

Konawaena

High School



2016-2017 Course Guide

Konawaena High School

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| | | | |
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For more information, visit Konawaena High School's website at
<http://www.konawaenahs.org>

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GENERAL INFORMATION

The Department of Education in the State of Hawai'i is a one district school system. All public schools in Hawai'i are under the jurisdiction of the Department of Education and the Hawai'i State Board of Education. This is in sharp contrast to most mainland school systems in which each school district is separately governed by individual boards of education. In Hawai'i's one school district system, all students are afforded equal educational opportunities and requirements in our public school system.

ACCREDITATION

Konawaena High School is a four-year public high school fully accredited by the Western Association of Schools and Colleges.

ENROLLMENT REQUIREMENTS

Student Residence

Students enrolled in Konawaena High School must reside within the designated boundaries as set by the Hawai'i State Department of Education. The boundaries are from Kailua Kona to Honomalino. The parents or legal guardians of students must establish permanent residency within these boundaries. Students who are in the process of moving to the Konawaena district will not be allowed to register without: 1) proof of home purchase (with gas, water, or electric bill); or 2) rental or lease agreement with gas, water, or electric bill (unless utilities are included within agreement).

Geographic Exception

Students living out of the Konawaena district and who wish to attend Konawaena High School must complete a Geographic Exception Request (Form CHP 13-1). If student is a current Hawaii DOE public school student, Parent/Guardian completes Section 1 then submits the form to the student's current school. If student is entering from a private, mainland, or foreign school, submit the form to the "home" school for the school year to which this form applies. The G.E. form can be obtained from either the "home" school or Konawaena High School (the receiving school). Once approval is granted by the administration of Konawaena, the student may then enroll at Konawaena High School. The Department of Education will assist in the determination of the "home" school based on current residence.

Health Requirements

According to the Hawai'i School Attendance Law students entering the Hawai'i school system for the first time will be required to present a tuberculin (TB) certification which: a) was administered in the United States within one year of entry, and b) does not reflect a negative reading.

A physical examination including required immunizations must be met within 90 days of enrollment or the student will be denied attendance. Refer to the Department of Health leaflet (available at the Registrar's office) for further information.

The following documents must be presented upon enrollment:

1. Release forms from previous school;
2. Student transcript from previous school;
3. Student health records;
4. Proof of residency (gas, water, electric bill);
5. G.E. approval (if applicable);
6. Legal guardianship (if applicable);
7. Power of attorney (if applicable).

PROGRAM PLANNING

1. All students have an equal opportunity to enroll in courses regardless of race, color, religion, sex, handicap, or national origin. All classes are co-educational.
2. Plan your program carefully:
 - a. Take time and read the course descriptions for classes you plan to enroll in. Make your decisions carefully and wisely.
 - b. **You will be held accountable for the courses you sign up for during pre-registration.**
3. When thinking about course selections, keep in mind:
 - a. the requirements for graduation (see Graduation Requirements);
 - b. your educational, and occupational goals (see your grade level or college counselor for assistance);
 - c. the pre-requisites for specific courses;
4. If an insufficient number of students sign up for a course, it may be necessary to delete or cancel the course(s). The alternate course(s) chosen on the registration card will be substituted for the cancelled course(s).

GRADUATION REQUIREMENTS for 2016+

Effective 2012-13 with the graduating class of 2016, the minimum course and credit requirements to receive a high school graduation diploma are:

| Course Requirements | Hawaii High School Diploma | Required Courses (AACN and Title) Listed in Recommendation Sequence |
|--|--|---|
| English | 4.0 credits including: <ul style="list-style-type: none"> • English Language Arts 1 (1 credit); • English Language Arts 2 (1 credit); and • Expository Writing (0.5 credit) or • *newly-developed CCSS proficiency-based equivalents | <p>Grade 9 LCY1010, English Language Arts 1 (1 credit)</p> <p>Grade 10 LCY2010, English Language Arts 2 (1 credit)</p> <p>Grades 11/12 LWH5213 Expository Writing 1 (0.5 credit) or LWH5214 Expository Writing 2 (0.5 credit) Basic English Electives (1.5 credits)</p> |
| Social Studies | 4.0 credits including: <ul style="list-style-type: none"> • World History (1 credit); • US History (1 credit); • Modern History of Hawaii (0.5 credit); and • Participation in a Democracy (0.5 credit) or • *newly-developed proficiency-based equivalents | <p>Grade 9/Grade 10 (determined at school level) CHW1100 World History and Culture (1 credit) CHU1100 US History and Government (1 credit)</p> <p>Grade 11 CHR1100 Modern History of Hawaii (0.5 credit) CGU1100 Participation in a Democracy (0.5 credit)</p> <p>Grade 12 Basic Social Studies Electives (1 credit) Reference: Memos dated January 4, 2007 and August 7, 2009 from Patricia Hamamoto on Sequence of Social Studies for Grade 9-12</p> |
| Mathematics | 3.0 credits including: <ul style="list-style-type: none"> • Algebra 1 (1.0 credit); and • Geometry (1.0 credit) or • *newly-developed CCSS proficiency-based equivalents (e.g., 2 year integrated CCSS course sequence) | <p>MAX1155 Algebra (1 credit)</p> <p>MGX1150 Geometry (1 credit)</p> <p>Basic Math Electives (1 credit)</p> |
| Science | 3.0 credits including: <ul style="list-style-type: none"> • Biology 1 (1.0 credit) and • Laboratory science (2.0 credits) or • *newly-developed proficiency-based equivalents | <p>SLH2203 Biology 1 (1 credit)</p> <p>Basic Laboratory Science Electives (2 credits)</p> |
| World Language Fine Arts Career and Technical Education | 2.0 credits in one of the specified programs of study or: <ul style="list-style-type: none"> • *newly-developed proficiency-based equivalents | <p>World Languages: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.</p> <p>Fine Arts: Two credits in a single Fine Arts discipline – Visual Arts, Music, Drama, or Dance. Credits must be taken in sequence with consecutive course numbers.</p> <p>Career and Technical Education: Two credits in a single career pathway program of study sequence.</p> |
| Physical Education | 1.0 credit or <ul style="list-style-type: none"> • *newly-developed proficiency-based equivalents | <p>PEP1005 Physical Education Lifetime Fitness (0.5 credit)</p> <p>Basic Physical Education elective (0.5 credit)</p> <p>Reference: Memo dated September 23, 2005 from Patricia Hamamoto, on Clarification of Board Policy 4540, Regarding Requirements for Graduation.</p> |
| Health | 0.5 credit or <ul style="list-style-type: none"> • *newly-developed proficiency-based equivalents | <p>HLE1000 Health-Today and Tomorrow (0.5 credit)</p> <p>Reference: Board of Education approval on 3/6/2008; Curriculum Framework for Health Education, September 2008, page 6; Memo dated September 2, 2011 from Joyce Y. Bellino on authorized Courses and Code numbers (ACCN) Course Description Guide (replacing ACCN Catalog), page 142.</p> |

| | | |
|---------------------------------|---|---|
| Personal/Transition Plan | 0.5 credit | TGG1105 Personal Transition Plan (0.5 credit) |
| Electives | 6.0 credits, may include 1.0 elective credit for Senior Project or •*newly-developed proficiency-based equivalents | |
| Total | 24.0 credits | |

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met:

| Academic Honors | CTE Honors | STEM Honors |
|--|---|---|
| Cumulative GPA of 3.0 or above Two credits minimum must be from AP/IB/Running Start courses (equivalent to 2 college credit courses). <u>4 credits of Math including:</u> <ul style="list-style-type: none"> • Algebra 1 (1.0 credit); • Geometry (1.0 credit); • Algebra 2 (1.0 credit); • Combination of 2 half credit courses (Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus); • AP Calculus (1.0 credit); or • IB math courses <u>4 credits of Science including:</u> <ul style="list-style-type: none"> • Biology 1; IB Biology; or AP Biology (1.0 credit); • 3 lab-based science credits | Cumulative GPA of 3.0 or above Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement) with a B or better in each required course. Scores at least 70% on the course assessment. Meets or exceeds proficiency on the Statewide Performance-Based Assessment. | Cumulative GPA of 3.0 or above A STEM Capstone/STEM Senior Project <u>4 credits of Math including:</u> <ul style="list-style-type: none"> • Algebra 1 (1.0 credit); • Geometry (1.0 credit); • Algebra 2 (1.0 credit); • Combination of 2 half credit courses (Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus); • AP Calculus (1.0 credit); or • IB math courses <u>4 credits of Science including:</u> <ul style="list-style-type: none"> • Biology 1; IB Biology; or AP Biology (1.0 credit); • 3 lab-based science credits |

Recognition Diploma with Honors

To receive a **Recognition Diploma with Honors**, student must:

1. meet the State of Hawai'i Graduation Requirements of 24 required credits;
2. complete the Honors Recognition Certificate requirements;
3. meet standard on Algebra II End of Course Exam;
4. earn a minimum of 3.000 cumulative GPA, rounded to the nearest thousandths (3.000) for all credited courses taken up to and including the third term of the final year; (all session grades earned for the first session of the final year, and all grades earned for the third term of the final year are used).
 - Cum Laude* = GPA of 3.000 to 3.500
 - Magna Cum Laude* = GPA of 3.500+ to 3.800
 - Summa Cum Laude* = GPA of 3.800+ and above
5. For transfer students:
 - a. grades from the previous school(s) are calculated if the former school(s) uses a comparable grading system;
 - b. credits are transferable only when the previous school(s) system is comparable to that of the Hawai'i public schools.

Konawaena High School Valedictorians & Honor Graduates

Konawaena High School Honor Graduates and Class Valedictorians must complete all Honors Recognition Diploma requirements, and be enrolled in a minimum of six (6) Konawaena High School credited courses in their senior year.

Students who meet the Honors Recognition Diploma requirements **and** earn a cumulative GPA (grade point average) of 4.000 or above will be named **Class Valedictorian(s)**.

GRADUATION REQUIREMENTS for 2016+ earn a cumulative GPA of 3.500+

Note: A weighted point system for Advanced Placement (AP) and college courses will be used in determining the MPA or GPA.

For DOE Graduation Requirement information, please see your counselor or visit <http://graduation.k12.hi.us>.

REGISTRATION INSTRUCTIONS

for Konawaena High School and Incoming Grade 9 Students

Please note: Before student can be registered, student and parent(s) or legal guardian(s) must reside in the Konawaena High School district or have an approved Geographic Exception (GE) request on file at Konawaena High School.

REGISTRATION & COURSE SELECTION

- Fill in the Registration form accurately and completely; **PRINT NEATLY.**
 - a) Legal Name – assure accuracy; no nicknames or abbreviations
 - b) Residential Address (no P.O. box)
 - c) Parent's/Guardian Information
 - d) Current School (middle school for incoming 9th grade, or current public/private school)
- Students are required to take a full schedule of 7 credits.
- Whenever possible, ask your present subject area teacher for a recommendation for the next level. Students **without** a current course in a subject area should see the respective department chairperson, program coordinator, or counselor.
- For current Konawaena High students, during the November-December registration period, obtain the appropriate course labels from your current or the designated teachers before turning in your registration form to your Advisory teacher, counselor, or the registration office for processing. Late registration forms will be accepted, but forfeits any requests for course changes. Failure to submit a registration form, results in courses selected for the student based on graduation requirements and course availability.
- Elective Courses: Make sure you select and prioritize the requested amount of elective choices indicated on your registration form. Don't forget to attain signatures if required. Failure to select alternate courses will result in courses being selected for you if needed.
- **DON'T FORGET: STUDENT & PARENT SIGNATURES REQUIRED AT THE BOTTOM OF THE REGISTRATION FORM.**

IMPORTANT DATES AND DEADLINES for Konawaena High School Students Only

You will be held to the choices you indicate on your registration card. Failure to submit a completed registration card by the DUE DATE (see below) forfeits your right to course selection, and a schedule will be created for you based on grade level requirements and course availability.

December 9 Students receive their REGISTRATION FORM from their Advisory teacher on December
Distribution 9th, or pick up their registration form from the Registration Office.

December 16 **REGISTRATION:** Students will turn in their completed registration cards to their
Registration Form Advisory teacher, counselor, or registration office.
DUE DATE

KHS PROGRAMS

Advanced Placement (AP) Programs

The Advanced Placement (AP) Program provides college level courses to capable students in various subject areas. The College Entrance Examination Board provides course descriptions for the program and prepares examinations based on these descriptions. Students are expected to take the exam and those who pass the examinations may be granted college credits by the colleges. For specific course descriptions and prerequisites, look for these courses in their respective departments in this course guide. College Board has certified all teachers teaching these AP courses in their respective discipline.

The following courses are offered as AP courses:

| | |
|------------------|--|
| Art: | AP Drawing AP 2D Design AP 3D Design |
| Language Arts: | AP English Language and Composition |
| Mathematics: | AP Calculus AP Statistics AP Computer Science Principles |
| Science: | AP Biology AP Physic 1-Algebra Based |
| Social Studies: | AP US History AP US Gov & Pol |
| World Languages: | AP Japanese |

Advancement Via Individual Determination (AVID)

The AVID program is a college preparatory elective course that targets students ‘in the middle’ academically. The curriculum is derived from a nationally recognized program, Advancement Via Individual Determination (AVID), with emphasis on analytical writing, preparation for college entrance and placement exams, study skill s and test taking, note taking and research. Enrollment into AVID follows a thorough screening and selection process by the Konawaena HS AVID Site Team. See current AVID teacher or AVID Coordinator for more information.

Alternative Learning Center (ALC)

Students who are identified as being unable to cope with the regular school setting are provided with a learning alternative based on their needs and styles of learning so they may be able to realize academic success. The Alternative Learning Program offered at Konawaena High School incorporates personalized instruction, counseling and guidance services to students so they may deal with their particular problems. It is the goal of this program to service the immediate needs of each student while nurturing the motivational factors of each individual so they may eventually return to the regular school setting. See the appropriate counselor for more details.

COURSE DESCRIPTIONS

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| (AJROTC) | |
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| CTE Program of Study | 12 |
| Arts & Communication Pathway | 13 |
| Business Pathway | 14 |
| IET Pathway | 15 |
| Health Pathway | 17 |
| Natural Resource Pathway | 18 |
| Public & Human Services Pathway | 19 |
| English Language Arts | 20 |
| Fine Arts | 24 |
| Art Education. | 24 |
| Dance Education. | 26 |
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| Leadership Training | 28 |
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ADVISORY / PERSONAL TRANSITION PLAN

Each Konawaena student will be assigned an Advisory period. **Students do not need to pre-register for this class.** Advisors meet with their students once a week to work on Wednesday for 30 minutes. They work on guidelines that lead towards meeting required coursework of the Personal Transition Plan for graduation.

| Course | Cred | ACCN | Prerequisites |
|---|------|-----------------------|------------------------------|
| Advisory – Grade 9 | None | XZA2500D | None (required for Grade 9) |
| Advisory – Grade 10 | None | XZA2500C | None (required for Grade 10) |
| Advisory – Grade 11 | None | XZA2500B | None (required for Grade 11) |
| Personal & Transition Plan / Advisory – Grade 12 | 0.5 | TGG1105 / XZA2500A | None (required for Grade 12) |

Personal Transition Plan

This semester credit is awarded during a student’s senior year and is required for graduation. The credit achievement is based on work that is completed during the advisory period grades 9-12. It provides students with knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. Credit will not be awarded until such time that the student, in Grades 9- 12, provides completed documentation that he/she has met the Hawaii Content and Performance Standards in Career and Technical Education standards for Career Planning.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

The AVID program is a college preparatory elective course that targets students ‘in the middle’ academically. The curriculum is derived from a nationally recognized program, Advancement Via Individual Determination (AVID), with emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research. Enrollment into AVID follows a thorough screening and selection process by the Konawaena HS AVID Site Team. See current AVID teacher or AVID Coordinator for more information.

| Course | Cred | ACCN | Prerequisites |
|--|------|----------|--|
| College Preparatory Skills – Grade 9 | 1.0 | TGG1011D | Approval from AVID Program Coordinator (Kumu Kaehuaea, S203); application required |
| College Preparatory Skills – Grade 10 | 1.0 | TGG1011C | Approval from AVID Program Coordinator; application required for new students |
| College Preparatory Skills – Grade 11 | 1.0 | TGG1011B | Approval from AVID Program Coordinator; application required for new students |
| College Preparatory Skills – Grade 12 | 1.0 | TGG1011A | Approval from AVID Program Coordinator; application required for new students |
| Leadership: AVID Mentor/Tutor | 1.0 | TPK7930 | Grade 11 and 12; Approval from AVID Program Coordinator, (Kumu Kaehuaea, S203) |

Leadership: AVID Mentor/Tutor

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in setting individual and group goals, recognizing and producing quality products and performance, cooperative

planning and learning, sharing responsibilities, taking positive action, and working with people from diverse backgrounds. This course may be repeated for elective credit

ARMY JUNIOR RESERVE OFFICERS TRAINING CORPS (AJROTC)

MISSION: The mission of JROTC is to motivate young people to be better citizens. This purpose is accomplished by helping prepare high school students for responsible leadership roles, be it civic or military. The program is designed to make students aware of the Constitutional rights, responsibilities and privileges as American citizens. JROTC is an Army sponsored course taught in high schools throughout the nation. Konawaena's JROTC program has been in existence for several years, and provides rewarding opportunities, which benefit the Cadet, community and the nation.

SCOPE: JROTC is a cooperative effort on the part of the Army and the host institution to provide secondary students the opportunity for total development. Management of the curriculum is the prerogative of school officials and faculty. The flexibility of the Program allows it to bear the scrutiny of professional educators and meet the certain needs of the community.

US Army uniforms are loaned to the cadets free of charge and are normally worn once per week at school. Cadets are given the opportunity to participate (optional) in numerous events during the year such as parades, competitions, camping and civic functions. In addition to normal instruction there are 5 special teams that a cadet may join. These teams are: rifle, color guard, adventure, honor guard and drill team.

Although the intent of the JROTC program is not to put students into the military service after graduation, satisfactory completion of the course can enable cadets to become eligible for opportunities such as: advanced enlisted rank in the US Armed Forces, advanced placement in a college level ROTC program, recommendation for appointment to one of the five US military academies, full or partial scholarships from a variety of military and civilian organizations.

AIR FORCE JROTC DEPARTMENT COURSES

| Course | Term | Cred | ACCN | Prerequisites |
|---------------|-------------|-------------|-------------|----------------------|
| ARMY JROTC 1 | Year | 1.0 | TJR1000 | None |
| ARMY JROTC 2 | Year | 1.0 | TJR2000 | Army JROTC 1 |
| ARMY JROTC 3 | Year | 1.0 | TJR3000 | Army JROTC 2 |
| ARMYJROTC 4 | Year | 1.0 | TJR4000 | Army JROTC 3 |

COURSE DESCRIPTIONS

Army JROTC 1

This level provides first year cadets with an introduction to JROTC. Subject areas include American citizenship, self-development, substance abuse prevention, physical fitness, drill and ceremony, leadership theory, map reading, communication, basic first aid, marksmanship and weapon safety. There is no cost associated with normal classroom instruction.

Army JROTC 2

This intermediate level of leadership development builds on LET 1 instruction with continued emphasis on self-discipline and elements of leadership. Additional subjects such as military history, effective writing and oral communications are introduced. Cadets are given opportunities for practical application of leadership concepts. Again, there is no cost involved with normal classroom instruction.

Army JROTC 3

This applied level of leadership development elaborates on leadership techniques, team-building and the problem-solving process. The role of the US Army in American society, technology awareness and career opportunities are also studied. A review and field application of map reading/land navigation and techniques of communications are integrated throughout the course.

Army JROTC 4

This advanced phase is for leadership-oriented cadets who will actually be conducting classroom and field instruction of fellow cadets in selected subjects learned in the previous three years. The study and implementation of Command and Staff Procedures are structured into this level for cadets filling advanced leadership positions. These experiences in leadership responsibilities will help prepare cadets for post-high school civilian or military career opportunities. This course is strongly recommended for students seriously considering Senior (college) ROTC or military service upon graduation.

CAREER & TECHNICAL EDUCATION (CTE) – General Courses

CAREER DEVELOPMENT, GUIDANCE, AND GENERAL COURSES

| Course | Credit | ACCN | Prerequisites |
|--------------------------|--------|---------|-----------------------|
| Pathway Explorations 1 | 0.5 | TCG1101 | None |
| Pathway Explorations 2 | 0.5 | TCG1102 | |
| Personal/Transition Plan | 0.5 | TCG1105 | Completed in grade 12 |
| GRADS | 0.5 | TCG1300 | Pregnant or parenting |

COURSE DESCRIPTIONS

Pathway Explorations 1

This course is designed to introduce the student to career pathway explorations, self-assessment, registration and course planning, finance, post-secondary planning and setting personal and career goals. In addition, *further emphases are placed on the implementation of the student's personal/transition plan.*

This course is required for all 9th graders.

Pathway Explorations 2

This course is designed to allow students' to expand their exploration of a career pathway and explore specific career opportunities in depth. It may be used as an exploratory wheel in conjunction with Pathway Explorations 1 allowing students to experience various Career and Technical Education programs. In addition, *further emphases are placed on the implementation of the student's personal/transition plan.*

Personal/Transition Plan

Each high school is provided the latitude to implement the Personal/Transition Plan (PTP) for each student according to guidelines developed for each grade level. The Personal Transition Plan is initiated as each student enters into high school and should be reviewed periodically by the student, school staff member, and parent to ensure that the student is meeting the elements of the PTP. The contact person for information is the PTP Coordinator.

This course is required for grade 12 (PTP)

GRADS

GRADS is available to pregnant and all parenting students, male and female. Students may enter the course any time throughout the school year. Instruction focuses on prenatal and postnatal care, parenting skills, child care and development, employment skills, communication, and development of self-esteem. Support and referrals in working with community agencies is offered. This course is repeatable.

STUDENTS ARE STRONGLY ENCOURAGED TO TAKE THIS COURSE CONCURRENTLY WITH ANOTHER CAREER AND TECHNICAL EDUCATION COURSE.

CAREER & TECHNICAL EDUCATION (CTE) Programs of Study

Students who have completed the 1st and 2nd course in sequence along with the required academic course are CTE Program of Study Completers. Students are encouraged to pursue the 3rd level course, which will concentrate in the program of study.

| PROGRAM OF STUDY | FIRST COURSE REQUIRED | SECOND COURSE REQUIRED | THIRD COURSE | ACADEMIC COURSE REQUIRED May be taken at anytime |
|---------------------------------|---------------------------------------|--|---------------------------------|---|
| Broadcast Media | Arts & Communication | Digital Media Technology | Broadcast Media | Expository Writing or Equivalent |
| Building & Construction I | Industrial & Engineering Technology | Building & Construction I | | Geometry or Equivalent |
| Building & Construction I | Industrial & Engineering Technology | Building & Construction I | Building & Construction II | Geometry or Equivalent |
| Clinical Health | Health Services | Clinical Health | | Biology or Equivalent |
| Computer Networking | Industrial and Engineering Technology | Networking Fundamentals & LAN | | Algebra I or Equivalent |
| Culinary I | Public & Human Services | Culinary I | | Biology or Equivalent |
| Culinary II | Public & Human Services | Culinary I | Culinary II | Biology or Equivalent |
| Digital Media | Arts & Communication | Digital Media Technology | | Expository Writing or Equivalent |
| Design Technology I | Industrial & Engineering Technology | Design Technology I | | Algebra I or Equivalent |
| Design Technology II | Industrial & Engineering Technology | Design Technology I | Design Technology II | Algebra I or Equivalent |
| Entrepreneurship | Business | Any Business CTE Program of Study Course | Entrepreneurship | Economics or Equivalent |
| Graphic Design I | Arts & Communication | Graphic Design Technology I | | Expository Writing or Equivalent |
| Graphic Design II | Arts & Communication | Graphic Design Technology I | Graphic Design Technology II | Expository Writing or Equivalent |
| Natural Resources Production I | Natural Resources | Natural Resources Production I | | Biology or Equivalent |
| Natural Resources Production II | Natural Resources | Natural Resources Production I | Natural Resources Production II | Biology or Equivalent |
| Nutrition | Health Services | Health & Nutrition | | Biology or Equivalent |

CAREER & TECHNICAL EDUCATION (CTE) Honors Diploma

Students must meet all of the following for the CTE Honors designation diploma:

1. Completes all requirements for a high school diploma with an overall GPA of 3.0 or higher
2. Completes a CTE Program of Study in sequence in a single Career Pathway with a “B” or better
3. Meets or exceed proficiency in the Statewide Performance-Based Assessment (PBA)
4. Scores at least a 70% on the course assessment

CAREER & TECHNICAL EDUCATION (CTE)—Arts & Comm.

ARTS & COMMUNICATION PATHWAY

| Course | Credit | ACCN | Prerequisites |
|-------------------------------------|--------|---------|--|
| Arts & Communication Core (AC Core) | 1.0 | TAC2010 | None |
| Graphic Design Technology I | 1.0 | TAU2124 | Credit in ACCP Core |
| Graphic Design Technology II | 1.0 | TAN2400 | Completion of ACCP Core or Graphic Design Tech 1 |
| Digital Media Technology | 1.0 | TAU2210 | Teacher Approval |
| Cinematography and Videography | 0.5 | XMT1028 | None |
| Video Production for Television | 0.5 | XMT1020 | None |

COURSE DESCRIPTIONS

Arts & Communication Core (AC CORE)

This course is designed for students who plan to pursue careers in the Arts and Communication Career Pathway. Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6) Legal/Ethics, 7) Management, Impact of Media, and 8) Safety. *Prerequisite: None.*

Graphic Design Technology I

This is an introductory course in the study of tools, materials, and processes of the graphic arts industries involving letterpress printing, Plano graphic printing, intaglio printing, thermography, silk-screening, photography, and bookbinding. Learning experiences include classroom demonstrations, laboratory experiments, in addition to designing, constructing, and evaluating various graphic arts projects and devices. *Prerequisite: Credit in ACCP Core.*

Graphic Design Technology II

This course provides advanced classroom and laboratory experiences in the major areas of graphic design and production. This course includes an in depth study of the elements and principles of design, layout, photography, legal and ethical issues, advertising, and production techniques. Emphasis is on the creation of refined and targeted designs that serve a defined purpose and audience. *Prerequisite: Completion of TAC2010 Arts & Communication Core and TAU2124 Graphic Design Technology I.*

Cinematography and Videography

This is an introductory course which covers problems and techniques of the film or video image maker. Students are provided opportunities for viewing films and videos and analyzing their artistic merits. Projects for creating in film and video are implemented.

Digital Media Technology

This course is designed to give students the skills necessary to support and enhance their learning about digital media technology. Topics will include researching on the internet, netiquette, copyright laws, web-publishing, use of digital imagery, and project planning. The students will have the opportunity to use their skills in advanced technology, leadership, and service in their schools and community. *Prerequisite: Teacher Approval.*

Video Production for Television

This course is designed to acquaint students with the tools, techniques and terminology of television/video production, both in the field and in the studio. Students will have hands on experience with various filming, recording, and editing techniques and processes. Students will participate in the planning and production of short programs featuring topics of interest to them. Students will use and compare nonlinear and other imaging editing software. This course is repeatable for elective credit.

CAREER & TECHNICAL EDUCATION (CTE)—Business

BUSINESS PATHWAY

| Course | Credit | ACCN | Prerequisites |
|---------------------------------------|--------|---------|--|
| Business Management & Technology Core | 1.0 | TBC3010 | None |
| Entrepreneurship | 1.0 | TBN3810 | Credit in Beg Accounting or Office Admin. Economic credit before graduation |

COURSE DESCRIPTIONS

Business, Management & Technology Core

This course is designed for students who plan to pursue careers in business, management, and technology and/or related occupations. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Problem-based, real-world applications of business concepts will be emphasized. Students will utilize technology for a variety of business applications and business communication, demonstrate effective customer service, and use accounting concepts to formulate, analyze, and evaluate financial decisions in business.

THIS COURSE IS A PREREQUISITE FOR STUDENTS PURSUING A BUSINESS PROGRAM OF STUDY.

Entrepreneurship

Entrepreneurship is a course designed to introduce students to the process of establishing a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. In this way, students will be able to explore the unique relationships between business and the culture and values found in Hawai'i today. Students will design, develop, and implement a business plan. They will manage all aspects of their own business and integrate technology-based business practices. Assessments and evaluations will be done in partnership with business and industry.

Engineering Technology Pathway

INDUSTRIAL & ENGINEERING TECHNOLOGY PATHWAY

| Course | Credit | ACCN | Prerequisites |
|--|---------------|-------------|---|
| Industrial & Engineering Technology Core | 1.0 | TIC5010 | None |
| Building & Construction Technology I | 1.0 | TIU5800BCT | Grade 10-12 |
| Building & Construction Technology II | 1.0 | TIN5814BCT | Building & Construction Tech I, Grade 10-12 |
| Design Technology I | 1.0 | TIU5310 | Grade 10-12 |
| Design Technology II | 1.0 | TIN5320 | Design Tech I, Grade 10-12 |
| Design Technology I -Robotics | 1.0 | TIU5310OBO | Teacher Approval |
| Design Technology II -Robotics | 1.0 | TIN5320OBO | Design Tech I-Robotics, Teacher Approval |

COURSE DESCRIPTIONS

Industrial & Engineering Technology Core

The Industrial and Engineering Technology Core is a comprehensive action-based educational course that introduces students to the following technological systems: Design and Engineering Technology, Automotive Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. **Recommended for Grades 9-10.**

Building & Construction Technology I

HawCC Construction Academy Course. Students will be required to purchase certain materials and supplies; cost will be dependent on the project size and type of material used. This course features classroom and laboratory experiences that deal with building and construction technology. Learning activities include site selection, use of various leveling instruments, blueprint reading, use of building materials, foundation and floor framing, wall and ceiling framing, roof framing, and window, door, and interior wall finish. This course is repeatable. **Recommended for Grades 10-12**

Building & Construction Technology II

HawCC Construction Academy Course. Students will be required to purchase certain materials and supplies; cost will be dependent on the project size and type of material used. This course features classroom and laboratory experiences that deal with building and construction technology. Learning activities include site selection, use of various leveling instruments, blueprint reading, use of building materials, foundation and floor framing, wall and ceiling framing, roof framing, and window, door, and interior wall finish. This course is repeatable. **Recommended for Grades 10-12**

Design Technology I

HawCC Construction Academy Course. Student may earn 3 credits in BLPR 22 or Basic Drafting at Hawai'i Community College. Student will be required to purchase or provide some of the basic supplies. This course is designed primarily for students in the construction trades. Topics include graphic representation, basic building construction, interpretation of working drawings and building specifications. Learning activities include: design, spatial visualization and techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer-aided drafting. **Recommended for Grades 10-12**

Design Technology II

HawCC Construction Academy Course. Student may earn 3 credits in BLPR 22 or Basic Drafting at Hawai'i Community College. Student will be required to purchase or provide some of the basic supplies. This course is designed primarily for students in the construction trades. Topics include graphic representation, basic building construction, interpretation of

working drawings and building specifications. Learning activities include: design, spatial visualization and techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer-aided drafting. **Recommended for Grades 10-12**

Design Technology I - Robotics

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics. This course will challenge students to think creatively and to teach them to integrate diverse areas of knowledge such as Computer Science, Design, Electrical Engineering, Mechanical Engineering and Math to create innovative systems. This course provides students the opportunity to compete in state and national robotic competitions.

Prerequisite: Teacher approval

Design Technology II - Robotics

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics. This course will challenge students to think creatively and to teach them to integrate diverse areas of knowledge such as Computer Science, Design, Electrical Engineering, Mechanical Engineering and Math to create innovative systems. This course provides students the opportunity to compete in state and national robotic competitions.

Prerequisite: Design Tech I-Robotics, Teacher approval

CAREER & TECHNICAL EDUCATION (CTE)—Health

HEALTH PATHWAY

| Course | Credit | ACCN | Prerequisites |
|------------------------------|---------------|-------------|-------------------------------------|
| Health Services Pathway Core | 1.0 | THC4010 | None |
| Clinical Health | 1.0 | THU4027 | Health Services Career Pathway Core |
| Health & Nutrition | 1.0 | THU4030 | Health Services Career Pathway Core |

COURSE DESCRIPTIONS

Health Services Pathway Core

This course is designed for students who plan to pursue careers in the healthcare industry. Using a multidisciplinary approach, students will gain essential knowledge, skills and attitudes in healthcare systems, legal and ethical principles, technology, safety practices (infection control, hazardous conditions, and body mechanics), communication, employment expectations and the interdependence of major body systems as they relate to health and wellness. Students will learn to apply cultural sensitivity, coping skills and effective communication in dealing with patients and personnel in the delivery of quality health care. This course is a recommended prerequisite for students pursuing a health services career pathway program of study.

Clinical Health

Clinical Health is designed for students interested in health services careers. Using the major body systems as the framework, students will learn about diseases, disorders, prevention and treatment and the roles of the various healthcare providers involved in diagnosis and/or treatment. This course will combine content knowledge (body systems, communication, safety practices, legal issues, ethical concerns, healthcare systems) and basic skills common to all healthcare professions with work-based learning experiences that will result in a career selection consistent with the student's aptitude, interest, abilities and academic achievement. Recommended Prerequisite: Completion of THC4010 Health Services Career Pathway Core.

Health & Nutrition

This course is designed to provide in-depth instruction on the relationship of food and nutrition as it relates to the health services careers. Laboratory experiences using food as the base will enhance learning in nutrition and healthy lifestyles. The major concepts of chemical and biological properties of nutrition need to be covered with basic food preparation, preservation and processing. The course should include the nutritional needs of individuals; physiological and psychological aspects of food, wellness and the prevention of disease; sanitation, safety, consumer education; and the awareness of employment opportunities. Recommended Prerequisite: Completion of THC4010 Health Services Career Pathway Core.

CAREER & TECHNICAL EDUCATION (CTE)—Natural Resources

AGRICULTURE EDUCATION PATHWAY

| Course | Credit | ACCN | Prerequisites |
|--------------------------------------|---------------|-------------|-------------------------------|
| Natural Resource Career Core | 1.0 | TNC6010 | None |
| Natural Resource Production I (AG1) | 1.0 | TNU6133AG1 | Natural Resource Core |
| Natural Resource Production II (AG2) | 1.0 | TNN6210AG2 | Natural Resource Production I |

COURSE DESCRIPTIONS

Natural Resource Career Core

This course is designed for students who plan to pursue careers in the Natural Resources Career pathway. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries, and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Protection, and 5) Legal Responsibility and Ethics.

Natural Resource Production I (AG1)

Natural Resource Production 1 is designed to provide skills and technical information in agriculture. Areas of study include cropping techniques, animal husbandry, agriculture equipment and machinery usage, soil and water management, and safety. Special consideration is given to appropriate technologies such as integrated pest management and sustainable agriculture practices. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

Prerequisite: Natural Resources Career Core

Natural Resource Production II (AG2)

This course focuses on ornamental horticulture with heavy emphasis on the maintenance and repair of agricultural machinery and equipment, agricultural construction, processing and distribution of agricultural products, and agricultural enterprise management. Environmental sensitivity and ecological consequences of agricultural activities are also emphasized and the learning environment may include industry-based sites as an extension of the classroom. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

Prerequisite: Natural Resource Prod 1

CAREER & TECHNICAL EDUCATION (CTE)—Public & Human Services

PUBLIC & HUMAN SERVICES PATHWAY

| Course | Credit | ACCN | Prerequisites |
|---|---------------|-------------|----------------------|
| Public & Human Services Core (PHS Core) | 1.0 | TPC7010 | None |
| Culinary I | 1.0 | TPU7216 | Credit in PHS Core |
| Culinary II | 1.0 | TPN7223 | Credit in Culinary I |

COURSE DESCRIPTIONS

Public & Human Services Core (PHS Core)

The Public & Human Services Career Pathway is a prerequisite for 9th & 10th graders who plan on taking the culinary course and for students interested in careers in the Public and Human Service Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Included is in-depth instruction on the relationship of food and nutrition to the family; physiological and psychological aspects of food; the major concepts of the chemical and biological properties of nutrition and food preparation; sanitation and safety; consumer education; and awareness of employment opportunities; legal system and ethics in the food industry; and effective use of varied technologies to their occupation. A LAB FEE WILL BE COLLECTED. Students are required to wear shoes in lab. THIS COURSE IS REQUIRED BEFORE TAKING CULINARY COURSES.

Culinary I

This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. A LAB FEE WILL BE COLLECTED. Students are required to wear shoes in lab.

Prerequisite: Students must achieve a “C” grade in Public & Human Services Career Pathway and be interested in working in the food industry.

Culinary II

This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences provide an emphasis on quantity food preparation and service, sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. A LAB FEE WILL BE COLLECTED. Students are required to wear shoes in lab.

Prerequisite: Students must achieve a “C” grade in CULINARY 1 and be interested in working in the food industry.

English Language Arts

| CouCourse | Credit | ACCN | Prerequisites |
|-------------------------------------|---------------|-------------|---|
| <u>Grades 9</u> | | | |
| English Language Arts 1 | 1.0 | LCY1010 | Grade 9 |
| English Language Arts 1 Honors | 1.0 | LCY1010H | Teacher Recommendation |
| English Language Arts 1 (J) | 1.0 | LCY1010J | English Language Learner |
| English Language Arts 1 (S) | 1.0 | LCY1010S | Educational Disabilities |
| <u>Grades 10</u> | | | |
| English Language Arts 2 | 1.0 | LCY2010 | Grade 10 |
| English Language Arts 2 Honors | 1.0 | LCY2010H | Teacher Recommendation |
| English Language Arts 2 (J) | 1.0 | LCY2010J | English Language Learner |
| English Language Arts 2 (S) | 1.0 | LCY2010S | Educational Disabilities |
| <u>Grade 11</u> | | | |
| English Language Arts 3 | 1.0 | LCY3010 | Grade 11 |
| English Language Arts 3 Honors | 1.0 | LCY3010H | Teacher Recommendation |
| English Language Arts 3 (J) | 1.0 | LCY3010J | English Language Learner |
| English Language Arts 3 (S) | 1.0 | LCY3010S | Educational Disabilities |
| <u>Grade 12</u> | | | |
| English Language Arts 4 (J) | 1.0 | LCY4010J | English Language Learner |
| Expository Writing | 0.5 | LWH5211 | Grade 12 |
| Expository Writing | 0.5 | LWH5211S | Educational Disabilities |
| British Literature | 0.5 | LTH5150 | Grade 12 |
| British Literature | 0.5 | LTH5150S | Educational Disabilities |
| AP English Composition & Literature | 1.0 | LAY6100 | Teacher Approval; May be substituted for Eng3/Eng4 requirements |

Language Arts Elective Courses

| | | | |
|-------------------------------------|-----|----------|------------------|
| Argumentation and Debate | 0.5 | LVH5370 | |
| Argumentation and Debate Lab | 0.5 | LVH5371 | |
| English Language Arts 1 (Gr9) Lab A | 0.5 | LLH1013 | Grades 9 |
| English Language Arts 2 (Gr9) Lab B | 0.5 | LLH1014 | Grades 9 |
| English Language Arts 2 (Gr9) Lab B | 0.5 | LLH1014 | Grades 9 |
| Newswriting 1 | 1.0 | LJY8210 | |
| Reading Workshop | 0.5 | LRH8100S | Teacher Approval |
| Strategic Reading | 0.5 | LRH8200S | Teacher Approval |

English Language Arts

COURSE DESCRIPTIONS

English Language Arts 1 (Required for Grade 9)

Reading, writing, speaking and listening are experienced as interactive and interrelated processes. The study of literature includes a variety of traditional and contemporary literary works. The study of language involves both the description of language and its role in shaping thought.

English Language Arts 1 Honors

Recommendation of Middle School Teacher

English Language Arts 1(J)

This class has been adapted to meet the needs of students learning English as a second language

English Language Arts 1(S)

This class has been adapted to meet the needs of students with disabilities

English Language Arts 2 (Required for Grade 10)

This course emphasizes the study of language and literature. The study of literature includes a wide variety of works from around the world that contribute to an understanding of our common culture, and the culture of others, and that reflect the universal themes that unite all cultures. The study of language involves both the description of language and its role in communication and the construction of meaning.

English Language Arts 2 Honors

Teacher recommendation required

English Language Arts 2(J)

This class has been adapted to meet the needs of students learning English as a second language

English Language Arts 2(S)

This class has been adapted to meet the needs of students with disabilities

English Language Arts 3 (Required for Grade 11)

Students develop greater independence and efficiency in using the language process. Literature selections include significant American works of the past and present and the voices of writers, both traditional and new, that represent the diversity of society. As students reflect and understand their own language, they develop an understanding of what language is, how it works, and its power to influence and shape thinking and behavior.

English Language Arts 3 Honors

Teacher recommendation required

English Language Arts 3(J)

This class has been adapted to meet the needs of students learning English as a second language

English Language Arts 3(S)

This class has been adapted to meet the needs of students with disabilities

English Language Arts 4 (English Language Learner)

Students develop greater precision and refinement of their use of written and spoken language. The study of literature includes both traditional and contemporary British, European and African works. Literature selections reflect a rich history of evolving perceptions and ideas expressed by writers of the past and present. The study of language involves both the description of language and its role in shaping thought. In addition to the standard 12th grade curriculum, this course is designed for the career-oriented student planning to enter the job market upon graduation.

This class has been adapted to meet the needs of students learning English as a second language.

Expository Writing

Students focus on expository prose in the form of descriptive, analytical and persuasive papers. They learn to discover and refine ideas, research information, compose and revise their thoughts, and edit their papers for sharing. They explore strategies to solve writing problems and learn to adjust their writing for diverse audiences. In addition, students engage in reading and discussion related to their writing. They develop the ability to look critically at their own work and the work of other writers.

Expository Writing (S)

This class has been adapted to meet the needs of students with disabilities

British Literature

This course is an introduction to selected works of the Romantic Period and will include the following genres: Poetry, Lyrical Ballads, and Gothic Fiction. Emphasis will be on student discussion, interpretive artistic responses, and analysis. Modes of exploration include writing, composing, and oral communication.

British Literature (S)

This class has been adapted to meet the needs of students with disabilities

AP English Composition & Literature

The AP course is patterned after the course descriptions provided by the College Entrance Examination Board. The course is designed to develop students' awareness of language, critical reading skills, and effective writing techniques. The emphasis is on the reading and analysis of literary works and the writing of critical essays. The end objective is that the student will take the AP Exam at the end of the senior year. **THIS COURSE MAY BE SUBSTITUTED FOR THE ENGLISH 3/ENGLISH 4 GRADUATION REQUIREMENT.**

Prerequisite: Teacher approval

Electives—*The following courses may be taken in addition to a required grade level English course for elective credit.*

Argumentation and Debate

Experience in this course help students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies.

Argumentative and Debate Lab

This course supports students who are enrolled in LVH5370. It provides additional instruction and support, where needed, to help students achieve the standards for the course. Instruction will be differentiated as appropriate for the needs of the students enrolled. The goal is for students to produce work and performances that are evidence of meeting the benchmarks for LVH5370.

This course is repeatable

English Language Arts 1 (Gr9) Lab A

This course supports students who are enrolled in the first semester of LCY1010. It provides additional instruction and support, where needed, to help students achieve the standards for the three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffolded practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. The goal is for students to produce work and performances that are evidence of meeting the benchmarks for LCY1010. This course is repeatable.

English Language Arts 1 (Gr9) Lab B

This course supports students who are enrolled in the second semester of LCY1010. It provides additional instruction and support, where needed, to help students achieve the standards for the three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffolded practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. The goal is for students to produce work and performances that are evidence of meeting the benchmarks for LCY1010. This course is repeatable.

Reading Workshop

This second semester course is mandatory and only for freshman reading at the 5th to 7th grade reading equivalency. During the course of the semester, students will learn reading strategies to develop reading proficiency, e.g., setting purpose, skimming, making and confirming predictions, relating new information to personal experience, relating ideas and identifying patterns, summarizing and creating mental images. Skills in processing of text include assimilation of new ideas, articulation of changes in knowledge, evaluation of ideas, and generation of new questions that motivate further reading. Reader response is emphasized and students will lead group discussions to promote in-depth analysis of texts.

This class has been adapted to meet the needs of students with disabilities.

Prerequisite: Teacher Approval

Strategic Reading

This first semester course is mandatory and only for freshmen reading at the 5th to 7th grade reading equivalency. During the course of the semester, students will examine the underlying structure of both fiction and nonfiction texts. Students will study word structure by identifying affixes and roots and use knowledge of the conventions of language and texts to construct meaning. Students will use a variety of strategies to construct meaning or adjust strategies when comprehension breaks down. This class has been adapted to meet the needs of students with disabilities.

Prerequisite: Teacher Approval

Newswriting 1

This course is for students who are interested in participating as a member of the school newspaper staff. It covers study of the various parts of the newspaper, its major functions, and the responsibilities involved in newspaper production.

English Language Learners

| Course | Credit | ACCN | Prerequisites |
|-----------------------------|--------|----------------------|---------------|
| ESOL 1A | 0.5 | NEI1020 | None |
| ESOL 1B | 0.5 | NEI1025 | |
| Pacific Island Cultures (J) | 0.5 | CER2300JGra de 12 | Grade 12 |
| Humanities | 0.5 | CPG2100J | Grade 12 |

COURSE DESCRIPTIONS

ESOL 1A

This course introduces the English language to the non-native English speaker. The emphasis of this beginning course is the development of listening skills necessary for the development of English oral proficiency which will improve the non-native English speaking student's basic interpersonal communication skills (BICS). Besides instruction to develop BICS, learning activities will also introduce and stimulate the student's cognitive academic language proficiency (CALP). The goals for this course are: (1) To teach students to identify and name, in English, things and concepts common to his/her environment; (2) To teach the different parts of speech and their correct usage through simple grammatical structures using age-appropriate examples; (3) To develop aural discrimination to allow recognition of meaningful differences in the English sound system; (4) To develop pronunciation that is clear enough to be understood by native English speakers; and (5) To distinguish sounds, rhythms, stress, and intonation of English and to demonstrate understanding through reactions and/or appropriate verbal responses. This course is repeatable.

ESOL 1B

This course continues instruction to promote the student's oral proficiency in English, but also introduces fundamental concepts in the processes of reading and writing. Instruction in this course continues to emphasize the five goals in the first course, but at a higher level of difficulty. In addition to the five goals, two other goals that promote English language literacy development should also be accomplished in the later part of this course. The two additional goals are: (1) To teach a progression of reading skills that will enable the student to decode and comprehend the written word; and (2) To continue the development of the mechanics of manuscript and cursive handwriting and its association to the formation of words in the English language. This course is repeatable.

Pacific Island Cultures (J)

This course examines the cultural systems of the Pacific islands, with focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and decision-making activities and uses the methodology of anthropologists to investigate issues. This course is designed for English language learners in grade 12. Prerequisite: Students must achieve a "C" grade in CULINARY 1 and be interested in working in the food industry.

Humanities

This course particularly looks at the role of art, literature, music and social sciences in relation to human life and culture. It is an integrated course and students are engaged in examining values, issues, beliefs and the role of aesthetics in human society. This course is designed for English language learners in grade 12.

FINE ARTS

ART EDUCATION

| Course | Credit | ACCN | Prerequisites |
|---|--------|------------|----------------------|
| Ceramics 1 | 1.0 | FVL1000 | None |
| Ceramics 2 | 1.0 | FVL2000 | Credit in Ceramics 1 |
| Drawing & Painting 1 | 1.0 | FVQ1000DP | None |
| Drawing & Painting 2 | 1.0 | FVQ2000 | Teacher Approval |
| Directed Study Art – Exploring Creativity | 1.0 | FVD1000 | None |
| Directed Study Art – Exploring Creativity 2 | 1.0 | FVD1000EC2 | None |
| General Art 1 | 1.0 | FVB1000 | |
| AP Drawing | 1.0 | FVA1000 | Teacher Approval |
| AP 2D Design | 1.0 | FVA3000 | Teacher Approval |
| AP 3D Design | 1.0 | FVA4000 | Teacher Approval |

COURSE DESCRIPTIONS

Ceramics 1

This course introduces students to clay as a medium for expressing their creative ideas in 3-dimensional form. Students are introduced to the 3 basic hand-building techniques through a variety of projects, while exploring various methods for applying surface treatments to their completed piece. Effective design through the application of the art elements and certain art principles are introduced. Students learn to use the potter's wheel during second semester.

A \$10 lab fee is charged for the year to help pay the cost of extra glazes and supplies.

Ceramics 2

This second level course offers students the opportunity to further develop and refine their skills in designing a 3-dimensional piece, hand building, wheel thrown pieces and the application of surface treatments and glazes. Plaster mold-making is introduced as a way to mass produce ceramic tiles.

A \$5 lab fee is charged for the entire year to help pay the cost of extra glazes and supplies.

Prerequisite: Ceramics 1

Drawing & Painting 1

This introductory level course examines the use of a variety of materials while exploring techniques of drawing and painting. Students are encouraged to develop their own personal style, while applying the art elements and art principles to their artwork. Experimenting with a variety of materials, including hard lead pencils, soft lead pencils, charcoal, sepia, sanguine, pen & ink, watercolors, tempera, and acrylic paint will help students in their exploration of self-expression. Students are introduced to master artists, their styles, their use of art elements and their use of the art principles.

A \$10 lab fee is charged for the year to assist in supplying a variety of materials.

Drawing & Painting 2

This second level builds upon the foundation of the first year's information, knowledge, and developed skills. Students continue to organize their compositions by applying the art principles. Examining 20th century art movements allows students to experience different philosophies behind the art and to experiment with new techniques.

A \$10 lab fee is charged for the year to assist in supplying a variety of materials.

Prerequisite: Teacher Approval

FINE ARTS

Directed Study Art – Exploring Creativity

Exploring Creativity Through the Lens of Nature: This class is a hands-on/ experiential “laboratory” open to those individuals wishing to explore the limitless potential of their own imaginations. We will dive into the creative process, explore the creations of others and experiment with many different modes of self-expression...poetry, art/craft, creative journaling, invention—just to name a few. Come investigate your creative side and watch your world begin to bloom!! You will need an 8 1/2" x 11" spiral bound sketch book.

Directed Study Art – Exploring Creativity 2

For thousands of years, humans have found inspiration in the natural world. Our lives have been enhanced aesthetically and technologically by the creative expression of wonders found there. This class is a hands-on, experiential “laboratory” open to those individuals wishing to “re-experience” the world around them and then exercise the limitless potential of their own imaginations. With nature as a hub we will dive into the creative process, explore the creations of others and experiment with many different modes of self-expression to share what has been found...poetry, art/craft, creative journaling, invention—just to name a few. Come investigate your creative side and watch your world begin to bloom! You will need an 8 1/2" x 11" spiral bound sketch book.

General Art 1

General Art is an introductory level course which explores 2-dimensional and 3-dimensional design using a variety of mediums and techniques: clay, pencil (hard lead, soft lead, charcoal, sepia, sanguine), pen & ink, paint (tempera, watercolors, acrylic), Batik, printmaking and photography. Students are presented with design problems that involve the art elements and art principles.

AP Drawing

This is an Advanced Placement course designed for the serious art student wishing to pursue a degree/career in the visual arts. Emphasis is on the development of technical excellence and breadth of experience in a wide variety of media and processes, and concentration on a particular problem or medium which is of interest to the student. The student will be required to produce a portfolio of works to be reviewed by the College Board for possible college credits. Teachers are to follow the official College Board Advance Placement course description.

AP 2D Design

An advanced course designed for the serious art student planning to pursue a degree/career in the visual arts. Emphasis on the development of technical excellence, breadth of experience in a variety of media and process, and the concentration on a particular problem or medium that is of interest to the student will be focused on. Students are required to complete a portfolio of works to be reviewed by the College Board for (3) AP college credits. Teachers are to follow the official College Board Advanced Placement Course Description.

AP 3D Design

An advanced course designed for the serious art student planning to pursue a degree/career in the visual arts. Emphasis on the development of technical excellence, breadth of experience in a variety of media and process, and the concentration on a particular problem or medium that is of interest to the student will be focused on. Students are required to complete a portfolio of works to be reviewed by the College Board for (3) AP college credits. Teachers are to follow the official College Board Advanced Placement Course Description.

FINE ARTS

DANCE EDUCATION

| Course | Credit | ACCN | Prerequisites |
|------------------|---------------|-------------|----------------------|
| Hawaiian Dance 1 | 1.0 | FDK1000 | None |
| Hawaiian Dance 2 | 1.0 | FDK2000 | Hawaiian Dance 1 |
| Hawaiian Dance 3 | 1.0 | FDK3000 | Hawaiian Dance 2 |
| Social Dance 1 | 1.0 | FDE1000 | None |
| Social Dance 2 | 1.0 | FDE2000 | Social Dance 1 |

COURSE DESCRIPTIONS

Hawaiian Dance 1

This beginning course is designed to provide students with the opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels.

Hawaiian Dance 2

This is an intermediate course which provides further opportunity for students to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances while keeping with conventions and traditions, as appropriate. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed.

Hawaiian Dance 3

This is an advanced course in performance to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances while keeping with conventions and traditions, as appropriate. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed.

Social Dance 1

This beginning course is designed to provide students with opportunities to learn the historical, cultural, expressive, and recreational trends of popular dance "fashion" or fads from the early 1900s to the present. Students will be introduced to "couple," or social dances, such as the fox trot, lindy, waltz, cha-cha, tango, rumba, and the latest fad dances. Emphasis will be on learning the basic steps, dance positions, timing to musical rhythms, style, and variation of basic steps, formation dancing, and dance etiquette.

Social Dance 2

This intermediate course continues to expand students' understanding, appreciation, and confidence in the performance of popular and contemporary dances. Students will increasingly be expected to design their own dance routines through analysis, refinement, and variation. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances. Emphasis will also be placed on the cultural and historical contexts in which social and popular dance has developed.

FINE ARTS

MUSIC EDUCATION

| Course | Cred | ACCN | Prerequisites |
|-----------------|------|---------|---------------------|
| Applied Music 1 | 0.5 | FME1000 | None |
| Applied Music 2 | 0.5 | FME1100 | Applied Music 1 |
| Applied Music 3 | 0.5 | FME1200 | Applied Music 2 |
| Applied Music 4 | 0.5 | FME1300 | Applied Music 3 |
| Applied Music 5 | 0.5 | FMM1000 | Applied Music 4 |
| Applied Music 6 | 0.5 | FMM2000 | Applied Music 5 |
| Ukulele 1 | 1.0 | FML1000 | None |
| Ukulele 2 | 1.0 | FML2000 | Credit in Ukulele 1 |

COURSE DESCRIPTIONS

Applied Music 1

The Applied Music 1 course is designed to help students acquire performance skills, musicianship qualities on an instrument, develop singing skills, or develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards.

Applied Music 2

The Applied Music 2 course is a continuation of Applied Music 1 and is designed to help students develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards.

Applied Music 3

The Applied Music 3 course is a continuation of Applied Music 1 and is designed to help students develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards.

Applied Music 4

The Applied Music 4 course is a continuation of Applied Music 1 and is designed to help students develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards.

Applied Music 5

The Applied Music 5 course is a continuation of Applied Music 1 and is designed to help students develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards.

Applied Music 6

The Applied Music 6 course is a continuation of Applied Music 1 and is designed to help students develop specialized skills in music. The instructor will develop curriculum with appropriate level of difficulty in the music to address the unique needs of the students. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music

standards appropriate for students and may integrate other Fine Arts standards.

Ukulele 1

Ukulele 1 is an introductory course designed to provide students with the opportunity to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

Ukulele 2

This course is a continuation of the Ukulele 1 course or its equivalent. Students develop intermediate skills in ukulele playing, such as picking melodies and solo work. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards

LEADERSHIP

Leadership

| Course | Cred | ACCN | Prerequisites |
|---------------------|-------------|-------------|----------------------|
| Leadership Training | 0.5 | XLP1015 | None |

COURSE DESCRIPTIONS

Leadership Training

A course designed to study the concepts of group processes, cooperative planning, shared responsibilities, positive action and mutual understanding. Emphasis is on student participation and involvement with real school and student concerns as a means to understanding levels of organization, levels of authority, communication and management techniques. This course may be repeated for additional credit.

Prerequisite: Teacher approval

MATHEMATICS

MATHEMATICS

| Course | Credit | ACCN | Prerequisites |
|-------------------------|--------|-----------|--|
| Algebra 1 (J) | 1.0 | MAX1100 | None |
| Algebra 1 (J) | 1.0 | MAX1100LL | English Language Learner |
| Algebra 1 (S) | 1.0 | MAX1100S | Educational Disabilities |
| Math Workshop for Alg 1 | 0.5 | MSW1009 | Concurrent enrollment in Algebra 1 |
| Geometry | 1.0 | MGX1100 | Credit in Algebra 1 |
| Geometry (J) | 1.0 | MGX1100LL | Credit in Algebra 1, English Language Learner |
| Geometry (S) | 1.0 | MGX1100S | Credit in Algebra 1, Educational Disabilities |
| Algebra 2 | 1.0 | MAX1200 | Credit in Geometry |
| Modeling Our World 2A | 0.5 | MAX1190 | Credit in Geometry |
| Modeling Our World 2B | 0.5 | MAX1195 | Credit in Geometry |
| Algebra 3 | 0.5 | MAX1310 | Credit in Geometry |
| Trigonometry | 0.5 | MXX1100 | B in Geometry and Algebra 2; Teacher Approval |
| Pre-Calculus | 0.5 | MXX1020 | B or better in Trigonometry |
| AP Calculus (BC) | 1.0 | MCA1040 | B in Geometry and Trigonometry; Teacher Approval |
| AP Statistics | 1.0 | MCA1050 | B in Algebra 2; Teacher Approval |
| Math Workshop Grade 10 | 0.5 | MSW1010 | Concurrent enrollment in Algebra 2 |
| Math Workshop Grade 11 | 0.5 | MSW1011 | Concurrent enrollment in Trig/Pre-Calc/AP |

COURSE DESCRIPTIONS

Algebra 1

Topics include the real number system, first-degree equations and inequalities in one and two variables, polynomial operations, linear graphing, quadratic formula and others.

NOTE: The course codes for Algebra 1 may be used in the middle school. However, earning high school credit for Algebra 1 taken in the middle school is contingent upon two things: (1) the student must pass Algebra 2 with a C or better, and (2) retroactive credit must be approved by the principal. (Reference DOE Memos and Notices: Awarding Credits, 4/15/04)

Mathematics Workshop for Algebra 1 – To be taken with Algebra 1

This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Concepts will be systematically developed using concrete materials, multiple representations, and symbols. (*Elective credit*)

Algebra 1 (J)

This class has been adapted to meet the needs of students learning English as a second language

Algebra 1 (S)

This class has been adapted to meet the needs of students with Individualized Education Plans

MATHEMATICS

Geometry

Designed to maximize logical reasoning skills and spatial relationships through deductive proofs and projects. Extensive use of geometrical shapes, properties, constructions and visualization is stressed as well as algebraic derivations.

Geometry (J)

This class has been adapted to meet the needs of students learning English as a second language

Geometry (S)

This class has been adapted to meet the needs of students with Individualized Education Plans

Modeling Our World 2A/B

The course focuses upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear, exponential, quadratic and rational functions. The course is intended to be taken prior to Algebra II, to provide supplemental learning opportunities for students needing additional support to be successful in Algebra II.

Algebra 3

This course is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content includes are linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers.

Algebra 2

This advanced course extends the algebraic skills and concepts developed in Algebra by providing exposure to numerous techniques in real number as well as complex number systems. Functions, their inverses and various polynomial formats are studied and graphed extensively. A graphing calculator is strongly recommended. Note: Students are required to take the ADP end-of-course assessment.

Prerequisite: B in Algebra 1 and consent of instructor

Recommended for students who have completed Geometry

Trigonometry

This course provides intensive study of trigonometric functions, their inverses, identities along with applications, vectors trigonometric and polar forms of complex numbers and DeMoivre's Theorem. Emphasis is on graphing and visual concepts. Graphing calculator is required.

Prerequisite: Algebra 2

Prerequisite: B in Geometry and Algebra 2 and consent of instructor

Pre-Calculus

The course reviews polynomial, rational, exponential and logarithmic functions and solutions in graphical and algebraic form. Linear modeling, matrix determination and the Binomial Theorem are covered with an introduction to limits for calculus. Use of graphing calculator is extensive.

Prerequisite: B or better in Trigonometry

AP Calculus

This is only for students with a strong background in all aspects of mathematics, especially Trigonometry. It explores calculus topics numerically, algebraically and graphically, while preparing for the AP Exam that is administered by the College Board in mid-May (cost is about \$88). Continuity, limits, derivatives and its applications, integration techniques, applications of the definite integral, transcendental functions, parametrics and vectors, as well as sequences and series are covered in the first three quarters. The last quarter is devoted to preparation and review for the AP Exam. (Participation is expected for all students and will affect the student's course grade.) Graphing calculator is required. The AP Exam fee is to be paid at the beginning of the course.

Prerequisite: B in Trigonometry and Geometry and consent of AP instructor

AP Statistics

For project oriented students seeking a college level introductory statistics course. The major areas covered are: exploratory analysis, planning a study, probability and statistical inference. Graphical displays, uni- and bi-variate data, tests of significance, sampling design, probability distributions including normal, geometric and binomial are covered in the first three quarters before review and preparation for the AP Exam. (Participation is expected for all students and will affect the student's course grade.) Graphing calculator is required. AP Exam fee is to be paid at the beginning of the course.

Prerequisite: B in Algebra 2 and consent of AP instructor

AP Computer Science Principles

This course prepares high school students for the Advanced Placement (AP) Computer Science/ AB Examination and is aimed at helping students develop the ability to design and implement computer-based solutions to problems in several application areas; design and select appropriate algorithms and data structures to solve problems; code fluently in a well-structured fashion using an accepted high-level language, e.g., Java; and to identify the major components of a computer system (hardware and software), their relationship to one another, and the roles of these components within the system. Students recognize the ethical and social implications of computer use. AP Computer Science meets the requirements as set forth in the Advanced Placement Computer Science Program course description and is designed to give students the necessary information and skills to program in Java. In addition to the topics studied in Advanced Placement Computer Science A, the Computer Science AB course deals more formally with program verification and algorithm analysis.

PHYSICAL EDUCATION and HEALTH

PHYSICAL EDUCATION AND HEALTH

| Course | Credit | ACCN | Prerequisites |
|--------------------------------------|--------|---------|----------------------|
| Health Today & Tomorrow | 0.5 | HLE1000 | Required for Grade 9 |
| P.E. Lifetime Fitness | 0.5 | PEP1005 | Required for Grade 9 |
| P.E. Lifetime Activities | 0.5 | PEP1010 | Required for Grade 9 |
| Weight Training 1A | 0.5 | PWP1210 | Grade 10-12 |
| Weight Training 1B | 0.5 | PWP1220 | Weight Training 1A |
| Team Sports 1 | 0.5 | PTP1640 | Grade 10-12 |
| Team Sports 2 | 0.5 | PTP1650 | Team Sports 1 |
| Hawaiian Dance Lifetime Activities | 0.5 | PDP1420 | |
| Polynesian Dance Lifetime Activities | 0.5 | PDP1430 | |
| Social Dance Lifetime Activities | 0.5 | PWP1410 | |

COURSE DESCRIPTIONS

Health Strategies (Required for Grade 9)

This standards-based course is required of all students in grades 9 or 10. Students in this required course develop and practice skills that will promote healthy behavior choices. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content risk areas can include, but are not limited to: Injury and Violence Prevention, Tobacco Use Prevention, Alcohol and Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer health, and Community and Environmental Health. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in advocating for the health of others.

Physical Education Lifetime Fitness (Required for Grade 9)

This standards-based course is designed to build on intermediate or middle school Physical Education course experiences and to further develop and strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, field, invasion, and aquatic sports and games. Sports could include outdoor experiential and adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, wrestling, and weight training. Emphasis is placed on the acquisition of skills, understanding of rules and strategy, ability to work together, and the application of knowledge into the game situation. Students assess personal levels of physical fitness and physical activity and apply scientific principles to improving and or maintaining a health lifestyle.

Weight and Resistance Training 1A

The general concept of being "physically fit" and a series of activities designed sequentially and progressively are part of this course which helps students develop an individual weight training routine. Topics related to safety and etiquette will include, but are not limited to: breathing, proper footwear, posture, technique, spotting, proper use of equipment, proper procedures, etc. The key feature of this course is to introduce safety and etiquette relative to weight and resistance training, define muscular strength and endurance, develop a training program, and provide modified weight and resistance training activities.

Weight and Resistance Training 1B

Key feature of this course is to introduce and or reintroduce students to a variety of training principles and methods, apply methods and principles of weight and resistance training to develop or update and implement a training program, and provide basic muscular skeletal information.

Prerequisite: Weight and Resistance Training 1 A

Team Sports 1

This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team sports. Team Sports 1 should reintroduce a variety of lead-up activities and modified games that require students to apply locomotor and nonlocomotor movement skills (jumping, turning, twisting, leaping, etc.), movement concepts (chasing, fleeing, dodging, etc.), and manipulative skills (dribbling, kicking, punting, throwing, catching, volleying, and striking) in complex changing situations. Team sports could include, but are not limited to: adventure games, basketball, volleyball, soccer, softball, team handball, water polo and flag football. Students will learn positions represented in the different sports and basic rules and etiquette and strategies needed to participate competently in each sport. Students should follow certain precautions that need to be taken when participating in team sports to ensure the safety of themselves and others. Instruction should reinforce fundamental movement skills and the importance of working as a team to accomplish collective goals and desired outcomes. Key features of this course: introduce a variety of team sports, reinforce fundamental skills and sportspersonship and develop an appreciation of team sports.

Team Sports 2

It is strongly recommended that a student complete PTP 1640 – Team Sports 1 as a prerequisite for taking this course. This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team invasion sports. Team Sports 2 should reintroduce a variety of fundamental locomotor and non-locomotor skills, movement concepts, and manipulative skills relative to invasion sport activities. Students should apply these fundamental skills and concepts to a variety of modified games and lead-up activities. Invasion sport activities can include, but are not limited to: soccer, rugby, flag football, floor hockey, ultimate Frisbee, team handball, and basketball. Students will develop and apply knowledge of basic offensive and defensive strategies of invasion games and an awareness of team position roles and responsibilities. Instruction in invasion sport activities will emphasize sportspersonship and reinforce fair play as a means to successful participation. As a result of this course, students will improve fundamental skills and develop further understanding of related concepts. Key features of this course: reinforce fundamental movement skills and concepts through team invasion sports, emphasize sportspersonship and fair play and develop an appreciation for team sports.

Hawaiian Dance Lifetime Activities

This is an introductory course to hula, the Hawaiian dance. Students will conduct research on the history of hula and making of hula implements. Students will also learn the basic foot movements associated with hula, learn hula dances and create their own hula dances. This beginning course is designed to provide students with opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels.

Polynesian Dance Lifetime Activities

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to reinforce physical activity in their daily lives. This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in Polynesian Dances. Polynesian dance can include the following varieties: Tahitian, Samoan, Maori, and Hula. Students will be introduced to a variety of locomotor and non-locomotor movement skills which they will put together in combinations to many forms of Polynesian music. In addition, throughout the course students will learn Polynesian culture and tradition which apply to the dances and songs they are learning. Dance etiquette will also be emphasized throughout the course. As a result of this course students will attain a higher level of fitness, improve movement forms and dance techniques directly related to Polynesian dances, as well as increase their ability to interpret music and foster creativity. All of this will contribute to their appreciation of Polynesian dance as a lifetime physical fitness activity. Key features of this course: apply a variety of locomotor and non-locomotor movement skills in combinations to a variety of Polynesian music; explore Polynesian culture and tradition; foster creativity, and improve skill technique and fitness level.

Social Dance Lifetime Activities

This course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of dance activities. Students learn to apply a variety of locomotors and movement concepts in a variety of dances such as salsa, cha-cha, rumba, west coast swing, 2 step and more. As a result of this course, students will be able to strengthen movement forms and concepts, increase fitness levels, foster creativity and skill development all while gaining an appreciation for social dance as a lifetime physical fitness activity."

SCIENCE

| | 9 th grade | 10 th grade | 11 th /12 th grade |
|----------------------|-------------------------|------------------------|--|
| General Student | Physical Science | Biology | Marine Science Environmental Science(S) Botany/Zoology |
| College Prep Student | Physical Science Honors | Biology Honors | Chemistry Human Physiology AP Biology AP Physics |
| Accelerated Student | Biology Honors | Chemistry | Human Physiology AP Biology AP Physics |

| Course | Cred | ACCN | Prerequisites |
|----------------------------------|------|----------|-----------------------------------|
| <u>BIOLOGICAL SCIENCE</u> | | | |
| Biology 1 | 1.0 | SLH2203 | Physical Science |
| Biology 1 (J) | 1.0 | SLH2203J | ESL Learner |
| Biology 1 (S) | 1.0 | SLH2203S | Student with disabilities |
| Biology 1 (Honors) | 1.0 | SLH2203H | Teacher Approval |
| Environmental Science (S) | 1.0 | SIH3503S | Student with disabilities |
| Marine Science | 1.0 | SEH2503 | Credit in Biology |
| Survey of Botany | 0.5 | SLH5001 | Biology 1 |
| Survey of Zoology | 0.5 | SLH6001 | Biology 1 |
| Human Physiology | 1.0 | SLH7503 | Biology 1 |
| <u>PHYSICAL SCIENCE</u> | | | |
| Physical Science | 1.0 | SPH2603 | 9 th grade Requirement |
| Physical Science (J) | 1.0 | SPH2603J | ESL Learner |
| Physical Science (J) | 1.0 | SPH2603S | Student with disabilities |
| Physical Science (Honors) | 1.0 | SPH2603H | Teacher Approval |
| Chemistry | 1.0 | SPH3503 | Algebra 1, Teacher Approval |
| <u>ADVANCED PLACEMENT</u> | | | |
| AP Biology | 1.0 | SLH8003 | Biology 1, Teacher Approval |
| AP Physics 1 | 1.0 | SPH7505 | Teacher Approval |

SCIENCE

COURSE DESCRIPTIONS: BIOLOGICAL SCIENCE

BIOLOGY 1

Biology 1 is a laboratory course to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. Students are to meet all benchmarks in Biological Science (B.S.) Content Standards 1-5.

Prerequisite: Physical Science

BIOLOGY 1 (J)

This class has been adapted to meet the needs of students learning English as a second language.

BIOLOGY 1(S)

This class has been adapted to meet the needs of students with disabilities

BIOLOGY 1 (Honors)

This course will emphasize higher order thinking skills using online activities, laboratory investigations, independent research, collaborative learning projects, problem solving activities, and bioethical discussions. The honors biology student is expected to demonstrate his or her learning through the synthesis, application, and evaluation of the fundamental principles of biology. The course requirements are rigorous; therefore, students are expected to process the learning beyond simple rote memorization.

Prerequisite: Teacher approval required.

ENVIRONMENTAL SCIENCE (S)

This is a problem or issues-based course where students investigate environmental issues (e.g. watershed, forestry, global warming, introduction of new species to an environment, etc.) and problems of our technological society. Students analyze environmental issues, identify and evaluate alternate solutions, and take appropriate actions to help maintain or improve the quality of our sustainable environment. Emphasis is on the use of laboratory and fieldwork to study the local and global environment. Students are to meet all benchmarks in Biological Science (B.S.)

Standards 1-5, and all relevant Earth Space (E.S.) Science Standards 1, 2, and 8.

This class has been adapted to meet the needs of students with disabilities.

MARINE SCIENCE

Marine Science offers students opportunities to expand their understanding of the physical and biological sciences through interactions and experience with the ocean and its inhabitants. Students will learn about processes that influence the hydrosphere, as well as the influence of the hydrosphere on the environment

SURVEY OF BOTANY

Survey of Botany is a semester course that provides a survey to major topics in botany including: the study of plant structure and physiology, metabolism, growth and irritability, plant genetics and evolution, interactions between plants and their environments, plant classification and investigations and independent inquiry are emphasized.

Prerequisite: Biology 1

SURVEY OF ZOOLOGY

Survey of Zoology is a semester laboratory course that provides a survey to the study of animal structures and functions, interactions within their environment, genetics, and evolution of animals. Emphasis is on laboratory investigations utilizing invertebrates and local fauna. Students investigate the impact of invertebrates and technology on humans (i.e. parasites affecting quality to life for humans and domestic animals.)

Prerequisite: Biology 1

HUMAN PHYSIOLOGY

Human Physiology is considered a second year biology laboratory course with an in-depth focus and study of the anatomy and functions of the human organism and its parts. Students are provided with extended opportunities to study issues, topics, and themes relevant to human physiology. Emphasis is on using scientific inquiry and analysis of the relationships between science, technology, and society to cover concepts of systems such as blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous system, and reproduction are studied in terms of interaction of the functions and their contribution to the maintenance of a proper condition of the body's internal environment. **Prerequisite: Biology 1**

SCIENCE

COURSE DESCRIPTIONS: PHYSICAL SCIENCE

PHYSICAL SCIENCE

Students taking this course will learn how the physical world works. Topics include measurement, motion, waves, energy, heat, light and chemistry. Time will be divided between discussions/group work, laboratories and practical projects. Students will practice problem-solving such as used in chemistry and physics.

Required for 9TH GRADE

PHYSICAL SCIENCE (S)

This class has been adapted to meet the needs of students with disabilities

PHYSICAL SCIENCE (J)

This class has been adapted to meet the needs of students learning English as a second language.

PHYSICAL SCIENCE (Honors)

This course will emphasize higher order thinking skills using online activities, laboratory investigations, independent research, collaborative learning projects, problem solving activities, and bioethical discussions. The honors student is expected to demonstrate his or her learning through the synthesis, application, and evaluation of the fundamental principles of biology. The course requirements are rigorous; therefore, students are expected to process the learning beyond simple rote memorization.

Prerequisite: Teacher approval

CHEMISTRY

A laboratory course in which students will have a chance to perform experiments, make observations and develop their skills in drawing conclusions from their data. Chemistry is the study of the nature of materials, how they are composed and why they behave the way they do. Concepts concerned with atomic theory, chemical bonding, the gas laws, acid-base reaction, redox reactions, etc. will be discussed. This is a recommended course for college bound students.

Prerequisite: Algebra 1, Teacher approval required.

COURSE DESCRIPTIONS: ADVANCED PLACEMENT

ADVANCED PLACEMENT BIOLOGY

AP biology is comparable to a first year college-level course that emphasizes developing an understanding of concepts and science as a process, recognizing unifying themes that integrate and apply critical thinking to environmental and social concerns, and using extensive laboratory experience to clarify underlying principles of biology. This rigorous course helps to prepare students for the Advanced Placement Examination, which is three hours in length and is administered in May. The laboratory work done by AP students is equivalent to work completed by college students and is an integral part of the course for deep understanding of concepts in unity and diversity among organisms, connections between form and function, genetics and evolutionary change, energy and matter essential for life, biochemistry, microbiology, and ecological interactions.

Prerequisite: Biology 1

ADVANCED PLACEMENT PHYSICS 1

This course is an equivalent of the general physics course usually taken during the first college year. The laboratory experience is equivalent to that of a typical college-level course in physics. The course helps to prepare students for the Advanced Placement Examination, which is three hours in length and is administered in May. Emphasis for AP Physics "B" is on problem solving ability, including algebra and trigonometry; calculus is seldom used. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

Prerequisite: Teacher approval required

SOCIAL STUDIES

| Course | Credits | ACCN | Prerequisites |
|----------------------------------|---------|----------|---|
| World History & Culture | 1.0 | CHW1100 | Grade 9 |
| World History & Culture (J) | 1.0 | CHW1100J | Grade 9, ESL Learner |
| World History & Culture (S) | 1.0 | CHW1100S | Grade 9, Student with disabilities |
| U.S. History & Government | 1.0 | CHU1100 | Grade 10 |
| U.S. History & Government Honors | 1.0 | CHU1100H | Grade 10, GPA 3.0 or Teacher Recommendation |
| U.S. History & Government (J) | 1.0 | CHU1100J | Grade 10, ESL Learner |
| U.S. History & Government (S) | 1.0 | CHU1100S | Grade 10, Student with disabilities |
| Modern History of Hawai'i | 0.5 | CHR1100 | Grade 11 |
| Modern History of Hawai'i (S) | 0.5 | CHR1100S | Grade 11, Student with disabilities |
| Participation in Democracy | 0.5 | CGU1100 | Grade 11 |
| Participation in Democracy (S) | 0.5 | CGU1100S | Grade 11, Student with disabilities |
| American Problems | 0.5 | CGU2200 | Grades 12 |
| Asian Studies | 0.5 | CHR2100 | Grades 12 |
| Economics | 0.5 | CSD2500 | Grades 12 |
| Geography | 0.5 | CSD2100 | Grades 12 |
| Sociology | 0.5 | CSD2300 | Grade 12 |
| Psychology | 0.5 | CSD2200 | Grades 12 |
| <u>ADVANCED PLACEMENT</u> | | | |
| AP World History | 1.0 | CHA6300 | Teacher approval |
| AP U.S. History | 1.0 | CHA6100 | Teacher approval |

COURSE DESCRIPTIONS

WORLD HIST&CULTURE

This course studies the history of the world from the very beginning of man to the present while integrating the past, the present, and the future together using inquiry-oriented skills of decision-making and problem-solving. This is a broad look at history, events and peoples. Students will be instructed so that they will attain the following goals: a) meet the benchmark objectives of the HCPS III; b) establish effective research skills; c) develop a sense of chronology; and d) learn and use map skills. These major topics will be covered: the rise of civilizations, World Religions, the Middle Ages, Renaissance, Reformation, Revolutions, Explorations, Imperialism, World Wars, and the world today.

This is a required course for grade 9 students.

WORLD HIST&CULTURE HONORS

GRADE 9 PLACEMENT VIA MIDDLE SCHOOL TEACHERS' RECOMMENDATION

WORLD HIST&CULTURE (J)

This course is designed for English language learners in grade 9.

WORLD HIST&CULTURE (S)

This is a required course for grade 9 and has been modified for students with disabilities.

US HISTORY & GOVERNMENT

This course is a study of how the United States grew as a nation. It is divided into two areas: one unit deals with the U.S. government, focusing on the origins, structures and functions (what they are and how they work) of the American political system. The major part of the course deals with U.S. history, focusing on how the people and events made America what it is today. Course expectations: this class will help strengthen skills in reading, writing, citizenship and critical thinking. Required work includes unit and chapter homework, class work, research papers and tests.

This is a required course for grade 10 students.

US HISTORY & GOVERNMENT HONORS

GPA OF 3.0 AND/OR TEACHER RECOMMENDATION

US HISTORY & GOVERNMENT (S)

This is a required course for grade 10 and has been modified for students with disabilities.

US HISTORY & GOVERNMENT (J)

This is a required course for grade 10 and has been modified for students learning English as a second language..

MODERN HISTORY OF HAWAII

Modern History of Hawaii is a one semester course required for a Hawaii diploma. It is a study of the historical development of Hawaii focusing on the period from the Overthrow of the Monarchy (1893) to the present. Political, social and economic development and changes are examined as they influenced the growth of Hawaii. Some of the topics studied are diverse ethnic groups, land tenure, unique geographic features, WWII, Statehood, and industries of modern Hawaii (tourism, defense, diversified ag., etc.) *This is the required course for grade 11 students.*

MODERN HISTORY OF HAWAII (S)

This is the required course for grade 11 students and has been modified for students with disabilities.

PARTICIPATION IN DEMOCRACY

This is an entry-level course that examines democratic processes and historical events and ideas that have influenced American constitutional democracy. Special emphasis will be placed on increasing student awareness of politics, political parties, law and the legal system. Students will be able to understand roles, rights, and responsibilities of American citizens and exercise them in civic action. *This is the required course for grade 11 students.*

PARTICIPATION IN DEMOCRACY (S)

This is the required course for grade 11 students and has been modified for students with disabilities.

AMERICAN PROBLEMS

Students are responsible for questioning the American way of life. How is it changing? Where is the United States heading? This class will spend time dealing with current issues, using the media as a main information source. Short papers, projects and short tests will be required.

ASIAN STUDIES

Asian Studies emphasizes development of global perspectives. Attention is focused on the historic, philosophical, social, and political bases of selected Asian countries and the major forces affecting/shaping cultural change and continuity in their traditions, values, institutions, and lifestyles. Cultural diversity is studied through cross-cultural study of the history, geography, politics, literature, arts, and social customs of Asian societies.

GEOGRAPHY

This is a one semester class, which can be taken as an elective. The course will utilize Glencoe's World Geography and various map assignments presented by the instructor. Students will learn about the physical features and cultures of various sections of the world, including specific landforms, continents, ocean currents, wind patterns, the water cycle, human migration and the influence of climate, landforms and transportation upon development of civilizations.

PSYCHOLOGY

Who am I? What do I want to achieve in life? Answering these questions is the primary focus of this course, as it deals extensively with man's eight stages of life. Find out how we learn and how our biological make-up affects our behavior. Discover yourself, your personality and find out more about others. Is it true that one person in ten suffers from some form of mental illness? The answer to this question and many others regarding human behavior is the fascinating study of psychology. This course is fast-paced, with weekly quizzes and discussions. This course is geared toward the college preparatory student. Projects in which students are asked to prove or disprove a theory about human behavior are required of all students in this self-discovery course.

SOCIOLOGY

Sociology is the study of human relationships. It is a meaningful course that deals with the society in which students live. Sociological concepts such as groups, interaction, socializing and social institutions are studied. Students are encouraged through discussions and projects to better their social and cultural lives and look forward to a more meaningful and happier society. This course introduces students to sociological research methods and teaches them to apply them to their lives. This course is geared toward the college preparatory student. Quarter projects (dealing with the implementation of sociological concepts, “doing sociology” is required)

ECONOMICS

Economics is the study of how land, labor, and capital are turned into the goods and services we use every day. Completion of the course will assist students to understand the complexities of the global marketplace and to make sound economic decisions. Students will utilize a stock market simulation to analyze economics changes and the impact they have on local, national, and international economies. Weekly written assessments of current events and case studies are required.

CTE COMPLETORS: *Capstone assignment is a 30-page portfolio and oral presentation to the class.*

AP WORLD HISTORY

This course begins with foundations that set the historical and geographical context of World History. Each period studied involves looking at major developments, which students then use to examine cross-cultural encounters and exchanges. The developments, encounters, and exchanges relate to the six overarching themes. Periodization serves to create links and explains differences with the period just covered and the period to come. For all periods, major interpretative issues, alternative frameworks, and historical debates are included. The first semester looks at the periods from 1000 to 1450 and 1450 to 1750. The second semester focuses on 1750 to the present. Students are expected to know basic features of world geography; crises of various periods; key cultural, social, and economic systems; international connections; and diverse interpretations of events.

NOTE: This course can be taken in place of the required course, CHW1100 World History and Culture.

UPON ENROLLMENT, STUDENTS ARE REQUIRED TO REMIT THE FEES NECESSARY TO SIT FOR THE A.P. World History EXAMINATION IN MAY (approximately \$75.00).

Prerequisite: Teacher approval

AP US HISTORY

This course is equivalent to an introductory course in college. It involves a critical analysis of historical events in an effort to discover how those events affected the economic, social, political, religious and legal development of the U.S. The list of required reading for this course includes a college level textbook, a two-volume set of primary source readings and various books written by noted historians. Students are required to complete weekly essays, take tests after each chapter or unit, write research papers or projects and participate in regular seminar discussions. This course is directed to college bound students.

UPON ENROLLMENT, STUDENTS ARE REQUIRED TO REMIT THE FEES NECESSARY TO SIT FOR THE A.P. U.S.HISTORY EXAMINATION IN MAY (approximately \$75.00).

Prerequisite: Teacher approval

AP United States Government and Politics

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP United States Government and Politics Course Content introduces students to study general concepts used to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings;
- Political Beliefs and Behaviors;
- Political Parties, Interest Groups, and Mass Media;
- Institutions of National Government;
- Public Policy; and Civil Rights and Civil Liberties

UPON ENROLLMENT, STUDENTS ARE REQUIRED TO REMIT THE FEES NECESSARY TO SIT FOR THE A.P. U.S.HISTORY EXAMINATION IN MAY (approximately \$75.00).

Prerequisite: Teacher approval

SPECIAL EDUCATION PROGRAM

The Special Education program is designed to develop a student's behavioral study and academic skills. The Individual Education Program meets the needs of special education students. The objectives of classroom instruction are similar to the regular classroom, except that adaptations are made to allow the student to acquire necessary skills through added practice and compensatory means.

| Course | Credit | ACCN | Prerequisites |
|--|---------------|-------------|---------------------------|
| Vocational Rehabilitation Work Study 1 | 1.0 | NWS1111 | Referred by SPED Staff |
| Vocational Rehabilitation Work Study 2 | 1.0 | NWS2222 | Referred by SPED Staff |
| Vocational Rehabilitation Work Study 3 | 1.0 | NWS3333 | Referred by SPED Staff |
| Workplace Readiness 1 | 0.5 | TCS1600RS1 | Referred by SPED Staff |
| Workplace Readiness 2 | 0.5 | TCS1601RS2 | Referred by SPED Staff |
| Communication Skills 1 | 1.0 | LSY6200 | Grade 9, IEP Specified |
| Communication Skills 2 | 1.0 | LSY6300 | Grade 10, IEP Specified |
| Communication Skills 3 | 1.0 | LSY6400 | Grade 11, IEP Specified |
| Communication Skills 4 | 1.0 | LSY6500 | Grade 12, IEP Specified |
| Communication Skills 5 | 1.0 | LSY6600 | Grade 12+1, IEP Specified |
| Communication Skills | 1.0 | LSY6700 | Grade 12+2, IEP Specified |
| Adaptive Living Skills 1 | 1.0 | NSA1100R | Grade 9 |
| Adaptive Living Skills 2 | 1.0 | NSA1200R | Grade 10 |
| Adaptive Living Skills 3 | 1.0 | NSA1300R | Grade 11 |
| Adaptive Living Skills 4 | 1.0 | NSA1400R | Grade 12 |
| Adaptive Living Skills 5 | 1.0 | NSA1500R | Grade 12+1 |
| Adaptive Living Skills 6 | 1.0 | NSA1600R | Grade 12+2 |
| Community-Based Instruction 1 | 1.0 | NSC1010 | Grade 9-12+ |
| Community-Based Instruction 2 | 1.0 | NSC1020 | Grade 9-12+ |
| Community-Based Instruction 3 | 1.0 | NSC1030 | Grade 9-12+ |
| Community-Based Instruction 4 | 1.0 | NSC1040 | Grade 9-12+ |
| Special Practical Arts | 0.5 | TCS1018RS | Educational Disabilities |
| Home Living Skills | 0.5 | TCS1018RS | Educational Disabilities |

COURSE DESCRIPTIONS

Vocational Rehabilitation Work Study 1

This initial course provides students age 16 and up with general job experiences and instruction in a variety of vocations. Emphasis is on the exposure to the world of work and the development of basic work habits and attitudes. Restricted to students who have been referred and accepted to Voc. Rehab/DHS via special education staff.

Vocational Rehabilitation Work Study 1

This course provides students age 16 and up, with general job experiences and instruction that emphasizes the development of work skills such as the use of basic machines and equipment, following instruction and accepting feedback from supervisors, adhering to specific health and safety procedures, getting along with others, etc.

Restricted to students who have been referred and accepted to Voc. Rehab/DHS and have taken Voc. Rehab 1.

Vocational Rehabilitation Work Study 3

This course provides students with work experiences that reflect their specific strengths and interests. Emphasis is on the development of work skills and habits that are linked to potential employment, including supported employment opportunities. Restricted to students who have been referred and accepted to the Voc Rehab/DHS program.

Non-Credited courses modified to meet the needs of special education students who cannot benefit from the general program.

Workplace Readiness 1

This is an introductory course to prepare students for the world of work. Students are actively involved in developing a career plan with relevant course selection, career exploration and preparation that will result in improved achievement and performance. Classroom instruction will include activities that connect classroom to the workplace as career shadowing, mentoring and/or community service programs as coordinated by special education staff.

This course is repeatable.

Workplace Readiness 2

This course is designed to provide specific skill training that may lead to potential employment as supported by the student's IEP Transition Plan. Classroom instruction supports student internships and on-the-job training experiences. This course is repeatable.

Communication Skills

Basic language arts courses designed for students in special education taught by a special education teacher in accordance with needs specified in the current IEP. The course provides basic communication skills of reading, writing, speaking, language usage and literature. Emphasis on basic communication skills needed in everyday life.

Community-Based Instruction

These courses provide students instruction in real environments within the school and in the community to develop mobility, socialization, and awareness of community sites and services utilized in adult life. The instruction integrates the areas of basic skills, vocational opportunities and awareness, appropriate oral communication, and independent living skills development.

Special Practical Arts

This course is modified and designed to help students acquire knowledge and skills in all phases of family life, providing basic necessities for oneself and family in independent adult living. Course is individualized for students with disabilities and taught by a special education teacher.

Home Living Skills

This course is modified designed to give students comprehensive family life education and consumer competence. Course is individualized for students with disabilities and taught by a special education teacher. This course is repeatable

WORLD LANGUAGES

The World Languages Department advises you who enroll in one or more of its course offerings that in order to learn a language you must do your homework, have good attendance and be willing to memorize vocabulary, conversations and grammar structures. Many colleges and universities require two, and sometimes three, credits of the same language for admittance.

WORLD LANGUAGES

| Course | Credit | ACCN | Prerequisites |
|-------------|--------|---------|---|
| Hawaiian 1A | 0.5 | WPH1010 | |
| Hawaiian 1B | 0.5 | WPH1020 | Hawaiian 1B |
| Hawaiian 2A | 0.5 | WPH2010 | C or better in Hawaiian 1A/B |
| Hawaiian 2B | 0.5 | WPH2020 | Hawaiian 2A |
| Hawaiian 3A | 0.5 | WPH3010 | C or better in Hawaiian 2A/B, Teacher Approval |
| Hawaiian 3B | 0.5 | WPH3020 | Hawaiian 3A |
| Japanese 1A | 0.5 | WAJ1010 | |
| Japanese 1B | 0.5 | WAJ1020 | Japanese 1B |
| Japanese 2A | 0.5 | WAJ2010 | C or better in Japanese 1A/B |
| Japanese 2B | 0.5 | WAJ2020 | Japanese 2A |
| Japanese 3A | 0.5 | WAJ3010 | Credit in Japanese 2; Teacher recommendation |
| Japanese 3B | 0.5 | WAJ3020 | Japanese 3A |
| Japanese 4A | 0.5 | WAJ4010 | Credit in Japanese 3; Teacher recommendation |
| Japanese 4B | 0.5 | WAJ4020 | |
| AP Japanese | 1.0 | WES1010 | Teacher Approval |
| Spanish 1A | 0.5 | WES1010 | Non-native/heritage speakers |
| Spanish 1B | 0.5 | WES1020 | |
| Spanish 2A | 0.5 | WES2010 | Non-native/heritage speaker; Credit in Spanish 1; |
| Spanish 2B | 0.5 | WES2020 | |
| Spanish 3A | 0.5 | WES3010 | Credit in Spanish 2; Teacher recommendation |
| Spanish 3B | 0.5 | WES3020 | |
| Spanish 4A | 0.5 | WES4010 | Credit in Spanish 3; Teacher recommendation |
| Spanish 4B | 0.5 | WES4020 | |

Note: World Language classes welcome all **non-native/heritage speakers** of language s offered. If a student is fluent or somewhat fluent and is knowledgeable of a particular language, the department recommends enrollment in a language other than the one known.

The World Language Department does not offer independent study.

WORLD LANGUAGES

COURSE DESCRIPTIONS

Hawaiian 1A/B

This is a college-prep course for beginning Hawaiian language learners. It emphasizes in basic sentence patterns, an extensive vocabulary, chants/songs and participate in cultural excursions. Students will develop basic listening, speaking, reading, writing, and memorization skills in the Hawaiian language.

Hawaiian 2A/B

This is a continuation of Hawaiian Language 1. The students will learn more complex sentence patterns. More focus will be placed on grammar, vocabulary, speaking and oral interpretation. Cultural information, songs, chants and field trips to experience culture. Prerequisite: Hawaiian 1 A/B with C or better

Hawaiian 3A/B

This class continues the work of Hawaiian Language 2. Continuation of grammar and vocabulary with definite focus on oral/aural skills. This is definitely a college-prep class. Prerequisite: Hawaiian 2 A/B with C or better

Japaenese 1 A/B

This is a college-prep course designed to present the fundamentals of the language. It involves basic grammar, vocabulary, basic conversation and the writing system (Hiragana and Katakana). Cultural awareness and appreciation through videos and demonstrations.

Japaenese 2A/B

This course is a continuation of Japanese 1, emphasizing grammar, vocabulary and oral/aural skills. Cultural activities are integrated into language instruction. Some simple kanji are taught. Prerequisite: Japanese 1 A/B with C or better

Japaenese 3A/B

Additional grammar and vocabulary through short stories, current periodicals and various texts. Students are required to have their own Japanese-English, English-Japanese dictionaries. Prerequisite: Japanese 2 A/B with C or better

Japaenese 4A/B

This course offers the student the opportunity to develop the proficiencies of the previous levels. Specific grammatical structures and the various speech levels will also be added. Students are required to have their own Japanese-English, English-Japanese dictionaries. Prerequisite: Japanese 3 A/B with C or better

AP Japaenese

Students who enroll in Advanced Placement (AP) World Language courses should already have a good command of the grammar and vocabulary and have competence in listening, reading, speaking, and writing in the target language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course emphasizes the use of language for active communication. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any specific body of subject matter. Extensive training in the organization and writing of compositions is emphasized to develop proficiency in writing well-developed and well-organized expository, persuasive, or narrative pieces. Prerequisite: Teacher Approval

Spanish 1A/B

This is a college preparatory course in Spanish, which emphasizes pronunciation, vocabulary, essential grammar and how to respond to basic conversational questions. This course is enhanced through cultural activities including films, music and games.

Spanish 2A/B

A continuation of Spanish 1 with an emphasis on vocabulary, grammar and conversation through writing, reading and role-playing. Cultural activities are incorporated into the lessons.

Spanish 3A/B

This course reviews the grammar learned in levels 1 and 2 in addition to introducing new concepts. A grammar workbook can be purchased or borrowed. Emphasis is on application of learned grammar through reading, writing and conversation; culture continues to be taught, with students taking an active part in presentations. Journals are required.

Spanish 4A/B

This course is a continuation of Spanish 3, with an emphasis on reading, writing and literature. Previously and newly learned grammatical structures will be incorporated into the above lessons. Journals are required and students must be willing to communicate in Spanish in class.

| Course | Credit | ACCN | Prerequisites |
|-----------------------|---------------|-------------|----------------------|
| Yearbook Production 1 | 1.0 | XYY8610 | Teacher Approval |
| Yearbook Production 2 | 1.0 | XYY8630 | Teacher Approval |
| Yearbook Production 3 | 1.0 | XYY8650 | Teacher Approval |
| Yearbook Production 4 | 1.0 | XYY8670 | Teacher Approval |

COURSE DESCRIPTIONS

Yearbook 1

Yearbook students shall be responsible for the production of a school yearbook. Responsibilities include preparation, collection and coordination of all information and photography necessary for production. Students will have the opportunity to plan, produce, market and distribute the yearbook, school Ids, photo packages and other activities. Being on the yearbook staff will also be a great chance for fun fellowship.

Prerequisite: Teacher approval

Yearbook 2

Yearbook students shall be responsible for the production of a school yearbook. Responsibilities include preparation, collection and coordination of all information and photography necessary for production. Students will have the opportunity to plan, produce, market and distribute the yearbook, school Ids, photo packages and other activities. Being on the yearbook staff will also be a great chance for fun fellowship.

Prerequisite: Teacher approval

Yearbook 3

Yearbook students shall be responsible for the production of a school yearbook. Responsibilities include preparation, collection and coordination of all information and photography necessary for production. Students will have the opportunity to plan, produce, market and distribute the yearbook, school Ids, photo packages and other activities. Being on the yearbook staff will also be a great chance for fun fellowship.

Prerequisite: Teacher approval

Yearbook 4

Yearbook students shall be responsible for the production of a school yearbook. Responsibilities include preparation, collection and coordination of all information and photography necessary for production. Students will have the opportunity to plan, produce, market and distribute the yearbook, school Ids, photo packages and other activities. Being on the yearbook staff will also be a great chance for fun fellowship.

Prerequisite: Teacher approval