
Applying Philosophy to Global Issues
Architecture
Bioethics
Business Problem Solving
Climate Change and Global Inequality
Computer Science I:
 Computational Thinking
Creative Nonfiction Writing
Cybersecurity
Data Visualization
Developmental Psychology
Entrepreneurship In a Global Context

Filmmaking
Game Theory
Genocide And Human Rights
Global Health
Graphic Design
Health And Fitness
International Relations
Introduction To Legal Thinking
Introduction to Organic Chemistry I
Introduction To Psychology
Investing I
Linear Algebra
Macroeconomics
Medical Problem Solving I
Medical Problem Solving II
Microeconomics
Neuropsychology
Number Theory
Personal Finance
Positive Psychology
Prisons And Criminal Justice Systems
Problem Solving with Engineering
 and Design
Race & Society
Social Psychology

Semester 2

Abnormal Psychology
Architecture
Arts Entrepreneurship
Bioethics
Business Problem Solving
Capitalism: Past, Present and Future
Climate Change and Global Inequality
Computer Science I:
 Computational Thinking
Computer Science II:
 Analyzing Data with Python

Computer Science II:

Game Design and Development
 Computer Science II: Java
 Cybersecurity
 Developmental Psychology
 Digital Photography
 Entrepreneurship In a Global Context
 Fiction Writing
 Game Theory
 Gender & Society
 Graphic Design
 International Relations
 Introduction To Artificial Intelligence
 Introduction to Blockchain and Cryptocurrency
 Introduction To Branding & Marketing
 Introduction To Legal Thinking
 Introduction to Organic Chemistry II
 Introduction To Psychology
 Investing I
 Linear Algebra
 Macroeconomics
 Medical Problem Solving I
 Medical Problem Solving II
 Neuropsychology
 Personal Finance
 Positive Psychology
 Prisons And Criminal Justice Systems
 Problem Solving with Engineering and Design
 Religion & Society
 Social Psychology

Summer 1

Abnormal Psychology
 Architecture
 Business Problem Solving
 Computer Science I:
 Computational Thinking
 Computer Science II: Analyzing Data with Python
 Computer Science II: Java
 Creative Nonfiction Writing
 Cybersecurity
 Digital Photography
 Fiction Writing
 Genocide And Human Rights
 Geometry
 Health and Fitness
 How To Argue Well
 International Relations
 Introduction To Legal Thinking
 Introduction To Psychology
 Investing I
 Medical Problem Solving I
 Microeconomics
 Personal Finance
 Problem Solving with Engineering and Design

Religion & Society

Spanish Language Through Culture I

Students may not take a Punahou summer school course and a GOA summer course. Tuition for a GOA summer course is \$750. NOTE: These courses are current as of printing date. Please check www.punahou.ed/goa for final listing.

Yearlong (Semesters 1 and 2)

Arabic Language Through Culture I

In addition to bringing Arabic popular culture to life, this course introduces students to the Arabic writing system in twelve weeks to communicate in spontaneous spoken conversations on everyday topics, including personal introductions, families, food, lifestyle, preferences, celebrations, history, art, music, social media, and environment. This yearlong course focuses on Modern Standard Arabic (MSA) and some of the spoken dialects of the Levant, Egypt and North Africa. With an emphasis on Arabic culture, students will learn commonly used expressions and phrases to develop their skills in listening, reading, writing, forming grammatically correct structured sentences, and most importantly, conversation. This is accomplished through synchronous and asynchronous assignments, face-to-face conversation sessions with the instructor and a group of peers, instructional videos, discussions about culture, and collaborations on group projects with students from around the globe. 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.

Arabic Language Through Culture II

Arabic II students have one year of Arabic Language Through Culture or have demonstrated novice proficiency where they are able to communicate in spontaneous spoken conversations on familiar topics, including food, weather, and hobbies, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students will review the first three units of the book “Al Kitaab” as well as most of the Arabic foundations that they took in the previous

year, starting with the alphabet and ending with how to write a sentence and even a paragraph. Students will also work on other skills such as reading and speaking through using different real-life situations that they would need to use Arabic in, most importantly the conversation.

Arabic Language Through Culture III

Students in Arabic III have demonstrated intermediate interpersonal proficiency in Arabic (MSA or a dialect) through two years in Arabic Language Through Culture or other coursework, and have demonstrated an ability to work online independently and reliably with instructors and peers in Arabic Language Through Culture or another GOA class.

Japanese Language Through Culture I

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

Japanese Language Through Culture II

Through language learning, students in this course share their voices, cultivate global perspectives, and foster an appreciation for self and others. Students further develop the speaking, listening, writing, and reading skills introduced in Japanese Language Through Culture I. Each unit follows the IPA model (Integrated Performance Assessment), blending three modes of communication: interpretation of authentic material in Japanese, synchronous and asynchronous practice in speaking and writing, and oral and written presentations.

Each unit focuses on one of the following cultural topics: Design and Expression, Ecology, Entertainment, East meets West, Harmony, and Nature. In addition, students will have the opportunity to select and pursue topics of their own interest. Grammar topics will cover the essential forms that are typically introduced in the second and third year of a high school Japanese program. By learning the dictionary form, nominalizer, TE form, TA form, NAI form, and noun modifier, students are able to add more complexity to their sentence construction. In doing so, they shift from forming simple sentences to communicating in coherent paragraphs. As online learners, students are expected to exhibit superb time management and communication skills, as well as take ownership of their learning. While grammar instruction will be delivered through asynchronous work and face-to-face meetings, much of the course content will be curated and created by students through their research and collaboration. The focus of this course is 60 percent on language and 40 percent on culture.

Prerequisite: Japanese Language Through Culture I or permission from the instructor.

Japanese Language Through Culture III

Students in Japanese III have mastered most of the conjugation patterns (TE/TA form, dictionary form, and NAI form) that are necessary to speak and write in complex structures. While advancing their grammatical knowledge, students will compare and examine similar functions and their subtle differences. In speaking, students are allowed to speak in an informal/casual style with each other and with the teacher in order to solidify their control of the Plain Form. Interpersonal communications will be done through face-to-face conversation and recorded messages. In reading and listening, students will curate, share, and practice grasping the gist of authentic materials. Materials may include TV commercials, news, movies, children's books, online newspapers, and cooking recipes. In Semester 2, students will participate in the GOA Catalyst Exhibition.

Prerequisite: Japanese Language Through Culture II or permission from the instructor.

Multivariable Calculus

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

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

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

Semester 1

Abnormal Psychology

This course provides students with a general introduction to the field of abnormal psychology from a western perspective while exploring the cultural assumptions within the field. Students examine the biopsychosocial aspects of what we consider abnormal while developing an understanding of the stigma often associated with psychological disorders. Through book study, videos, article reviews, and discussions,

students consider how our increasingly global world influences mental health in diverse settings. In learning about the different areas of western abnormal psychology, students study the symptoms, diagnoses, and responses to several specific disorders such as anxiety, depression, eating disorders, or schizophrenia. Students develop an understanding of how challenging it can be to define "normal" as they begin to empathize with those struggling with mental distress. Throughout the course, students are encouraged to attend to their own mental well-being.

The course culminates in an independent project where students showcase their learning with the goal of making an impact in their local communities.

Applying Philosophy to Global Issues

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

Architecture

In this course, students build an understanding of and apply skills in various aspects of architectural design. While gaining key insights into the roles of architectural analysis, materials, 3D design, and spatial awareness, students develop proficiency in architectural visual communication. We begin by learning the basic elements of architectural design to help analyze and understand architectural solutions. Through digital and physical media, students develop an understanding of the impact building materials have on design. At each stage of the course, students interact with peers from around the globe, learning and sharing how changes in materials, technology, and

construction techniques lead to the evolution of contemporary architectural style and visual culture. The course culminates with a final project in which each aspiring architect will have the opportunity to work towards a personal presentation for the GOA Catalyst Exhibition. Students will, through a variety of outcomes, present an architectural intervention that they have proposed as a solution to an identified need, one emanating from or focused within their own community. Throughout the course, students will refer to the design process and will use techniques to track, reflect, and evidence their understanding of architecture.

Bioethics

Ethics is the study of what one should do as an individual and as a member of society. Bioethics refers to the subset of this field that focuses on medicine, public health, and the life sciences. In this course, students explore contemporary, pressing issues in bioethics, including the “right to die,” policies around vaccination and organ transplantation, competence to consent to care, human experimentation and animal research, and genetic technologies. Through reading, writing, research, and discussion, students will explore the fundamental concepts and questions in 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. The course culminates with a student-driven exploration into a particular bioethical issue, recognizing the unique role that bioethics plays within the field of ethics.

Business Problem Solving

How could climate change disrupt your production and supply chains or impact your consumer markets? Will tariffs help or hurt your business? How embedded is social media in your marketing plan? Is your company vulnerable to cybercrime? What 21st century skills are you cultivating in your leadership team? Students in this course will tackle real-world problems facing businesses large and small in today’s fast changing global marketplace where radical reinvention is on the minds of many business leaders. Students will work collaboratively and independently on case studies, exploring business issues

through varied lenses including operations, marketing, human capital, finance and risk management as well as sustainability. As they are introduced to the concepts and practices of business, students will identify, analyze and propose solutions to business problems, engaging in research of traditional and emerging industries, from established multinationals to startups.

Climate Change and Global Inequality

Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. In this course, students will interrogate the causes and effects of climate change, and the public policy debates surrounding it. In case studies, we will research global, regional, and local policies and practices along with the choices of decision makers and what they mean to the populations they serve. Who benefits, who suffers, and how might we change this equation? We will collaborate in workshops with classmates to deepen our collective understanding of the complex issues surrounding climate change. Throughout the semester, we will meet with professionals working in the field of climate change, and will also build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to increase knowledge and advocate for sustainable norms. Finally, students will have the opportunity to reach a global audience by participating in GOA’s Catalyst Conference in the spring, as they present their individual projects to spark change in local communities through well-informed activism.

Computer Science I: Computational Thinking

This course (or its equivalent) is a prerequisite to all Computer Science II classes at GOA. Computational thinking centers on solving problems, designing systems, and understanding human behavior. It has applications not only in computer science, but also myriad other fields of study. This introductory level course focuses on thinking like a computer scientist, especially understanding how computer scientists define and solve problems. Students begin the course by developing an understanding of what computer science is, how it can be used by people who are not programmers, and why it’s a useful skill for all people to

cultivate. Within this context, students are exposed to the power and limits of computational thinking. Students are introduced to entry level programming constructs that will help them apply their knowledge of computational thinking in practical ways. They will learn how to read code and pseudocode as well as begin to develop strategies for debugging programs. By developing computational thinking and programming skills, students will have the core knowledge to define and solve problems in future computer science courses. While this course would be beneficial for any student without formal training as a programmer or computer scientist, it is intended for those with no programming experience.

Creative Nonfiction Writing

Tell your own stories and the stories of the world around you! This course centers on the art of shaping real experiences into powerful narratives while growing foundational writing skills. Participants will read, examine, and write diverse works of creative nonfiction including personal narratives, podcasts, opinion editorials, profile pieces, and more.

Emphasizing process over product, this writing workshop provides opportunities to create in new ways. Students will practice essential craft elements (e.g., voice, style, structure) while reflecting on stories from their own lives, communities, and interests. They will also build a personalized library of inspiring mentor texts, consider opportunities for publication, and develop sustainable writing habits. Both in real-time video chats and online discussion spaces, students will support one another intentionally. Feedback is an essential component of this course, and students will gain experience in the workshop model, actively participating in a thriving, global writing community.

Creative nonfiction has never been as popular as it is today; participants will experience its relevance in their own lives as they collaboratively explore this dynamic genre.

Cybersecurity

Cyber criminals leverage technology and human behavior to attack our online security. This course explores the fundamentals of and vulnerabilities in the design of computers, networks, and the internet. Course content includes the

basics of computer components, connectivity, virtualization, and hardening. Students will learn about network design, Domain Name Services, and TCP/IP. They will understand switching, routing and access control for internet devices, and how denial of service, spoofing and flood attacks work. Basic programming introduced in the course will inform hashing strategies, while an introduction to ciphers and cryptography will show how shared-key encryption works for HTTPS and TLS traffic. Students will also explore the fundamentals of data forensics and incident response protocols. The course includes analysis of current threats and best-practice modeling for cyber defense, including password complexity, security, management, breach analysis, and hash cracking. Computational thinking and programming skills developed in this course will help students solve a variety of cybersecurity issues. There is no computer science prerequisite for this course, though students with some background will certainly find avenues to flex their knowledge.

Data Visualization

Through today's fog of overwhelming data, visualizations provide meaning. This course trains students to collect, organize, interpret, and communicate massive amounts of information. Students will begin wrangling data into spreadsheets, learning the basic ways professionals translate information into comprehensible formats. They will explore charts, distinguishing between effective and misleading visualizations. Employing principles from information graphics, graphic design, visual art, and cognitive science, students will then create their own stunning and informative visualizations using Datawrapper, Tableau Public and/or Python. From spreadsheets to graphics, students in this course will practice the crucial skills of using data to decide, inform, and convince. There is no computer science, math or statistics prerequisite for this course, though students with backgrounds in those areas will certainly find avenues to flex their knowledge in this course.

Developmental Psychology

Over a few short years, most human beings grow from infants who are not even able to hold up their heads to become walking, talking, thinking people who are able to communicate using language, to understand complexities, to solve problems, and to engage in moral reasoning. This course is an introduction to the fascinating study of human growth and development focusing on the significant changes that occur physically, emotionally, cognitively and socially from birth through adolescence. Students consider the big questions of heredity versus environment, stability versus change, and continuity versus discrete stages of change as they investigate language acquisition, sensorimotor development, thinking and learning, and personality and emotions. Through readings, observations, case studies, and application activities, students examine development from the perspectives of major theorists in the field from both Western and non-Western traditions.

Entrepreneurship in a Global Context

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

Filmmaking

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

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

Game Theory

In this course, we explore a branch of mathematics known as game theory, which uses mathematical models to inform decision making. There are many applications to everyday dilemmas and conflicts, many of which we can treat as mathematical games. We consider significant global events from fields like diplomacy, political science, anthropology, philosophy, economics, and popular culture. We examine models of world conflicts and scheduling of professional athletic contests. Specific topics include two-person zero-sum games, two person non-zero-sum games, sequential games, multiplayer games, linear optimization, and voting theory.

Genocide and Human Rights

Students in this course study several of the major 20th century genocides (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocide (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 of their choice.

Global Health

What makes people sick? What social and political factors lead to the health disparities we see both within our own 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 questions, this course improves students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed include the biology of infectious disease, 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. Throughout the course, students use illness as a lens through which to critically examine such social issues as poverty, gender, and race. Student work includes analytical writing, research and curating sources around particular topics, readings and discussions exploring a variety of sources, and online presentations, created both on their own and with peers.

Graphic Design

What makes a message persuasive and compelling? What helps audiences and viewers sort and make sense of information? This course explores the relationship between information and influence from a graphic design perspective. Using an integrated case study and design-based approach, this course aims to deepen students' design, visual, and information literacies. Students are empowered to design and prototype passion-driven communication projects. Topics include: principles of design and visual communication, infographics, digital search skills, networks and social media, persuasion and storytelling with multimedia, and social activism on the internet.

Student work includes individual and collaborative group projects, graphic design, content curation, analytical and creative writing, peer review and critiques, and online presentations.

Health & Fitness

In this course, students take a comprehensive look at multiple factors that influence our bodies over a lifetime to maintain an active and healthy lifestyle. Students gain physical literacy by identifying, applying, analyzing, and evaluating components of

fitness, exercise (FITT) principles, principles of training, phases of movement, and athletic performance. Students set personal improvement goals for both fitness and movement skills utilizing baseline testing and performance analysis. Each week students complete a variety of physical exercises to target specific areas of fitness and movement to assist in achieving their goals. Reflection and feedback will inform students regarding their improvement.

The course culminates in a student-led project where students explore, synthesize, and implement an exercise- or sport-specific topic that directly impacts their lives. Topics of exploration include but are not limited to: nutrition in sport, exercise psychology or mental health in sport, sport exploration for the lifetime, exercise science or sport-specific performance and biomechanics, careers in sport, and community-based improvement design and implementation.

International Relations

Are China and the U.S. on a collision course for war? Can the Israelis and Palestinians find a two-state solution in the holy land? Will North Korea launch a nuclear weapon? Can India and Pakistan share the subcontinent in peace? These questions dominate global headlines and our daily news feeds. In this course, you will go beyond the soundbites and menacing headlines to explore the context, causes, and consequences of the most pressing global issues of our time. Through case studies, you will explore the dynamics of international relations and the complex interplay of war and peace, conflict and cooperation, and security and human rights. Working with classmates from around the world, you will also identify and model ways to prevent, mediate, and resolve some of the most pressing global conflicts.

Introduction to Legal Thinking

Inspired by GOA's popular Medical Problem Solving series, this course uses a case-based approach to give students a practical look into the professional lives of lawyers and legal thinking. By studying and debating a series of real legal cases, students will sharpen their ability to think like lawyers who research, write and speak persuasively. The course will focus on problems that lawyers encounter in daily practice, and on the rules of professional conduct case law.

In addition to practicing writing legal briefs, advising fictional clients and preparing opening and closing statements for trial, students will approach such questions as the law and equity, the concept of justice, jurisprudence and legal ethics.

Introduction to Organic Chemistry I

This course is a prerequisite for Introduction to Organic Chemistry II at GOA. The purpose of the course is to teach organic chemistry content and to prepare students for organic chemistry at the collegiate level. This course dives into mechanisms and reaction types that make up all living things on this planet, carbon chemistry. From a content perspective, this course introduces the magnificent world of complex molecules, their properties, reactions, and applications. Understanding the properties, and appreciating the incredible organic world we live in, is the key to understanding how to address some of the most challenging problems that we face today and in the future. This course also helps students build their problem-solving and pattern-recognition skills so that when students take organic chemistry at the collegiate level they will be prepared to "speak" the language. At the collegiate level, introductory organic chemistry is oftentimes a challenging course for many students entering pre-health programs of study or science majors getting their prerequisites taken care of.

Organic Chemistry I focuses on the "language of organic chemistry." Students learn to predict electron movement for organic reactions. They focus on molecular structure (i.e. bond angles, shapes, polarity, and resonance), basic nomenclature, and prediction of electron movement. This course is the first in a two-part series. Organic Chemistry I is offered in Semester 1 and Organic Chemistry II is offered in Semester 2. While it is possible to take only this first course, we recommend signing up for both semester courses.

Introduction to Psychology

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

Investing I

In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, students take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They

develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

Linear Algebra

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

Prerequisite: Geometry and Algebra 2 or the equivalents.

Macroeconomics

Macroeconomics is the study of economic units as a whole rather than of their individual components. The aggregate unit is usually a national economy and that will be our focus in this course.

Students will learn to better understand how to measure national economic activity with concepts like gross domestic product, unemployment and inflation and the strengths and weaknesses of these statistics. Students will then study theoretical methods of influencing national economic activity with monetary and fiscal policy and will learn about some of the controversy surrounding these policy tools. The advantages and disadvantages of international trade and of methods of setting exchange rates will also be introduced. The course will include an individual student investigation of a national economy other than their home country. Students will identify their economic findings and present resolutions in their final report.

Medical Problem Solving I

This course is a prerequisite to Medical Problem Solving II at GOA.

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 identify appropriate treatment for 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, interviewing a patient, and creating a new mystery case.

Medical Problem Solving II

Medical Problem Solving II is an extension of the problem-based approach in Medical Problem Solving I. While collaborative examination of medical case studies remain at the center of the course, MPS II approaches medical cases through the perspectives of global medicine, medical ethics, and social justice. The course examines cases not only from around the world but also in students’ local communities. Additionally, the course addresses the challenges patients face because of a lack of access to health care, often a result of systemic discrimination and inequity along with more general variability of health care resources in different parts of the world. All students in MPS II participate in the Catalyst Exhibition, a GOA-wide conference near the end of the semester where students from many GOA courses create and publish presentations on course-specific topics. For their projects, students use all of the lenses from the earlier parts of the course to choose and research a local topic of high interest. Further, their topics enable identifying a local medical problem, using local sources, and generating ideas for promoting change.

Prerequisite: Medical Problem Solving I.

Microeconomics

In this course, students learn about how consumers and producers interact to form a market and then how and why the government may intervene in that market. Students deepen their understanding of basic microeconomic theory through class discussion and debate, problem solving,

and written reflection. Students visit a local production site and write a report using the market principles they have learned. Economic ways of thinking about the world will help them better understand their roles as consumers and workers, and someday, as voters and producers.

Neuropsychology

Neuropsychology is the exploration of the neurological basis of behavior. Within this course, students will learn about basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. They will do an in-depth analysis of neural communication with an emphasis on how environmental factors such as smartphones affect nervous system function, their own behaviors, and the behaviors of those around them.

Students will also have the opportunity to choose topics in neuropsychology to explore independently including Alzheimer's disease, Addiction, Neuroplasticity, and CTE and share their understanding with their peers in a variety of formats. The course concludes with a study of both contemporary and historic neuropsychological case studies and their applications to everyday life.

Number Theory

Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant, yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way and is necessary preparation for any future course in upper-level college mathematics or theoretical computer science. We progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way we invent some encryption schemes of our own and discover how to play games using number theory. We also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and we see parts of the story of Fermat's Last Theorem, a 350-year-old statement that was fully proven

only twenty years ago. While most calculations will be simple enough to do by hand, we will sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications.

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

Personal Finance

In this course, students learn financial responsibility and social consciousness. We will examine a wide array of topics including personal budgeting, credit cards and credit scores, career and earning potential, insurance, real estate, financial investment, retirement savings, charitable giving, taxes, and other items related to personal finance. Students will apply their understanding of these topics by simulating real life financial circumstances and weighing the costs and benefits of their decisions. Throughout the course, students will have the opportunity to learn from individuals with varying perspectives and expertise in numerous fields. By reflecting on their roles in the broader economy as both producers and consumers, students will begin to consider how they can positively impact the world around them through their financial decisions.

Positive Psychology

What is a meaningful, happy, and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis, and pathology, but in recent years, however, positive psychologists have explored what's missing from the mental health equation, taking up research on topics such as love, creativity, humor, and mindfulness. In this course, we will dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity, and more. We will also seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman's well being theory, Mihaly Csikszentmihalyi's idea of flow, and Angela Lee Duckworth's concept of grit. In exploring such theories and concepts, students will imagine and create real-world measurements using themselves and willing peers and family members as research subjects. As part of

the learning studio format of the course, students will also imagine, research, design, and create projects that they will share with a larger community. Throughout the development of these projects, students will collaborate with each other and seek ways to make their work experiential and hands-on.

Students will leave the class with not only some answers to the question of what makes life meaningful, happy, and fulfilling, but also the inspiration to continue responding to this question for many years to come.

Prisons and Criminal Justice Systems

How do societies balance individual freedoms with security? How do definitions of "crime" and "punishment" shift across jurisdictions and time periods? How do recent protests and discussions about racial biases and systemic racism inform our understanding of criminal law and its applications? Although the United States has been frequently cited as having the highest "mass incarceration" rate, other countries in the world have also been criticized for injustices in their criminal justice systems. In this course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal systems while grappling with mass incarceration as a legal, ethical, and practical issue. To understand current views on crime and criminal punishments and to examine proposed systemic reforms, we immerse ourselves in the different forms of rhetoric and media that brought the U.S. and other nations to our present. We read and analyze jury arguments, courtroom motions, news op-eds, judicial decisions, recent cases, and other forms of public persuasion that shape the outcomes of criminal defendants. The final project requires students to advocate for a major reform to a criminal justice system in a city, state, or country. Having developed research skills, students apply them to build an effective argument that includes a real-world solution.

Problem Solving With Engineering and Design

This course investigates various topics in science, technology, engineering, and mathematics using a series of projects and problems that are both meaningful and relevant to the students' lives. Students will develop engineering skills, including design principles, modeling, and presentations, using a variety of computer hardware and software applications to complete assignments and projects. This is a course that focuses on practical applications of science and mathematics to solve real-world issues. Project-based learning, working in collaborative teams, and designing prototypes are essential components of the course. Throughout the program, students step into the varied roles engineers play in our society, solve problems in their homes and communities, discover new career paths and possibilities, and develop engineering knowledge and skills. There are no particular math or science prerequisites for this course, just an interest in using STEM to solve problems and a desire to learn!

Race and Society

What is race? Is it something we're born with? Is it an idea that society imposes on us? An identity we perform? A beneficial privilege? Does our own culture's conception of race mirror those found in other parts of the world? These are just a few of the questions that students in this course will explore together as they approach the concept of race as a social construct that shapes and is shaped by societies and cultures in very real ways. Throughout the course, students will learn about the changing relationship between race and society across time and across cultures. Engaging with readings, films, and speakers from a variety of academic fields (history, sociology, anthropology, literature) students will explore, research, reflect on and discuss the complex set of relationships governing race and society.

Social Psychology

Are you thinking and acting freely of your own accord or is what you think, feel, and do a result of influences by the people around you? Social psychology is the scientific study of how and why the actual, imagined, or implied presence of others influences our thoughts, feelings, and behavior. The principles of social psychology help explain everything from

why we stop at stop signs when there is no one around to why we buy certain products, why in some situations we help others and in some we don't, and what leads to more dramatic (and catastrophic) events such as mass suicides or extreme prejudice and discrimination. As we take up these topics and questions, students will build and engage in a community of inquiry, aimed primarily at learning how to analyze human behavior through the lens of a social psychologist. Social Psychology invites students to explore, plan, investigate, experiment, and apply concepts of prejudice, persuasion, conformity, altruism, relationships and groups, and the self that bring the "social" to psychology. The course culminates in a public exhibition of a student-designed investigation of a social psychological topic of their choice. This course uses a competency-based learning approach in which students build GOA core competencies that transcend the discipline and learn how to think like a social psychologist. Much of the course is self-paced; throughout the semester, students are assessed primarily in relation to outcomes tied to the competencies.

Semester 2

Abnormal Psychology

See course description in Semester 1 section.

Architecture

See course description in Semester 1 section.

Architecture

See course description in Semester 1 section.

Arts Entrepreneurship

In this course, aspiring visual artists, designers, filmmakers, musicians, and other creatives will learn how to find success in the dynamic fields of their choosing. Students will learn about arts careers and organizations by attending virtual events and interviewing art practitioners, entrepreneurs, and administrators. Beyond exploring trajectories for improving their crafts, students will build skills in networking and personal branding while examining case studies of a variety of artistic ventures—some highly successful and some with teachable flaws. Using

real-world examples of professional and emerging creatives and arts organizations, students will gain a better understanding of the passion and dedication it takes to have a successful creative career.

Bioethics

See course description in Semester 1 section.

Business Problem Solving

See course description in Semester 1 section.

Climate Change and Global Inequality

See course description in Semester 1 section.

Climate Change and Global Inequality

See course description in Semester 1 section.

Capitalism: Past, Present & Future

In some circles, capitalism has been blamed for most of society's ills. In others, it has been credited with the grandest achievements in human history. In this course, students examine advocates from both circles, looking closely at the components of capitalism — and other systems of economic and social control — to decide what they think. As students build their own philosophies around capitalism, they work collaboratively and independently on case studies, exploring examples of capitalism around the world and in the world around us. Throughout the course, students immerse themselves in the history of various forms of capitalism, learning the specific components of capitalism. Students investigate how capitalism has impacted social, political, and economic systems around the world. The final project requires students to pull from historical and modern case studies to present a coherent portfolio of their thinking. Students also create a proposal for articulating shifts as we look to the future of capitalism.

Climate Change and Global Inequality

See course description in Semester 1 section.

Computer Science I: Computational Thinking

See course description in Semester 1 section.

Computer Science II: Analyzing Data with Python

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

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

Computer Science II: Game Design and Development

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

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

Computer Science II: Java

This course teaches students how to write programs in the Java programming language. Java is the backbone of many web applications, especially eCommerce and government sites. It is also the foundational code of the Android operating system and many tools of the financial sector. Students learn the major syntactical

elements of the Java language through object-oriented design. The emphasis in the course will be on creating intelligent systems through the fundamentals of Computer Science. Students will write working programs through short lab assignments and more extended projects that incorporate graphics and animation.

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

Cybersecurity

See course description in Semester 1 section.

Developmental Psychology

See course description in Semester 1 section.

Digital Photography

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

Prerequisite: Students must have daily access to a DSLR camera.

Entrepreneurship in a Global Context

See course description in Semester 1 section.

Fiction Writing

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

Game Theory

See course description in Semester 1 section.

Gender & Society

This course uses the concept of gender to examine a range of topics and disciplines that 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 influenced their lives.

Graphic Design

See course description in Semester 1 section.

International Relations

See course description in Semester 1 section.

Introduction To Artificial Intelligence

Aspects of artificial intelligence permeate our lives and the algorithms power your favorite apps. How much do you really know about how AI works or how it is changing the world around us? This course will explore the history of research into artificial general intelligence and the subsequent focus on the subfields of narrow AI: Neural networks, Machine Learning and Expert Systems, Deep Learning, Natural Language Processing, and Machine Vision and Facial Recognition. Students will learn how AI training datasets cause bias and focus on the ethics and principles of responsible AI: fairness, transparency and explainability, human-centeredness, and privacy and security.

Introduction to Blockchain and Cryptocurrency

Much attention has been brought to the cryptocurrency space by the meteoric rise in the valuation of Bitcoin and other cryptocurrencies. More recently, meme tokens have also grabbed the spotlight. When thinking about cryptocurrency, there is much more to consider than just market capitalization or coins named after canines. Introduction to Blockchain & Cryptocurrency is an entry level course for anyone excited by the space. This course explores how we arrived at the place we are now, and what the current and possible applications of crypto are. We'll explore how markets in crypto operate, where they've received practical application, and where the space may head in the future through the lenses of creators, consumers, and governments. In addition, we will take a deeper look at blockchain, the underlying technology that powers cryptocurrencies, and its many, far-reaching implications for the future of government, business, the arts and more.

Each lens represents a different way to view the complex and interrelated causes and outcomes of the changing crypto landscape. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. Students then analyze and explore how these technologies may shape and disrupt the future not only of the crypto space, but of many current and future industries.

Introduction To Branding & Marketing

In our increasingly digitized world, we are bombarded by ads every day and presented with an immeasurable amount of content across all media platforms. It has become increasingly difficult for brands to break through the noise and capture the attention of their intended audience. In this course, students learn what it takes to build an effective brand that can authentically connect with consumers and create long-term brand equity. The course starts with introducing what a brand is and goes on to explore how different branding elements, such as visual identity, advertising strategy, content marketing, as well as the intangible elements of the customer journey, come together to create a unique brand experience. By applying marketing theories, interviewing experts, and analyzing modern case studies, students will develop and strengthen their competencies as brand strategists. Students will also examine how responding to important ethical, social, and environmental issues can impact the brand's success. The course culminates in a final project where students collaborate to design an impactful brand campaign for a mission-driven company, organization, or initiative.

Introduction To Legal Thinking

See course description in Semester 1 section.

Introduction to Organic Chemistry II

In this course, students continue to explore the incredible world of carbon chemistry. Students add to their language skills as well as learn about additional functional groups and classes of organic molecules. They build on our understanding of reaction types and how to predict what can be made from certain precursors. The purpose of Introduction Organic Chemistry II is to foster an appreciation for the incredible organic world we live in. Students develop an understanding of how we can use this knowledge of the structure of molecules to address some of the most challenging problems that we face today and in the future. Some example questions that students may explore: What are some things that need to be considered when creating materials that can cause lasting issues for the health of aquatic and human life upon disposal? How can we manufacture new materials that can have applications to

improve and extend life through medical technologies? How can we create better, more sustainable, energy sources that lead us away from our fossil fuel dependency? What characteristics will new synthetic materials need so that they don't need to be replaced as often (to create less waste etc.)? Students continue to hone their understanding of nomenclature, work with reaction types with a focus on polymerization and material science, and receive an introduction to spectroscopy. Introduction to Organic Chemistry II focuses on the important building and structures of organic molecules. Students learn to appreciate the interconnection and complexity of the organic world.

Prerequisite: Introduction to Organic Chemistry I

Introduction to Psychology

See course description in Semester 1 section.

Investing I

See course description in Semester 1 section.

Linear Algebra

See course description in Semester 1 section.

Macroeconomics

See course description in Semester 1 section.

Medical Problem Solving I

See course description in Semester 1 section.

Medical Problem Solving II

See course description in Semester 1 section.

Neuropsychology

See course description in Semester 1 section.

Personal Finance

See course description in Semester 1 section.

Positive Psychology

See course description in Semester 1 section.

Prisons And Criminal Justice Systems

See course description in Semester 1 section.

Problem Solving with Engineering and Design

See course description in Semester 1 section.

Religion and Society

Religion is one of the most salient forces in contemporary society but is also one of the most misunderstood. What exactly is religion? How does religious identity inform the ways humans understand themselves and the world around them? How can increased levels of religious literacy help us become more effective civic agents in the world today? Students in this course will conduct several deep dives into specific case studies in order to understand how religious identity intersects with various systems of power, including race, gender, class, sexual orientation, and ethnicity. By engaging with material from a variety of academic fields (history, sociology, anthropology, psychology), students will grapple with the complex ways in which society and religious identity relate to one another.

Social Psychology

See course description in Semester 1 section.

Summer 1

Abnormal Psychology

See course description in Semester 1 section.

Architecture

See course description in Semester 1 section.

Business Problem Solving

See course description in Semester 1 section.

Computer Science I: Computational Thinking

See course description in Semester 1 section.

Computer Science II: Analyzing Data with Python

See course description in Semester 2 section.

Computer Science II: Java

See course description in Semester 2 section.

Creative Nonfiction Writing

See course description in Semester 2 section.

Cybersecurity

See course description in Semester 2 section.

Digital Photography

See course description in Semester 2 section.

Fiction Writing

See course description in Semester 2 section.

Genocide And Human Rights

See course description in Semester 2 section.

Geometry

This intensive summer course is designed to provide an accelerated path through the traditional high school geometry curriculum. Focusing on Euclidian geometry, students will examine topics relating to parallel lines, similar and congruent triangles, quadrilaterals, polygons, and circles. Students can expect to analyze lengths, areas, and volumes of two and three dimensional figures, and will explore transformations and other manipulations. Particular attention will be paid to introductory trigonometry with right triangles and the study of circles (radians, sectors, arc length, etc). In addition, the development of a mature, logical thought process will begin through a formal introduction to arguments, deductions, theorems, and proofs. Because this course will cover topics that are typically presented in a yearlong course, students should expect to dedicate 15-20 hours per week during the intensive 7-week summer session.

Health & Fitness

See course description in Semester 2 section.

How To Argue Well

This course, which teaches critical thinking skills through argument mapping, offers students the opportunity to make a significant intellectual leap and improve not only their performance in school but also their ability to engage in productive arguments. When your teachers push you to “be more specific” or ask, “Where is your evidence?” or say you need more “analysis,” they are highlighting your need to improve your critical thinking skills. Research has measured argument mapping as being a more effective learning tool than a semester at college when it comes to developing these skills, and it is this skill set that best predicts one’s performance in school and one’s performance on standardized tests, as well. Further, bad arguments are what give arguments a bad name. We live in a world of polarized communications where name-calling, emotion, and blurred lines between fact and fiction result in arguments based on extreme opinions that eclipse reason. The problem is not that we are arguing: the problem is that we do not know how to engage in arguments using logic and reasoning. These skills – the bedrock of critical thinking – give people the ability to argue thoughtfully and effectively. Good arguments are illuminating, generative, and compelling. This course will teach students how to master and deploy critical thinking skills to think independently; improve academic performance across disciplines; create, assess, and engage thoughtfully in arguments; and successfully forge community in the process.

International Relations

See course description in Semester 2 section.

Introduction To Legal Thinking

See course description in Semester 2 section.

Introduction To Psychology

See course description in Semester 2 section.

Investing I

See course description in Semester 2 section.

Medical Problem Solving I

See course description in Semester 2 section.

Microeconomics

See course description in Semester 2 section.

Personal Finance

See course description in Semester 2 section.

Problem Solving with Engineering and Design

See course description in Semester 2 section.

Religion & Society

See course description in Semester 2 section.

Spanish Language Through Culture I

This intensive summer course will give students with no prior exposure to Spanish the vocabulary, grammatical background and communicative skills that they need to jump into Spanish 2 at their schools. This course will replicate what is typically a yearlong course, so students should expect to dedicate 15-20 hours per week during the 7-week summer session. Please note, this course is not recommended for those wanting a light introductory course to get a taste of Spanish before deciding if they want to study it further, nor for those wanting to get a jumpstart for a Spanish 1 course during the academic year. In this intensive course, students will master greetings and introductions, question formation, describing daily routines, expressing likes and dislikes, describing familiar people and places, and other fundamental communicative functions. Students will learn to communicate using common regular and irregular verbs in the present tense and the immediate future. Students will also develop a broad-based vocabulary related to common settings including school and the classroom, home and family life and others. The primary focus of the course will be to develop novice interpersonal and presentational speaking and comprehension skills. Through interacting with classmates and instructors, students will practice their budding language skills in a self-paced online environment. Video calls in pairs or small groups occur 1-2 times a week and are a required course component. They are comparable to the practical lab component of a science course because students speak Spanish with each other and the instructor while immediately observing and reacting to the results of their efforts to communicate.



Summer School

Academy Summer School provides a unique opportunity for enrolled Punahou students to fulfill graduation requirements in a focused and immersive learning environment. By enrolling in only one or two courses at a time, students are able to take a deep dive into a course and participate at a level that is not always possible during the school year. 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 are scheduled for varying lengths from three to six weeks. There is a selection of Global Online Academy (GOA) online courses available to upperclassmen. See page 74 for summer GOA offerings.

Summer School courses taken in 2023 are entered as part of the student's 2023 – 2024 first semester record. Students register based on the grade they are entering in the fall.

Summer School registration for credit courses is completed during each student's individual programming conference with their Deans in February. Summer School courses may be overenrolled, and due to limited space, students are not guaranteed their first choice in course selection. In such cases, priority is given to 12th grade, then 11th grade 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 their Class Deans. Tuition and fees for Summer School are charged to the student's account in May.

Academy Summer courses are offered in three different formats: on campus (fully in-person), blended (on campus with additional coursework completed off campus), and online, fully asynchronous. Please check course listings for estimated hours needed to complete daily coursework (course engagement). See below for Summer School Absence Policy (revised for 2023). All in-person components of courses follow the Summer Absence Policy.

Course Formats

- **On campus Courses**

On campus courses meet in person for the indicated hours. The Summer Absence Policy applies for all on campus meetings.

- **Blended Courses (both on campus and online coursework)**

Blended courses meet on campus for the indicated days and hours. Students also engage in coursework designed to be asynchronous. Estimated hours for daily coursework engagement for each course are given for planning purposes. Blended courses do not have a "hybrid" option where students meet online synchronously; all on campus meetings are required. The Summer Absence Policy applies for all on campus meetings.

- **Online Asynchronous Courses**

Online Asynchronous courses list estimated hours of course engagement per week. This format offers independence as to when students engage with course material. Students follow a pacing guide and must meet the parameters of the course's weekly benchmarks. Instructors schedule a synchronous online kick off meeting during the first two days of summer school (time TBD). The Summer Absence Policy will be enforced for all synchronous or teacher announced online meetings. Consistent and reliable Wi-Fi is essential in order to engage in course materials.

Summer School

Summer Absence Policy (revised for 2023)

Regular and punctual attendance at all scheduled on campus and synchronous online meetings is expected. 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 Class Dean.

• Not Approved Absences

Absences for family trips, sports events or trips, driver-license tests, job interviews, employment, summer camp, errands, performances and similar conflicts are considered “Not Approved.” To maintain continuity, and to preserve the academic integrity of each class, a student will fail a course if these “not approved” absences are planned during the first two days or the last two days of any course. Students will fail a course if they accrue more than two “not approved” absences in five and six-week courses, and more than one “not approved” absence in three-week, Senior Capstone or Ke Kilohana courses.

Summer Registration

Each student may register for up to one graduation credit in Academy courses during the summer as long as class times do not conflict. A student may not register for both an English and a Social Studies course in the same summer. For more information, see the Graduation Requirements and Important Information section.

The registration deadline for Summer Courses is May 5, 2023. Any registration requests received after this deadline will be charged a late fee and the desired course will be registered on a space-available basis. See the Fees section for more details.

The deadline to make changes to any existing Summer Course registration is June 16, 2023. Changes will be made on a space available basis, and fees will apply.

After June 16, 2023, only course drops will be allowed. See the Fees section for more details. The deadline to change a non-graduation requirement or PE course to no credit (NCR) is July 14.

Summer Co-Curricular Course Registration

Students may also register for SAT Prep (www.punahou.edu/satprep) provided there are no scheduling conflicts.

Fees

Registration changes for Credit-Bearing Courses made after May 5, 2023 will incur a \$50 late registration fee. Any changes made after June 16, 2023 will forfeit 100% of the course tuition.

Attire and Behavior Policies

The attire (including wearable IDs) and behavior policies during Summer School are the same as those enforced during the school year. These policies can be found in the Punahou School Code of Conduct.

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 Online Bookstore. Additional materials are available in the Punahou School Bookstore.

Summer Course Offerings

Punahou Summer School 2023 courses are open to Academy students depending on enrollment and staffing. Each course length varies. See course description for details and times.

All courses satisfy department graduation requirements, except courses with an asterisk (*) which satisfies elective credit.

Art	For Grades
Drawing I: Online (3 wks)	10 – 12
Color Digital Photography (3 wks)	9 – 12
Introduction to Ceramics:	
Wheel Throwing I	10 – 12
Digital Art (3 wks)	9 – 12
English	For Grades
English 1A (5 wks)	9
English 2A (5 wks)	10
American Literature –	
The Short Story (5 wks)	11 – 12
Creative Writing (5 wks)	11 – 12
Creative Writing: Online (5 wks)	11 – 12
Writing with	
Clarity and Grace (5 wks)	11 – 12
Writing with Clarity and Grace: Online (5 wks)	11 – 12
Language	For Grades
Spanish III	10 – 12
Mathematics	For Grades
Algebra I	9 – 11
Geometry	10 – 11
Geometry: Online*	10 – 11
Algebra II/Trigonometry	10 – 12
Advanced Pre-Calculus	11 – 12
Physical Education	For Grades
Lifetime Fitness	9 – 10
PEP: Physical Exercise through Play	10 – 12
Science	For Grades
Biology	9 – 12
Chemistry	10 – 12
Chemistry Honors	10 – 12
Principles of Physics	10 – 12
Support and Wellness (The S+Well)	For Grades
Performance Psychology* (5 wks)	10 – 12
SURF I	9
SURF II	10

Summer School

Social Studies

For Grades

Intro to Social Studies (5 wks)	9
East Asian History	10
East Asian History: Online	10
U.S. History (1st semester, 5 wks)	11 – 12
U.S. History: Online (1st semester, 5 wks)	11 – 12
European History (5 wks)	12
Senior Capstone: Online	12
Ke Kilohana: Senior Wellness	12
Ke Kilohana: Voyaging	12
Ke Kilohana: Students Who Guide	12
Senior Capstone: Thailand	12
Senior Capstone: El Paso	12
Senior Capstone: Bhutan	12
Senior Capstone Science: Grand Tetons	12

Art

Drawing 1: Online

3-week online course:

June 13 – June 30

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD).

Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check-ins with the instructor help keep the student on track while allowing for independence.

Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. Students should expect 3 – 4 hours of daily course engagement. Reliable internet access is required in order to engage in course materials.

See art section for complete description.

Tuition: \$815

Open to grades 10, 11, 12. No prerequisite.

One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit.

*Satisfies elective credit.

Digital Art

3-week blended course:

June 13 – June 30 or July 3 – July 21

On campus Monday, Wednesday and Friday 12:30 – 4:30 p.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement

See Art section for complete description.

Tuition: \$815 (includes lab fee)

Open to grades 9, 10, 11, 12. No prerequisite.

One-half credit. Satisfies Visual and Performing Arts graduation requirement or elective credit.

Color Digital Photography

3-week on campus course:

June 13 – June 30

On campus Monday – Friday, 8 a.m. – noon or Monday – Friday 12:30 p.m. – 4:30 p.m.

Students should expect 2 hours of homework per week

See Art section for complete description.

Tuition: \$815

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

Introduction to Ceramics: Wheel Throwing I

6-week on campus course:

June 13 – July 21

On campus Monday – Friday 8 – 10 a.m.

Students should expect one hour of homework per week

See Art section for complete description.

Tuition: \$815

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

English

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

English 1A

5-week blended course: June 13 – July 14.

On campus Monday – Friday 8 – 10 a.m. or Monday – Friday 12:30 – 2:30 p.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement.

See English section for complete description.

This summer school course only covers the first semester of the yearlong English 1AB course.

Tuition: \$840

Open to grade 9. One-half credit. Satisfies English requirement for grade 9

English 2A

5-week blended course: June 13 – July 14.

On campus Monday – Friday 8 – 10 a.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement.

See English section for complete description.

This summer school course only covers the first semester of the yearlong English 2AB course.

Tuition: \$840

Open to grade 10. Prerequisite: English 1. One-half credit. Satisfies English requirement for grade 10

American Literature: The Short Story

5-week blended course: June 13 – July 14.

On campus Monday – Friday 8 – 10 a.m.

The blended course structure requires an additional 2 – 3 hours of daily course engagement.

See English section for complete description.

Tuition: \$840.

Open to grades 11, 12. Prerequisite: English 2. One-half credit. Satisfies English graduation requirement for American Literature.

Summer School

Creative Writing

5-week blended course: June 13 – July 14.

On campus Monday – Friday, 8 – 10 a.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement.

See English section for complete description.

Tuition: \$840.

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

Creative Writing: Online

5-week online course June 13 – July 14.

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD). Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check-ins with the instructor help keep the student on track while allowing for independence.

Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. Students should expect 3 – 4 hours of daily course engagement. Reliable internet access is required in order to engage in course materials.

See English section for complete description.

Tuition: \$840.

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

Writing with Clarity and Grace

5-week blended course: June 13 – July 14.

On campus Monday – Friday 8 – 10 a.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement.

See English section for complete description.

Tuition: \$840.

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

Writing with Clarity and Grace: Online

5-week online course: June 13 – July 14.

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD).

Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check-ins with the instructor help keep the student on track while allowing for independence. Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. Students should expect 3 – 4 hours of daily course engagement. Reliable internet access is required in order to engage in course materials.

See English section for complete description.

Tuition: \$840.

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

Language

Spanish III

6-week on campus course: June 13 – July 21.

On campus Monday – Friday 8 a.m. – noon.

This course has been designed so students who successfully complete it satisfy the Language graduation requirement. However, due to curricular and pacing modifications for the summer session, students in this course are unable to continue on to Spanish IV.

Students should expect 1 – 2 hours of homework per night.

See Language section for complete description.

Tuition: \$1000.

Open to grades 10, 11, 12. Prerequisite for summer course: Spanish II in the Academy, current teacher recommendation and approval from Class Dean. Satisfies Language graduation requirement.

Mathematics

Students are required to earn three credits in mathematics for graduation from Punahou. Only one of those three credits may be earned in Summer School.

Students often choose to take a mathematics course during the summer as a means to accelerate in math, opening the door to calculus in their 12th grade year.

Advanced Algebra I

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

This is a rigorous, intensive course in the fundamentals of Algebra. Topics 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. Testing is daily and students should expect approximately 2 – 3 hours of homework per night.

Tuition: \$1000

Open to grades 9, 10, 11. Prerequisites: Teacher recommendation based on quiz and test scores, work habits, commensurate diagnostic test scores and Class Dean approval. One credit. Satisfies Mathematics graduation requirement.

Geometry

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

This is a rigorous and intensive course in the study of Euclidean Geometry. This course is based upon deductive reasoning and topics include planar and coordinate Geometry, parallel and perpendicular lines, triangles, quadrilaterals, circles, congruence, similarity, inequality, area, volume and motions. Algebra and right triangle trigonometry are incorporated into the course, as well as formal and informal proof. Testing is daily and students should expect approximately 2 – 3 hours of homework per night.

Tuition: \$1000

Open to grades 10, 11. Prerequisites for summer course: A- or better in both semesters of Algebra I and current teacher recommendation. One credit. Satisfies Mathematics graduation requirement.

Summer School

Geometry: Online*

7-week online course offered via Global Online Academy.

See GOA section for course description and requirements.

Tuition: See GOA catalog.

Open to grades 10, 11. Prerequisites for summer course: A- or better in both semesters of Algebra I and current teacher recommendation. One elective credit. (the online version does not satisfy the Mathematics graduation requirement, but does allow the student to advance into Algebra II/Trigonometry)

Algebra II/Trigonometry

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

Algebra 2/Trigonometry includes the continuing development and blending of algebraic and geometric concepts. Topics include linear, quadratic, exponential, logarithmic and trigonometric functions. The complex number system, conic sections, statistics, sequences and series are also introduced. Testing is daily and students should expect approximately 2 – 3 hours of homework a night.

Tuition: \$1000.

Open to grades 10, 11, 12. Prerequisites for summer course: A- or better in all four semesters of Algebra 1 and Geometry and current teacher recommendation. One credit. Students are required to bring any edition of the TI-84 Plus calculator, but a TI-84 Plus CE graphing calculator is recommended. Satisfies Mathematics graduation requirement.

Advanced Pre-Calculus

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

See Math section for complete description.

Students completing Advanced Pre-Calculus students will be prepared to take some form of Calculus the following year.

Tuition: \$1000.

Open to grades 11, 12. Prerequisites for summer course: A- or better in Algebra 2/Trigonometry and teacher recommendation. One credit. Students are required to own a TI-84 Plus calculator. Satisfies Mathematics graduation requirement.

Physical Education

Lifetime Fitness

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 8 – 10 a.m. or Monday – Friday 10:15 a.m. – 12:15 p.m.

The use of a wider range of facilities and fitness activities is unique to the summer course. Students should dress appropriately for physical activity each day (PE uniform/athletic shoes) and maintain good hydration.

Students should expect approximately 2 – 3 hours of homework per week.

See page 39 for complete description.

Tuition: \$815.

Open to grades 9, 10. One-half credit. Satisfies Physical Education graduation requirement.

PEP: Physical Exercise through Play

6-week on campus course:

June 13 – July 21.

On campus Monday – Friday, 10:15 a.m. – 12:15 p.m.

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

Activities include many of the following: badminton, basketball, fitness exercises, flag football, pool games, racquet sports, touch rugby, ultimate Frisbee and volleyball. Off campus activities may also include canoe paddling, rock climbing and hiking. Students should expect 1 – 2 hours of homework per week.

See PE section for complete description.

Tuition: \$815.

Open to grades 10, 11, 12. Prerequisite: Lifetime Fitness. One-half credit. Satisfies Physical Education graduation requirement.

Science

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

Biology

6-week blended course: June 13 – July 21.

On campus Monday-Friday 8 a.m. – noon.

The blended course structure requires an additional 1 – 3 hours of daily course engagement. This summer school course covers one full year of course content.

See Science section for complete description.

Tuition: \$1150.

Open to grade 9. One credit. Satisfies laboratory Science graduation requirement.

Chemistry

6-week blended course: June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

The blended course structure requires an additional 1 – 2 hours of daily course engagement. This summer school course covers one full year of course content.

See Science section for complete description.

Tuition: \$1150.

Open to grade 10, 11, 12. Prerequisite: Algebra I. One credit. Satisfies laboratory Science graduation requirement. CBL course.

Chemistry Honors

6-week blended course: June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon. or Monday – Friday, noon – 4 p.m.

The blended course structure requires an additional 2 – 3 hours of daily course engagement. This rigorous summer school course covers one full year of course content. A total of eight unit tests and one cumulative exam worth 20% of the semester grade will be administered.

See Science section for complete description.

Tuition: \$1150.

Open to grade 10, 11, 12. Prerequisite: Geometry or Geometry Honors. One credit. Limited enrollment available. Satisfies laboratory Science graduation requirement.

Summer School

Principles of Physics

6-week blended course: June 13 – July 21.

On campus Monday – Friday, 8 a.m. – noon.

The blended course structure requires an additional 1 – 2 hours of daily course engagement. This summer school course covers one full year of course content.

See Science section for complete description.

Tuition: \$1150.

Open to grade 10, 11, 12. No prerequisite. One credit. Satisfies laboratory Science graduation requirement.

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 eighth and ninth grades or East Asian History between ninth and tenth grades, but not both. In addition, a student may take either the first half of U.S. History between tenth and eleventh grades or either of the two required senior courses between eleventh and twelfth grades, but not both.

Introduction to Social Studies

5-week on campus course: June 13 – July 14.

On campus Monday – Friday, 8 a.m. – noon or Monday – Friday 12:30 – 4:30 p.m.

Students should expect one hour of homework per night.

See Social Studies section for complete description.

Tuition: \$840

Open to grade 9. Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement.

East Asian History

6-week blended course: June 13 – July 21.

On campus Monday – Friday, 8 – 10 a.m.

The blended course structure requires an additional 1 – 2 hours of daily course engagement.

See Social Studies section for complete description.

Tuition: \$840

Open to grade 10. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement for Asian History.

East Asian History: Online

6-week online course June 13 – July 21.

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD).

Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check-ins with the instructor help keep the student on track while allowing for independence. Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. Students should expect 2 – 3 hours of daily course engagement. Reliable internet access is required in order to engage in course materials.

See Social Studies section for complete description.

Tuition: \$840.

Open to grade 10. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement for Asian History.

United States History (First Semester)

5-week blended course: June 13 – July 14.

On campus Monday – Friday, 8 – 10 a.m.

The blended course structure requires an additional 2 hours of daily course engagement.

See Social Studies section for complete description.

This summer school course only covers one semester's content of the yearlong course.

Tuition: \$840.

Open to grades 11, 12. Prerequisite: A Social Studies Introductory Course. One-half credit. Satisfies Social Studies graduation requirement for the first semester of U.S. History.

United States History (First Semester): Online

5-week online course: June 13 – July 14.

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD).

Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check-ins with the instructor help keep the student on track while allowing for independence. Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. Students should expect 2 – 3 hours of daily course engagement. Reliable internet access is required in order to engage in course materials.

See Social Studies section for complete description. This summer school course only covers one semester's content of the yearlong course.

Tuition: \$840.

Open to grades 11, 12. Prerequisite: A Social Studies Introductory Course. One-half credit. Satisfies Social Studies graduation requirement for the first semester of U.S. History.

Summer School

European History

5-week blended course: June 13 – July 14.

On campus Monday – Friday,
8 a.m. – 10 a.m.

The blended course structure requires an additional 2 hours of daily course engagement.

See Social Studies section for complete description.

Tuition: \$840

Open to grade 12. Prerequisite: A Social Studies Introductory Course. One-half credit. Satisfies Social Studies graduation requirement for European History

Capstone, Capstone Travel and Ke Kilohana Summer Courses

All courses satisfy the Senior Capstone graduation requirement, but vary in dates and hours. See summary table below for dates and times students must be available.

Senior Capstone: Online

6-week online course: June 13 – July 21.

The online course structure requires two days of online synchronous orientation June 13 – 14 (time TBD).

Course structure is communicated using Canvas as a classroom. A detailed pacing guide and mandatory weekly check ins with the instructor help keep the student on track while allowing for independence. Students are expected to engage with Canvas daily and use Webex and Webex teams to communicate and connect with the class community. All students pursue an individual project in conjunction with their service learning. Students should expect 2 hours of daily course engagement, in addition to service learning. Reliable internet access is required in order to engage in course materials.

See Social Studies section for complete description.

Tuition: \$840

Open to grade 12. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. Limited enrollment available.

Ke Kilohana: Students Who Guide

6-week blended course: June 13 – July 21.

On campus Tuesday 9 – 11 a.m.,
Wednesday and Thursday 9 a.m. – noon.

This Ke Kilohana course offers students the opportunity to explore the place, meaning, and purpose of service. They will select a service pathway that aligns with their strengths to apply their skills, knowledge and gifts in service of a class at Punahou. The students' experience will be grounded in the mo'olelo of Punahou, including visits to the Archives, campus tours and time spent on Pu'u o Mānoa. Students will learn about Punahou's rich history and explore ways to contribute to this unique community. Students will visit classrooms across the grade level divisions, identify a service focus that aligns with their strengths, and pursue an on-campus service project with a class. Ke Kilohana Students Who Guide has the goal of helping students realize their contribution and recognize the importance of using personal strengths and gifts to further the greater good and well-being of our many communities.

Tuition: \$840

Open to grade 12. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement.

Capstone or Ke Kilohana Course	Location	Dates for entire course (days/hours in description)
Senior Capstone: Online	Asynchronous online	June 13 – July 21
Senior Capstone Science Travel: Grand Tetons	On campus and off island	June 7 – June 30
Senior Capstone Travel: Thailand	On campus and off island	June 8 – July 7
Senior Capstone Travel: Bhutan	On campus and off island	June 8 – July 14
Senior Capstone Travel: El Paso	On campus and off island	June 8 – June 30
Ke Kilohana: Voyaging	On campus and off campus	June 13 – July 14
Ke Kilohana: Senior Wellness	On campus	June 20 – July 27
Ke Kilohana: Students Who Guide	On campus	June 13 – July 21

Ke Kilohana: Voyaging (He wa'a he moku, he moku he wa'a: The canoe is an island, the island is a canoe)

5-week in person course: June 13 – July 14.

Tuesday, Wednesday and Friday from 8 a.m. – noon.

This course aims to develop the mindset and skills of the oceanic wayfinder as it pertains to the care and stewardship of island communities.

He wa'a he moku, the canoe is an island: at sea, there is an intimate awareness of the limited resources available. Your canoe becomes your island. The health of the crew and canoe is the health of yourself. The resources of the sea and the canoe are what sustain you. You must constantly be a steward of the food, waste, water and crew to keep the canoe sailing safely forward.

He moku he wa'a, the island is a canoe: even on an island, resources are finite, space is limited and the environment is fragile. People must depend on each other, care for their communities, and steward the natural environment in order to thrive.

Summer School

In the summer, there will be multiple opportunities off campus to sail and care for Punahou's wa'a, Kamaola, study the stars at the Bishop Museum Planetarium as well as learn from mālama'āina practitioners around the island. To be eligible to sail on Kamaola, students must pass a swim test of 4 minutes treading water, 5 minutes swimming, and 4 minutes floating in the Punahou pool.

Tuition: \$840

Open to grade 12. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. Limited enrollment available.

Ke Kilohana: Senior Wellness

6-week blended course: June 20 – July 27.

On Campus Tuesday 9-11am, Wednesday and Thursday 9 a.m. – noon. Service requirement on campus July 24 – 27 from 9 a.m. – 1 p.m. Students must be present for the entire service period.

The Senior Wellness Capstone course looks at the dimensions of wellness which includes themes of social/cultural, intellectual, emotional, spiritual, physical, environmental and financial/occupational wellness. Major units of the course include transitioning to college with themes to include leaving well, landing well and staying well. Students develop skills to care for themselves and provide tools and resources to the communities they encounter both at Punahou and outside communities. Students review and create meaningful plans to support themselves as well as a community that they choose to support. The blended course structure will require an additional 2 hours of daily course engagement, in addition to service learning hours. All students pursue an individual project in conjunction with their service learning.

Tuition: \$840

Open to grade 12. Prerequisite: A Social Studies Introductory course. One-half credit. Satisfies Social Studies graduation requirement for Senior Capstone. Limited enrollment available.

Senior Capstone Travel Courses

See Travel section for more information.

Support and Wellness: (S+Well)

SURF I

5-week in-person course: June 13 – July 14.

Tuesday and Thursday 12:30 – 2:30 p.m.

SURF I is a SEEL (Social, Emotional, and Ethical Learning) course. SURF I builds a foundation for the competency of honoring self and place - this includes introducing ideas around physical, mental, and emotional wellness and connects to caring for our communities and environment. Other competencies include empathy and communication. SURF represents Stand Up Reach Forward and these skills will support young people to do just that. The summer immersive experience allows students an opportunity to explore more deeply who we want to be and what skills and behaviors are needed to become the people we want to be. 1 – 2 hours of coursework per week.

Tuition: \$400

Required for grade 9.

SURF II

5-week in-person course: June 13 – July 14.

On campus Tuesday and Thursday 10:15 a.m. – 12:15 p.m.

SURF II extends the work of SURF I by continuing to develop and practice SEEL (Social, Emotional, and Ethical Learning) skills. SURF represents Stand Up Reach Forward and these skills will support young people to do just that. Framed by the competency of honoring self and place, students consider the communities to which they belong and the relationships they cultivate. They prepare for the growing independence of the upper grades and life beyond Punahou by exploring physical, mental, and emotional wellness. The summer immersive experience allows students an opportunity to explore more deeply who we want to be and what skills and behaviors are needed to become the people we want to be. 1 – 2 hours of coursework per week.

Tuition: \$400

Required for Grade 10.

Performance Psychology*

5-week blended course: June 13 – July 14.

On campus Monday – Friday, 12:30 – 2:30 p.m.

Sports Psychology provides students the opportunity to learn the application of psychological principles to athletic performance for all levels of skill development. Specifically, students will study training and preparation techniques (including visualization and breathing exercises), as well as discuss how one's mindset, in addition to their physical health, factors into achieving maximal performance. The blended course structure will require an additional 1 hour of daily course engagement.

Tuition \$840

Open to grades 10, 11, 12. No prerequisites. Semester course. One-half elective credit.



Travel

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

For more information about these programs, please contact Wo International Center.

Grade 11 or Grade 12 Year or Semester Abroad

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

School Year Abroad in France, Italy or Spain

School Year Abroad provides high school 10th and 11th graders a full year of living with a European family while earning high school credits and receiving rigorous preparation for U.S. colleges and universities. Since 2003, approximately 67 students from Punahou have participated in this program. American students study at each site: Rennes, France; Viterbo, Italy; and Zaragoza, Spain. More information, including applications, are available at www.sya.org. Apply online by February 10, 2023. Financial aid applications are due February 10, 2023.

School Year Abroad Summer Programs in France, Italy and Spain

School Year Abroad Summer programs are open to rising 11th graders or 12th graders and Seniors interested in advancing their language comprehension skills and cultural competency. Students live with a host family for four weeks and devote the fifth week to travel around the country. More information, including applications, are available at www.sya.org. Applications are accepted on a rolling basis until programs are full. Email any questions to: syasummer@sya.org.

Summer Travel Study Programs

These travel study programs are preceded by classes at Punahou. Some programs are subsidized by Wo International Center funds and need-based financial aid.

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

All travel programs will have a three-day training from June 7 to 9, 2023.

2023 Summer Trips

Senior Capstone Travel: Grand Tetons and Yellowstone National Parks

June 7 – 9

Purpose Summit Training + Class time

June 9 – June 20 (Tentative)

Trip to Grand Teton and Yellowstone

June 22 – June 30 (Tentative)

Required post-trip class at Punahou

This outbound version of the Science Capstone experience combines classwork at Punahou with travel to Grand Teton and Yellowstone. This course fulfills the Senior Capstone requirement with students spending up to ten days in the Rocky Mountain West. Students actively explore the exciting science of two iconic national parks: Grand Teton and Yellowstone. Working with Teton School of Science, students investigate the summer landscapes to learn about the wildlife, climate, geology, human history, and

unique ecology that are so different from tropical Hawai'i. Gather your hiking gear and curiosity; join us on an epic learning expedition into the science of two stunning national parks. Students need to attend several meetings during the semester prior to travel and return to campus for part of summer school.

Senior Capstone Travel: El Paso, Texas

June 8 – 9

Purpose Summit Training

June 13 – 16 (Tentative)

Required pre-trip class at Punahou

June 19 – 25 (Tentative)

Trip to El Paso, Texas

June 26 – June 30 (Tentative)

Required post-trip class at Punahou

This outbound version of the Capstone experience combines classwork at Punahou with travel to El Paso, Texas. This course fulfills the Senior Capstone requirement with 20+ students spending up to eight days in El Paso, Texas. Students actively engage with local non-profit organizations that provide a unique and humanizing view of immigration. Students also have a chance to see the government agencies responsible for controlling the border, including the U.S. Border Patrol, the Federal Court System, as well as the many non-profits and religious organizations working on behalf of migrant workers, undocumented immigrants and asylum seekers. This program is designed as a way for students to get a first-hand glimpse

into the complexities of immigration and the struggles for those working on both sides of this multifaceted issue.

Students spend the first week of class on campus, followed by approximately eight days of travel, and return to campus for part of summer school.

Senior Capstone Social Studies Travel: Culture and Religion of Bhutan

June 8 – 9

Purpose Summit Training

June 13 – 23 (Tentative)

Required pre-trip class at Punahou

June 27 – July 12 (Tentative)

Trip to Bhutan

July 13 – 14 (Tentative)

Required post-trip class at Punahou

This international version of Capstone combines class work at Punahou with travel to the country of Bhutan, a Buddhist kingdom in the Himalayas. This course fulfills the Senior Capstone requirement. Students engage in service learning around Bhutanese environmental protection efforts, the history and integration of Buddhism into daily life, and the impact of evolving educational systems. Students dance hula at the Haa festival, a significant summer event in Bhutanese culture. As a country that measures its success based upon Gross National Happiness, this unique experience provides students with cultural exchanges in different villages across the country. Case studies integrating the course's themes, field study in Bhutan, and hands-on experience in partnership with other global learners combine to form this innovative curricular experience.

Open to Grades 9 – 11

Senior Capstone Social Studies Travel: Healthcare and Culture in Thailand

June 8 – 9

Purpose Summit Training

June 13 – 16 (Tentative)

Required pre-trip class at Punahou

June 19 – 29 (Tentative)

Trip to Thailand

July 3 – 7 (Tentative)

Required post-trip class at Punahou

This international version of Capstone experience, in collaboration with Global Public Service Academy (GPSA), combines class work at Punahou with travel to Thailand. This course fulfills the Senior Capstone requirement. Led by trained

GPSA staff, students who have a passion for career paths in the health and medical professions will engage in hands-on clinical work in western Thailand to improve healthcare for immigrants from neighboring Myanmar. Students will learn the principles of global health that will prepare them to carry out the clinic-based interventions and screening for children and adults in a migrant community. Students will make a difference in the lives of the underserved population in rural and remote villages with hands-on clinical work to improve their preventive care. They will also be introduced to Thai and Burmese cultures, languages, and customs.

Open to Grades 12

Grades 9 – 11 Summer Immersion Language Program Spain

June 27 – August 1 (Tentative)

Trip to Spain

This five-week study program in Salamanca, Spain, focuses on Spanish language acquisition at the beginning, intermediate, and advanced levels with particular emphasis on oral and written communication. Students will attend the University of Salamanca and will stay with host families. Upon completion of the five-week program and some additional online work, students can apply to receive college credit through George Mason University. The program includes excursions to places of cultural interest, such as Santander, Segovia, Madrid, and Portugal. The group will be accompanied by one faculty trip leader.

Open to Grades 9 – 11

Grades 9-11 Summer Immersion Language Program France

June 10 – 23 (Tentative)

Trip to France

This three-week study program in Antibes, France, focuses on French language acquisition at the beginning, intermediate, and advanced levels with particular emphasis on oral and written communication. Students will attend French Language School and will stay with host families. Upon completion of the three-week program and some additional online work, students can apply to receive college credit through George Mason University. The program also includes excursions to places of cultural interest, such as Monaco, Cannes, and Montecarlo.

Grades 9 – 12: Philippines

Spring Break: March 11 – 20, 2023

This 10-day program will introduce students to the history, culture, and diverse ecology of Luzon, the largest island in the Philippine archipelago. Punahou travel partner WorldStrides is developing a program that will begin with a tour of Intramuros, the Spanish walled city in Manila. Students will continue to Baguio, the City of the Pines, where they will explore the mountainous, natural environment 5,000 feet above sea level. After Baguio, students will continue to Vigan, Ilocos Sur, a UNESCO world heritage centre. An example of “a planned Spanish colonial town,” its architecture is a synthesis of Spanish and Asian that has “no parallel anywhere in East and South-East Asia.” In both Vigan and Manila, students will interact with local students. The group will be accompanied by two faculty members, at least one of whom speaks Tagalog fluently.

Open to Grades 9 – 12

Grades 9 – 11 Net Zero Symposium in Switzerland

June 25 – July 5, 2023 (Tentative)

This travel program for students in grades 9 – 11 with a proven commitment to sustainable practices begins with a four-day Net Zero Symposium at Villars-sur-Ollon in Switzerland on transitioning to a net zero carbon emissions economy by developing nature-based solutions and using emerging technology to create new opportunities for people and the planet. After the symposium, students will travel to Geneva for guided tours of and workshops at the headquarters of the United Nations, World Health Organization, and International Red Cross, the Red Crescent Museum, and the European Organization for Nuclear Research.

Open to Grades 9 – 11

Centers Distinctions

Distinctions can be earned by students who demonstrate focused study, passion and mastery aligned to the Punahou Centers. With the support of a mentor, students begin work on Center Distinction requirements and a reflective portfolio early in their Academy experience. The Distinction process is a valuable opportunity that recognizes outstanding achievements in knowledge, skills and dispositions aligned to the Centers.

All students are strongly encouraged to express interest during Grade 9 or Grade 10.

Distinction in Global Education: Wo International Center

Wo International Center serves as a beacon for educational practices, discussions and learning through a global perspective. The Center supports programs, curriculum and pedagogy to promote globally competent learners who know their world, skillfully interact with their world, and have a disposition for action.

For more information about the Distinction in Global Education please contact: Paula Arias at parias@punahou.edu and Ivey Cruz at ccruz@punahou.edu

Distinction in Design Technology and Engineering: Design Technology and Engineering Center

The goal of the Punahou DT team is to build and maintain a student-centered, school-wide environment designed to empower the development of the social-emotional skills, technical abilities, design thinking and growth mindset needed to translate the Punahou Aims into positive and purposeful action in the real world.

For more information about the Distinction in DT please contact: Taryn Loveman at tloveman@punahou.edu.

Distinction in ‘Ike Hawai‘i: Kuaihelani Center

Hawaiian Studies brings to life the vibrant culture, history and storytelling traditions of our Islands. The program, housed in Kuaihelani Learning Center, assists K – 12 faculty with integrating ‘ōlelo (language), mele (song), oli (chant) and protocol into existing curriculum.

The program’s content-based approach imbues students with an appreciation for Hawaiian cultural values and for the School’s lands, a historic gift from the ruling ali‘i. By reconnecting children to the ‘āina, the program encourages the mindset to embrace Hawaiian cultural values in their lives.

For more information about the Distinction ‘Ike Hawai‘i please contact: Kealohi Reppun at kreppun@punahou.edu.

Distinction in Student Entrepreneurship: Case Accelerator for Student Entrepreneurship Center

In a world of accelerating change everyone benefits from the entrepreneurial mindset. Whether you go on to work in government, for a nonprofit, as an intrapreneur within a larger corporation, or if you start your own business you’ll need to invent new paths forward. CASE helps students develop this entrepreneurial mindset and supports them as they take on challenges in the wider world to develop innovative solutions for their community.

For more information about the Distinction in Student Entrepreneurship please contact: Mark Loughridge at mloughridge@punahou.edu.

Distinction in Public Service: Luke Center for Public Service

Distinction in Civic Education: Luke Center for Public Service

The Luke Center for Public Service embraces community service, service learning and social entrepreneurship for Kindergarten – Grade 12, contributing to the school’s public service and sustainability initiatives. The Center for Public Service is committed to service, creating meaningful service opportunities, and convening service-related conversations for students and teachers.

For more information about the Distinction in Distinction in Public Service please contact: Daniela Goddard at dgoddard@punahou.edu.

Other Offerings

There are many additional fee-based offerings for Academy students that contribute to the rich experience at Punahou.

Please visit Punahou School’s Extended Learning Programs at www.punahou.edu/extended-learning to explore these opportunities, and to access information about the program offerings, session dates and registration.

PROGRAM	FALL/SPRING	SUMMER
Aquatics	•	•
Athletics	NA	•
Chess	•	•
Dance	•	•
Design Technology and Engineering	•	NA
HĀ (Hawaiian Arts)	•	NA
Language and Culture (Japanese, Mandarin)	•	NA
Music	•	•
SAT Prep	•	•
Tennis	•	•
Theatre	•	NA
Summer School (non-credit courses)	NA	•