

**Pahoa High & Intermediate School**

**2017 - 2018**

**Pre-Registration  
Course Description**



**“The Flame of Education Is Eternal Learning”**

## TABLE OF CONTENTS

Vision, Mission, Philosophy, Motto & General Learner Outcomes.....	2
Principal’s Message.....	3
Counselor’s Message.....	4
Non-Discrimination.....	4

### PHIS Grades 7 & 8 Requirements

Required Program.....	5
Promotion.....	5
Intermediate School Curriculum.....	5
Career & Technical Education.....	6
English Language Arts.....	7
Fine Arts.....	8
Health.....	9
Mathematics.....	9
Multidisciplinary.....	10
Physical Education.....	10
Science.....	11
Social Studies.....	12

### THE ACADEMIC PROGRAM FOR THE HIGH SCHOOL LEVEL

Graduation.....	13
High School Diploma/Recognition Certificate/IPP.....	13
Commencement Exercises.....	15
Promotions.....	15
Program (Schedule) Changes.....	15
Career & Technical Education.....	16
Career Pathways.....	16
Arts & Communication Pathway Courses/Program of Study.....	16
Business Pathway Courses/Program of Study.....	18
Health Services Pathway Courses/Program of Study.....	19
Industrial & Engineering Technology/Program of Study.....	21
Natural Resources Pathway Courses/Program of Study.....	23
Public & Human Services Pathway/Program of Study.....	25
Other Elective Courses for Career Development & Guidance.....	27
English.....	27
Fine Arts.....	30
Health Education.....	30
Mathematics.....	30
Multidisciplinary Courses.....	32
Non-Credit Courses.....	33
Physical Education.....	34
Science Education.....	35
Social Studies Education.....	37
Special Programs .....	38
World Languages.....	39

## **“Home Of The Daggers”**

### **VISION**

Graduates realize their full potential to succeed academically, personally, and socially in a global society.

### **MISSION**

To provide a safe place of learning for all members of the Pahoa High & Intermediate School community where they responsibly prepare for a meaningful, positive future.

### **PHILOSOPHY**

Everyone can achieve at Pahoa.

### **MOTTO**

**People Actively Helping Others Achieve**

## **GENERAL LEARNER OUTCOMES**

### **Community Contributor:**

- The understanding that it is essential for human beings to work together.

### **Self-Directed Learner:**

- The ability to be responsible for one’s own learning.

### **Quality Producer:**

- The ability to recognize and produce quality performance and quality products.

### **Complex Thinker:**

- The ability to be involved in complex thinking and problem solving.

### **Effective & Ethical User of Technology:**

- Ability to use a variety of technologies effectively and ethically.

### **Effective Communicator:**

- Ability to communicate effectively.

**State of Hawaii  
Department of Education  
Pahoa High & Intermediate School  
15-3038 Pahoa Village Road  
Pahoa, Hawaii 96778**

**PRINCIPAL'S MESSAGE**

**PARENTS:**

Your son/daughter have a variety of courses from which to select. The courses listed on their pre-registration forms are the department's offerings for the next school year. Please peruse through the D.O.E./B.O.E. requirements in this booklet for information. This may serve as a valuable resource for this upcoming registration process.

Additional assistance and information have been provided for incoming ninth-graders regarding Career Pathway by the counselor. Please take time to discuss with your child the career pathway he/she has selected or is considering so that pre-registration will be meaningful and productive. Careful planning will prevent changing classes after school has begun.

**STUDENTS:**

Please review your career pathway and examine the course offerings. Careful and thoughtful selection of course offerings will help you accomplish your career pathway goals for higher-level education, military, or the workforce.

No student shall be excluded from participation in, denied benefits of, or be subjected to discrimination on the account of the student race, color, origin, sex, religion, or handicap condition under a program of the Department of Education.

All students are expected to enroll for a full ten period schedule. Exceptions will require approval of the Principal. Program changes will be made only in the following cases:

- Errors in scheduling

- Student who need specific courses to graduate

- Shortening schedules for early admission, employment or administrative reasons

- Courses made up during summer school

- Administrative reasons that include but not limited to force scheduling; because a student did not complete the pre-registration process.

- Registrar, counselor, parent or family court requests requiring specific needs of the student.

Darlene Bee  
Principal

## **COUNSELORS' MESSAGE**

The Counseling Department at Pahoa High & Intermediate School would like to urge all parents to participate actively in the selection of your child's courses for next year. These decisions are to be made in November, more than eight months before the next school year begins. Elective courses should follow the Career Pathway that student has chosen.

### **College Admission Requirements:**

Hawaii Community College admits any high school graduate or person 18 years or older who can benefit from the instruction offered.

Basic Admission requirements for 4 year colleges and universities are more rigorous and require the following as a minimum:

Science-Lab Science courses (i.e. Physical Science, Biology, Chemistry, Basic Physics) are preferable.

Math- Three courses of advanced math (i.e. Algebra 1, Geometry, and Algebra 2 are essential. Trigonometry, Analytic Geometry, and Calculus are highly recommended.)

Foreign Language – Two years of the same accredited foreign language is required for many schools.

Electives: can be taken as a continuation of your child's academic program in science, math, language arts and foreign language. Electives also offer an opportunity to explore possible career interests within the six Career Pathways which are: Arts & Communication, Natural Resources, Industrial & Engineering Tech., Business Management, Health Services, and Public Human Services.

Graduation requirements for a High School Diploma can be found on our website and in this course catalog. Please call the high school counselor if you have any questions regarding these requirements at 313-4342

## **NON-DISCRIMINATION**

Pahoa High & Intermediate School does not discriminate on the basis of race, color, national origin, sex, disability or age in its program/activities. To handle inquires, contact:

Ms. Darlene Bee, Principal  
Pahoa High & Intermediate School  
15-3038 Pahoa Village Road  
Pahoa, Hawaii 96778  
Telephone: (808) 313-4312

If you feel you have been discriminated against in one of the department's educational program or activities, you are encouraged to bring the matter to the attention to the school principal for discussion and resolution. If the matter cannot be resolved at this level, you are encouraged to make full use of the Department of Education's Civil Rights Complaint Procedure for Students and file a written complaint.

## PHIS GRADES 7 & 8 REQUIREMENTS

<u>PROGRAM AREA</u>	<u>UNITS REQUIRED GR. 7 &amp; 8</u>
Language Arts	2.0
Mathematics	2.0
Social Studies	2.0
Science	2.0
Physical Education	0.5
Health	0.5
Career & Technical Education	1.0
Electives	<u>2.0+</u>
Total PHIS required credits	12.0+

### **PROMOTION (B.O.E REGULATION NO. 4502)**

Grades 7 & 8 students shall earn promotion based on the student:

1. Demonstrating satisfactory progress each year for identified grade level benchmarks for

The core content areas:

- Language Arts
  - Mathematics
  - Science and
  - Social Studies
2. Earning a total of 15 units or more and passing four core courses in each grades 6-7-8 to be promoted to grade 9.
    - 12 of the 15 units must be earned in the core content areas.
    - The 3 remaining units may be earned in core or non-core courses.

### THE INTERMEDIATE SCHOOL CURRICULUM

The Intermediate School Curriculum is designed to assist students to continue significant academic learning, to develop a better understanding of self, and to become more productive members of our community. During this period of rapid growth, the curriculum seeks to broaden the interests of students and to move from dealing primarily with concrete operations to levels of abstracting and hypothesizing. Subject areas include language arts, mathematics, science, social studies, health education, physical education, art, music, and opportunities in career & technical education and second language learning. Social development receives major attention through student activities, guidance and counseling.

An integrated, interdisciplinary approach is recommended in delivering instruction at the intermediate school level. Infused in the required program is instruction in computers, career education, character education, drug education, environmental education, global education, guidance and Hawaiian Studies. Other enrichment and thematic experiences would be interfaced with basic programs such as world languages.

## CAREER AND TECHNICAL EDUCATION

The Career & Technical Ed. Program in Grade 8 is a broad based exploratory experience designed for all students. The CT Program seeks to acquaint students with technology through problem-solving experiences, while enforcing the academic core. It is a comprehensive, integrated series of courses designed to provide students with experiences that promote the development of knowledge, basic skills, technical skills and attitudes for living effectively with people and managing the human and material resources in our society.

The CT classes may consist of one or more of the following:

- **CT- Agriculture Education ( Semester or Year, 1 credit) Grade 8**  
This course is designed to address the Hawaii Content and Performance Standards for Career and Technical Education through the study of basic concepts of agriculture. Integrated learning experiences involve activities in career pathway exploration, student leadership through the Future Farmers of America (FFA) organization, plant and animal sciences, and natural environmental systems. TMG0100, TMG0101, TMG0102 CT AG ED
- **CT- Computer Literacy ( Year, 1 credit) Grade 8**  
This course is for students who either have had enough prior experience using computers to be considered computer literate, or for those who wish to extend their knowledge of the basics of computer literacy. Emphasis on this course shall be on careers that involve information access, information processing, information management, and communication information. TMG0500, TMG0501, TMG0502 CT COMP LIT
- **CT- Family & Consumer Science ( Year, 1 credit) Grade 8**  
This course is designed to address the Hawaii Content and Performance Standards for Career and Technical Education through the study of basic concepts of Family and Consumer Sciences. Students will focus on developing a positive self-concept by using effective communication skills in peer and family relationships. Instructional activities may include: applying effective decision-making and management skills in the consumer market, demonstrating proper clothing care and construction, analyzing the importance of nutrition and how it relates to good health, applying food preparation and meal management in principles in preparing and serving meals, and exploring a variety of career pathways. TMG0300, TMG0301, TMG0302 CT FAC
- **CT- Technology Education ( Year, 1 credit) Grade 8**  
This course is designed to address the Hawaii Content and Performance Standards for Career and Technical Education through the study of industry and technology. Learning experiences involve activities in one or more of the following systems of technology: communication, construction, manufacturing, transportation, and biotechnology and provide opportunity for creativity, problem solving, and cooperative/collaborative learning. TMG0400, TMG0401, TMG0402 CT TECH ED

## SPECIALIZED ELECTIVE

- **College Preparatory Skills 7 & 8 (AVID) (year, 1 credit) Grades 7-8**  
Course focuses on AVID (Advancement Via Individual Determination) concepts which is designed to assist students with preparing college prep work. An emphasis on inquiry, reflective writing, organizational and study skills, note taking and research. AVID mission is to close the achievement gap

by preparing all students for college readiness and success in a global society.

TMG1011A7, TMG1011B8 COLLPRPSK68

Teacher recommendation/interview required based on the student criterion for the AVID class.

## **ENGLISH LANGUAGE ARTS**

### **REQUIRED COURSES**

- **English Language Arts, Gr. 7 ( year, 1 credit)** **Grade 7**  
This required course provides students a balanced, standards-based program emphasizing and integrating reading, writing, speaking, and listening with language and literature. In this course, reading, writing and oral communication processes are experienced as interrelated and interactive processes operating in meaning-rich contexts. The study of informational and library texts is experienced as an interactive process of constructing meaning and making connections. Primary emphasis is on the personal, interpretive, and critical response of the reader in the construction of meaning. LCY0200 ENG7
- **English Language Arts, Gr. 8 ( year, 1 credit)** **Grade 8**  
This course provides students a balanced, standards-based program emphasizing and integrating reading, writing, speaking and listening with language and with both informational and literary texts. Reading, writing, and oral communication processes are experienced as interrelated and interactive processes operating in meaning-rich contexts. The study of literature engages students in selections that span time and cultures and present universal themes that relate to their lives and the lives of others. Primary emphasis is on the personal, interpretive, and critical response of the reader in the construction of meaning. LCY0300 ENG 8

### **SUPPLEMENTAL ELECTIVES**

- **English L.A. Gr. 7 Lab A/B ( 2 semesters, 1 credit)** **Grade 7**  
This lab course supports students enrolled in English Language Arts Grade 7. 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 English 7.

LLH0221 ENG7A LB, LLH0222 ENG7B LB

- **English L.A. Gr. 8 Lab A/B ( 2 semesters, 1 credit)** **Grade 8**  
This lab course supports students who are enrolled in English Language Arts Grade 8. 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 scaffold 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 English 8. LLH0321/LLH0322 ENG. 8A LB., LLH0322 ENG 8B LB.



- **Reading Workshop (2 semesters, 1 credit)** **Grades 7-8**

In this course, students will read and respond to all types of texts for different purposes-to expand knowledge, satisfy interests and curiosity, and gain insight into life. Readings include traditional, contemporary, and young adult texts across genres and coupled with opportunities to respond interpretively, personally, and critically. LRH0610/LRH0620 -7, LRH0710/LRH0720 – 8

- **Newswriting ( year, 1 credit)** **Grades 7-8**

This is a beginning newswriting course designed for students to work collaboratively as a member of the school newspaper staff, and to experience the process of getting the story from the event into print and then into the hands of the reader. Students learn all aspects of publication that include gathering facts, interviewing, composing stories, layout and design, photography, and use technology tools to enhance the production of the newspaper. Students discuss issues related to print journalism, e.g., censorship, ethics, freedom of speech, confidentiality, truth and accuracy. LJ0410

- **Oral Communication/Introduction to Newswriting ( 2semesters, 1 credit)** **Grades 7-8**

In Oral Communication, students experience speaking and listening in interpersonal, group, and formal settings and forms. Emphasis is on helping students develop confidence and a willingness to express themselves orally, share their ideas, and listen openly and critically. Students will develop informal language used in conversation and discussion and formal language used in speeches, interviews, and oral presentations. Students will develop effective use of language, become responsive and critical listeners, and gain insights about themselves as communicators. LVH0310

Introduction to Newswriting is designed primarily to determine students' interest in newswriting. Students explore the fundamental principles of newswriting and the role of newspapers in a democratic society. In this course students read and write journalistic forms found in newspapers and other periodical literature. Accuracy and responsibilities in news reporting emphasized. Students will use technology tools in preparing publications. LVH0310 ORAL COMM LJH0400 INTRO NEWSWRITNG

## FINE ARTS

- **Introduction to Chorus ( year, 1 credit)** **Grades 7-8**

This course is designed to develop vocal and performance skills, and develop knowledge and skills about music. Musical arrangements from a variety of cultures, styles, and periods are sung in unison and sometimes in harmony. FMC0100

- **Introduction to Drama ( year, 1 credit)** **Grade 7**

In this course, students engage in experiences that help them to understand and appreciate drama as a means of communication, to work collaboratively, to explore and experience various aspects of theatre design and production, and to express self through acting. Students will also understand and relate the role of theatre arts to culture and history, and other art forms and disciplines. Learning is through active participation and cooperation with other members of the class, e.g., preparing class exercises, rehearsing one-act plays, and performing to an audience. FTE0200

- **Beginning Creative Dance ( year, 1 credit)** **Grade 7-8**

This course is designed to provide the historical background of dance and develop student's kinesthesia to creatively interpret and express the elements of dance in a variety of media , including poetry , drum beat, clapping, and recorded music. Emphasis is on helping students communicate ideas by using the body as an instrument of expression. FDC010

- **Intermediate Play Production ( year, 1 credit)** **Grade 8**  
In this course, students will learn about the various aspects of production a play for an audience, such as acting, staging, set designing, costuming, following directions, and working cooperatively as a team. Students will be involved in a play production and learn the basic principles of drama FTP0600

### HEALTH

- **Teen Health ( 1 semester, .50 credit)** **Grade 7**  
This standards-based course is for all students in grade 7. Students in this course analyze choices individuals can make that promote and protect or harm their health. Content topic areas will include: Promote Safety and Prevent Unintentional Injury and Violence, Promote an Alcohol and Other Drug Free Life Style, Promote Sexual Health and Responsibility, Promote Mental and Emotional Health, Promote Personal Health and Wellness. Emphasis will be placed on the acquisition of skills that are required to make more informed healthy personal choices and to advocate for the health of others. HEA0400 TN HLTH

### MATHEMATICS

#### REQUIRED COURSES

- **Mathematics, Grade 7 ( year, 1 credit)** **Grade 7**  
This course is required for all students in grade 7. Emphasis is on developing proficiency with concepts and skills and Numbers and Operations; Measurement, Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Learning in these areas will support student proficiency in all of the grade 6-8 benchmarks of Hawaii Content and Performance Standards. MMX0700 MATH 7
- **Mathematics, Grade 8 ( year, 1 credit)** **Grade 8**  
This course is required of all students in grade 8. Emphasis is on developing proficiency with concepts and skills in Number and Operations; Measurements; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Learning in these areas will support student proficiency in all of the grade 6-8 benchmarks of the Hawaii Content and Performance Standards. MMX0800 MATH 8

#### SUPPLEMENTAL ELECTIVES

- **Mathematics Workshop 7A/7B ( year, 1 credit)** **Grade 7**  
This course is a required extension of Mathematics, Grade 7. Course is designed 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 should be systematically developed using concrete materials, multiple representations, and symbols. This course is supplemental to the required mathematics course and will be given for elective credit only. MMW0700A MTH WK 7A, MMW0700B MTH WK 7B
- **Mathematics Workshop 8A/8B ( year, 1 credit)** **Grade 8**  
This is a required extension of Mathematics, Grade 8. This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number

and Operations; Measurements, Geometry and Spatial Sense, Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Concepts should be systematically developed using concrete materials, multiple representations, and symbols. This course is supplemental to the required mathematics course and will be given for elective credit only. MMW0800A MTH WK 8A, MMW0800B MTH WK8B

## MULTIDISCIPLINARY COURSE

### LEADERSHIP DEVELOPMENT & SERVICE

- **Leadership Training A/B ( 2 semesters, 1 credit)** **Grades 7-8**  
This is a multidiscipline course design to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques to leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in and conducting effective meetings, setting individuals and group goals, recognizing and producing quality products and performance cooperative planning and learning, sharing responsibilities, taking positive actions, and working with people from diverse backgrounds.

Emphasis is on authentic learning with student's participation and involvement with real school and student concerns as a means of understanding levels of organization, levels of authority, and communication and management techniques. Application of leadership is taught on a function that can be performed by any member of a group or shared by several at one time. XLP0010A/B LDRTRNG68A/B

- **Exploratory Wheel- (STEAM) (2 semesters, 1 credit)** **Grades 7-8**  
This course is designed to ignite students' passion for STEAM (Science, Technology, Engineering, Art and Math), by providing students with highly interactive, hands –on, group activities build around the STEAM concepts. Each activity is designed to emphasize critical thinking, collaborative learning, problem solving, creativity and effective experimental design. These activities will promote students to grow in confidence and curiosity while deepening their understanding of STEAM core classes and preparing for 21<sup>st</sup> century technology and career opportunities. XWG0011A/B Expl Whl gr 7, XWG0021A/B Expl Whl gr 8.

## PHYSICAL EDUCATION

### REQUIRED COURSE

- **Physical Education A ( 1 semester, .50 credit)** **Grade 7**  
Successful completion of this course will meet Physical Education Hawaii Content and Performance Standards III. This standards-based course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including invasion, field, net, target and aquatic games and activities. Initial focus is placed on the concepts surrounding the components of physical fitness (muscular strength and endurance, cardio respiratory endurance, flexibility, and body composition.) Students learn to accurately assess and log their own personal levels of fitness using a variety of fitness assessment measurement tools. Fitness assessment may include: monitoring heart rates, determining body fat percentage, one mile run, 600 yard run, pacer, shuttle run, pull-ups, vertical hang, push-ups, sit and reach, crunches, standing long jump, vertical

leap, etc. Students will also learn basic principles of physical fitness and set goals to improve and maintain body composition, sustain an aerobic activity, and maintain a target heart rate to achieve cardiovascular benefits through a variety of conditioning and training activities. PEP0020 PHY ED A

## **ELECTIVES**

- **Physical Education B ( 1 semester, .50 credit) Grade 8**  
This standards-based course will focus on further developing fundamental and sport-specific skills in order for students to competently participate in a variety of adapted and modified physical fitness experiences, including invasion, field, net, target, and aquatic games and activities. Along with the acquisition of more sport-specific skills, offensive and defensive strategies, as well as more evolved sense of team goals and objectives will be emphasized. The student's understanding of critical skills allows for personal and peer-to-peer assessment. As a result, students may begin to design their own personal practice drills and exercises to improve perceived or identified weaknesses. PEP0035 PHY ED B
- **Team Sports A ( 1 semester, .50 credit) Grade 8**  
This standards based course is combined with Physical Education 1B. Course is designed for students to strengthen physical movement forms, concepts, principles and skills through participation in a variety of team activities. Students will be introduced to a variety of modified games and activities that may require students to apply a wide range of fundamental locomotor movement skills (skipping, running, walking, hopping, galloping, sliding, leaping and jumping and manipulative skills (dribbling, kicking, punting, throwing, catching, volleying, and striking) in complex changing situations. Modified versions of team sports could include, but not limited to the following: basketball, volleyball, soccer, softball, team handball, and flag football. As a result of this course, students will learn and participate in a variety of team activities and will not only improve a variety of locomotor and manipulative skills but also increase their awareness of the social responsibility required to participate successfully as a member of a team. PTP0630 TEAMSPT A

## **SCIENCE**

### **REQUIRED ELECTIVES**

- **Life Science ( year, 1 credit) Grade 7**  
This is a required laboratory course in the life sciences. Life Science is an introduction to biological concepts on life processes; relations between structure and function; classification of organisms; interdependency of living things; the biotic environment; the cell as the basic unit of living things, reproduction, genetics, and evolution. Emphasis is on the use of laboratory activities to develop skills in laboratory procedures and inquiry and analysis of relationships between science-technology-society. Students are to meet all Grade 7 Science Content Standards 1-5. SLM0103 LIF SCI
- **Earth Space Science ( year, 1 credit) Grade 8**  
This is a lab-based course in the study of physical environment in the universe, providing in-depth development of earth system science: geology, oceanography, meteorology-climatology, and space. Students use scientific investigation and analysis of the relationship between science-technology-society to study continental drift and plate tectonics, rocks and the rock cycle, seismic waves, mechanical waves, physical characteristics of the ocean currents, weather patterns, the effects of the physical environment on organisms, movements of Earth and moon, movements of the planets, forces and

motion of the universe, the electromagnetic spectrum, composition of the galaxy, and the major components of the universe. Emphasis is on the use of the laboratory to develop inquiry skills and the use of the instruments in the study of the physical environment. Students are to meet all benchmarks in the Grade 8 Science Content Standards 1, 2 and 5-8. SEM0103 ER/SP SCI.

## SOCIAL STUDIES

### REQUIRED COURSES

- **Social Studies, Gr. 7A/7B ( 2 semesters, 1 credit)** **Grade 7**  
Social Studies 7A course engages students in deep historical thinking about the evolution of the historic, economic, political, and social/cultural institutions of the Hawaiian Kingdom. This comprehensive course critically examines the people and events of that era.  
  
Social Studies 7B engages students in historical thinking about contemporary issues (sociopolitical, geographic, cultural, historical, and economic) faced by Hawaii and the nations and territories of the Pacific. This course examines the diversity and commonalities of the Pacific, the impact of contact with other nations, and the issues, challenges, and decisions facing these nations and territories. Students are actively engaged in decision-making and problem-posing and solving. CER00700 SS 7A, CHR0700 SS 7B.
  
- **Social Studies Grade 8 ( year, 1 credit)** **Grade 8**  
Social Studies 8 engages students in in-depth historical inquiry focusing on the people, ideas, and events that have shaped and continue to shape our nation. It allows students to examine our history through multiple perspectives and to develop empathy, interpretations, and self-knowledge for a deep understanding of American Society. It develops an historical perspective for examining our nation’s history through the period of Reconstruction. This course examines, in depth, the philosophical and historical foundations of America through themes such as immigration; settlement; conflict; and democratic principles, such as justice, equality and independence. CHU0800 SS8

**THE ACADEMIC PROGRAM FOR THE HIGH SCHOOL LEVEL**

**GRADUATION REQUIREMENTS BEGINNING with the CLASS OF 2016**

(Credit requirements to receive a high school graduation diploma.)

<b>*COURSE REQUIREMENTS</b>	<b>HAWAII HIGH SCHOOL DIPLOMA</b>
<b>English</b>	4.0 credits including: <ul style="list-style-type: none"> <li>• English Language Arts 1 (1.0 credit); and</li> <li>• English Language Arts 2 (1.0 credit); and</li> <li>• Expository Writing (0.5 credit)</li> </ul>
<b>Social Studies</b>	4.0 credits including: <ul style="list-style-type: none"> <li>• Modern History of Hawaii (0.5 credit); and</li> <li>• Participation in a Democracy (0.5 credit)</li> </ul>
<b>Mathematics</b>	3.0 credits including: <ul style="list-style-type: none"> <li>• Algebra 1 (1.0 credit) and</li> <li>• Geometry (1.0 credit)</li> </ul>
<b>Science</b>	3.0 credits including: <ul style="list-style-type: none"> <li>• Biology 1 (1.0 credit) and</li> <li>• Laboratory science (2.0 credits)</li> </ul>
<b>World Language Fine Arts Career and Technical Education</b>	2.0 credits in one of the <b>specified programs of study</b>
<b>Physical Education</b>	1.0 credit
<b>Health</b>	0.5 credit
<b>Personal Transition Plan</b>	0.5 credit
<b>Electives</b>	6.0 credits, may include 1.0 elective credit for Senior Project
<b>TOTAL</b>	<b>24.0 CREDITS</b>

\*DOE will establish a process for developing and approving proficiency-based equivalents, as applicable.

**Specified Programs of Study**

**World Language:** credits earned must be from consecutive courses in the same language (e.g., two credits in French; not one credit in French and one credit in Japanese).

**Fine Arts:** credits earned must be from courses in the Fine Arts Discipline.

**Career and Technical Education (CTE):** credits earned must be within a single Career Pathway excluding Directed Studies or Capstone courses (e.g., two credits within the Business Pathway; not one credit in Business Pathway and one credit in Health Services Pathway).

**A Hawaii High School Diploma** shall be issued to students who meet the course and credit requirements (Board of Education Policy 4540, 10/4/2011)

**Honors Recognition Certificate Requirements (Effective for the graduating Class of 2016 and beyond).** In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met:

<b>Academic Honors</b>	<b>CTE Honors</b>	<b>STEM Honors</b>
<p>Cumulative GPA of 3.0 or above</p> <p><b><u>4 credits of Math:</u></b> The 4<sup>th</sup> credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent 1B math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-calculus.</p> <p><b><u>4 credits of Science:</u></b> Of the four credits, one credit must be in Biology 1 (or equivalent 1B Biology; or AP Biology courses); and the other three credits must be lab-based science credits.</p> <p>Two credits minimum must be from AP/1B/Running Start courses (Equivalent to credits for 2 college courses).</p>	<p>Cumulative GPA of 3.0 or above</p> <p>Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).</p> <ul style="list-style-type: none"> <li>• Earn a B or better in each required program of study (coursework).</li> <li>• Meet or exceed proficiency on performance-based assessments for corresponding program of study.</li> </ul> <p>Completes one of the following for the corresponding program of study.</p> <ul style="list-style-type: none"> <li>• Earn at least 70% or better on each CTE course in the program of study; or</li> <li>• Earn a nationally-recognized certificate; or</li> <li>• Earn a 70% or better on a Dual Credit Articulated Program of Study written assessment.</li> </ul>	<p>Cumulative GPA of 3.0 or above</p> <p><b><u>4 credits of Math:</u></b> The 4<sup>th</sup> credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent 1B math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-calculus.</p> <p><b><u>4 credits of Science:</u></b> Of the four science credits, one credit must be earned in Biology 1 (or equivalent 1B Biology; or AP Biology courses); and the other three credits must be lab-based science credits.</p> <p>A STEM Capstone/STEM Senior Project.</p>

**Grade Point Average:** (NOTE: Cumulative GPA below applies to all graduates.)

- **Cum Laude** (Cumulative GPA of 3.0 – 3.5)
- **Magna Cum Laude** (Cumulative GPA of 3.5+ - 3.8)
- **Summa Cum Laude** (Cumulative GPA of 3.8+ and above)

All requirements for diploma, Honor Certificates, etc are evaluated at the end of the 3<sup>rd</sup> quarter of a student's senior year.

**Commencement Exercises:** Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement if they:

- 1) meet the requirements for a diploma or certificate;
- 2) have fulfilled their financial obligations; and
- 3) meet other conditions, as established by the Hawaii State Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

#### **THE HIGH SCHOOL DIPLOMA**

The High School Diploma is issued to students who have met all graduation requirements in the required courses by demonstrating proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes.

#### **CERTIFICATE OF COMPLETION**

Certificate of Completion of an Individually Prescribed Program (IPP) shall be issued to a student with a disability who completes all requirements set by the student's Individualized Education Program (IEP).

#### **PROMOTION (DOE REGULATIONS NO. 4500.1)**

Normal progression of each student in experiences of increasing complexity and sophistication is expected. Academic performance and other appropriate measures shall be used to determine success for promotion. The minimum requirements for promotion are:

**For promotion to grade 9:**

Satisfactory cumulative (gr. 6, 7, & 8) completion of all core content areas: mathematics, social studies, science, language arts + additional course work. Completion of all intermediate requirements.

**For promotion to grade 10:**

Satisfactory completion of five (5) credits in high school courses

**For promotion to grade 11:**

Cumulative credits from gr. 9 & 10. Satisfactory completion of eleven (11) credits of high school courses.

**For promotion to grade 12:**

Cumulative credits from gr. 9, 10, & 11. Satisfactory completion of seventeen (17) credits of high school courses.

#### **PROGRAM CHANGES**

Students are reminded that the courses selected during pre-registration may be final. Any program changes made during the school year are for students who:

- Have the same subject listed more than once on their schedule
- Have no course listed for a given period.
- Have a course listed for which credit has already been recorded
- Need a course to meet graduation requirements.
- Re-evaluation of students Individualized Educational Program
- Re-evaluation based on students individual needs/modifications
- Employed during the school day or is in an early admission program.

All course changes are subject to administrative approval. Guardian signature is required.



## **CAREER AND TECHNICAL EDUCATION**

We have reached a point where education in a single discipline and skill preparation specific to a current job description is no longer adequate for success in an ever-changing world. Career and Technical Education (CTE) programs designed to address the dynamics of like and work in a complex world.

Students in CTE Programs must master curricula featuring basic scientific principles, mathematical concepts, communication skills, and other foundational essentials upon which life and work are based. Students successfully completing a CTE Program will integrate these basic understandings and skills to change and adapt as careers and life changes.

## **CAREER PATHWAYS**

Career Pathways provide a curriculum framework and delivery system for Career and Technical Education. Career Pathways have been designed to assist educators and students in making meaningful connections to broad areas (or clusters) for career opportunities reflective of the current and merging work of work. The Career Pathway structure engages students in a process that will enable them to identify career opportunities, assess their skills, establish career goals, and prepare for a career. The Career Pathway structure also provides the context in which to integrate the Hawaii Content Standards through the reinforcement and application of academic concepts in the context of technical, employability and life skills. This will enhance student learning by providing relevance and the opportunity for deep understanding.

The Six Career Pathways and Course Offerings:

- **ARTS & COMMUNICATION CAREER PATHWAY**  
The Arts & Communication Career Pathway includes career and programs of study related to the humanities and to the performing arts, visual arts, fashion art technology, and media arts. These may include creative or technical writing, illustrating, graphic designing, publishing, theatre arts, journalism, languages, radio and television broadcasting, photography, advertising and public relations.
- **Arts & Communication Career Pathway Core (year, 1 credit)** **Grades 9-12**  
This course is designed for students who plan to pursue careers in the Arts & 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) Innovation, 2) Legal and Ethical Issues, 3) Communication, 4) Aesthetics, 5) Problem Solving, 6) Safety. This is a recommended pre-requisite for students pursuing a career and technology education program of study in arts and communication. TAC2010 ACCP Core.
- **Digital Media Tech (year, 1 credit)** **Grades 10-12**  
This course is designed to equip students with the necessary skills to support and enhance their use of digital media technologies. Topics will include the creation of media content, its communicative abilities, the production process, and legal concerns. Recommended prerequisite: Completion of TAC2010 Arts & Communication Career Pathway Core. TAU2210
- **Fashion Design (year, 1 credit)** **Grades 10-12**  
The purpose of this course is to provide students with the foundation to design and create garments.

This includes the history of fashion, trend forecasting, the fashion cycle, as well as an understanding of textiles. Students will learn elements and principles of design to illustrate their design and produce them through pattern making and manipulation, and garment construction. Recommended pre-requisite: Arts & Communication Career Pathway Core. TAU2310 FASHN DGN

**Broadcast Media (year, 1 credit)**

**Grade 11**

Broadcast Media is a course designed to give students hands-on opportunities in television news production. Through a variety of production experiences students will learn the power of the medium, examine issues of fairness and objectivity, making critical thinking decisions on a regular basis, exercise creativity, and gain an overall understanding of news-gathering and reporting techniques.

Recommended prerequisite: Completion of Arts & Communication Career Pathway Core and Digital Media Tech. TAN2215 BRCST ME

**Graphic Design Technology 1 (year, 1 credit)**

**Grades 9-12**

This course provides classroom and laboratory experiences in the major areas of graphic design and production. This course includes the study of the fundamentals of elements and principles of design, colors, layering, layout, photography concepts, plagiarism, advertising and production techniques. Emphasis is on the creation of designs and products that meet specifications of clients and industry.

Recommended prerequisite: Completion of TAC2010 Arts & Communication Career Pathway Core.

**Arts & Communication Career Pathway Capstone ( year, 1 credit)**

**Grade 12**

A Capstone Project reflects the culmination of knowledge, skills and attitudes by senior students in the Arts and Communication Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the “learning journey” and verifies the learning process. The topic of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter. Recommended pre-requisite: Completion of TAC2010 Arts & Communication Career Pathway Core and any Arts and Communication Career Pathway cluster course.

**PROGRAMS OF STUDY (POS) FOR ARTS & COMMUNICATION  
(courses to be taken sequentially)**

**A. Occupational Cluster: Fashion Arts & Technology**

**Program of Study (POS): Fashion Design**

Course #1: Arts & Communication Core TAC2010

Course #2: Fashion Design TAU2310

Academic Req: Geometry MGX1150

**B. Occupational Cluster: Media Arts & Technologies**

**Program of Study (POS): Digital Media**

Course #1: Arts & Communication Core TAC2010

Course #2: Digital Media Technology TAU2210

Academic Req: Expos. Writing 1 or 2 LWH5213, LWH5212;

AP Lit & Comp LAY6100

C. Occupational Cluster: Broadcast Media

**Program of Study (POS): Broadcast Media**

Course #1: Arts & Communication Core TAC2010

Course #2: Digital Media Technology TAU2210

Course #3: Broadcast Media TAN2115

Academic Req: Expos. Writing 1 or 2; LWH5213, LWH5212

AP Lit & Comp LAY6100

D. Occupational Cluster: Graphic Design

**Program of Study (POS): Graphic Design Tech 1**

Course #1: Arts & Communication Core TAC2010

Course #2: Graphic Design Technology 1

## **BUSINESS PATHWAY**

The Business Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, and management of enterprises engaged in commerce.

The general education nature of business at K-12 grade levels has become increasingly important. Computer skills, as well as understanding how business operate, the functions of the entrepreneur, the role of international trade, the impact of personal and business financial decisions, and the interrelationships of business and economic functions are central to the general education focus of business education.

- **Business Economics (year, 1 credit) Grades 9-12**

This course is designed to allow students to apply elements of micro and macro economic concepts in the context of a business with an emphasis on consumer behavior. How economics influences business decisions and how these decisions are affected by external economic forces will be the focal point of this course. TBA 1000 Business Econ.

### **PROGRAMS OF STUDY (POS) FOR BUSINESS**

#### **(courses to be taken sequentially)**

A. Occupational Cluster: Marketing

**Program of Study (POS): Marketing**

Course #1: Business Core TBC3010

Course #2: Marketing TBU3510

Academic Req: Business Economics TBA1000

B. Occupational Cluster: Office Administration

**Program of Study (POS): Office Administration**

Course #1: Business Core TBC3010

Course #2: Office Administration TBU3610

Academic Req: Business Economics TBA1000

- C. Occupational Cluster: Retailing  
**Program of Study (POS): Retailing**  
Course #1: Business Core TBC3010  
Course #2: Retailing TBU3710  
Academic Req: Business Economics TBA1000

- D. Occupational Cluster: Management  
**Program of Study (POS): Travel Management**  
Course #1: Business Core TBC3010  
Course #2: Business Principles & Management TBU3210  
Course #3: Travel Industry Management TBN3210  
Academic Req: Business Economics TBA1000

## **HEALTH SERVICES PATHWAY**

The Health Occupation's Program is transitioning to the Health Services Career Pathway. Career pathways designed to provide learners with career information in conjunction with related academic and technical skill preparation. Courses offered within the Health Services pathway will be based on National Health Care Skill Standards integrated with Hawaii Content and Performance Standards. The pathway model encourages a seamless continuum of learning between secondary education and post-secondary education, job placement, and further training.

- **Health Services Career Pathway Core (year, 1 credit) Grades 9-12**  
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, body mechanics), communication, employment expectations and the interdependency of major body systems as they relate to health and wellness. Students will learn to apply cultural sensitivity, coping skills and effective with patients and personal in the delivery of quality health care. This course is a pre-requisite for students pursuing a health services career pathway program of study. THC4010 HLTHSVCC
- **Health & Nutrition (year, 1 credit) Grades 9-12**  
This course is designed to provide in depth instruction on the relationship of food and nutrition to the health services careers. 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 preventive of disease, sanitation, safety, consumer education; and the awareness of employment opportunities. THU4030 HLTH/NUTR. Recommended pre-requisite: Completion of Health Service Career Pathway Core.
- **Clinical Health (year, 1 credit) Grades 10-12**  
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 health care professions with work-based learning experiences that will result in a career selection consistent with the student's aptitude, interest,

abilities and academic achievement. THU4027 CLINICAL HLTH. Recommend Prerequisite: Completion of THC4010 Health Services Career Pathway Core. Health Teacher approval

**Nurse's Aide Training (year, 1 credit)**

**Grades 11-12**

This course is designed to prepare students for certification as nurse's aides in a long-term care facility. Students will receive both classroom instruction and practical experience in a health care facility. Topics covered in the class include introduction to healthcare facilities, role of the nursing assistant, communication in the facility, patient rights, aging, mental health and social wellbeing, medical asepsis, body mechanics, basic care, nutrition and elimination, common health problems, special procedures and skills, and home healthcare. Pre-requisite: 1) Health Service Pathway Core (1<sup>st</sup> year), 2) Clinical Health (2<sup>nd</sup> year), 3<sup>rd</sup> year Nurse's Aide Training. Health Teacher approval.

• **Medical Biotechnology (year, 1 credit)**

**Grades 11-12**

This course is designed to introduce students to different techniques used in biotechnology and genetic engineering through the use of hands-on laboratory training. Students will develop extensive skills in preparing the materials and using the equipment necessary in genetic research. In addition, students will obtain basic understanding of molecular biology; explore different careers in the field of biotechnology; and be able to discuss the ethical issues and impact of biotechnology research and its application. Recommended Pre-requisite: Health Services Career Pathway Core. Student must have received a passing grade in biology and chemistry. Chemistry class can be concurrent. THU4400 MED BIOTEC

**PROGRAMS OF STUDY (POS) FOR HEALTH  
(courses to be taken sequentially)**

A. Occupational Cluster: Clinical Health

**Program of Study (POS): Clinical Health**

Course #1: Health Service Core THC4010

Course #2: Clinical Health THU4027

Academic Req: Biology SLH2203

B. Occupational Cluster: Health & Nutrition

**Program of Study (POS): Nutrition**

Course #1: Health Service Core THC4010

Course #2: Health & Nutrition THU4030

Academic Req: Biology SLH2203

C. Occupational Cluster: Medical Biotechnology

**Program of Study (POS): Medical Biotechnology**

Course #1: Health Service Core THC4010

Course #2: Medical Biotechnology THU4400

Academic Req: Biology SLH2203

D. Occupational Cluster: Nurse Aide

**Program of Study (POS): Nurse's Aide Training**

Course #1: Health Service Core THC4010

Course #2: Clinical Health THU4027

Course #3: Nurse's Aide Training

## **INDUSTRIAL AND ENGINEERING TECHNOLOGY PATHWAY**

The Industrial and Engineering Technology Career Pathway Programs of Study involves the application of scientific principles to solve practical problems of design, products, and systems. Industrial and Engineering Technology is concerned with helping students manage and respond sensitively to technology. Every human activity is dependent upon tools, machines, and systems. This collection of devices, capabilities, and knowledge that accompanies them is called technology. Technology literacy is the ability to use, manage, assess, and understand technology.

- **Industrial and Engineering Tech. Career Pathway Core (year, 1 credit)** **Grades 9-12**  
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, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around the exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to related 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. TIC5010 IET CORE
- **Automotive Technology 1 (year, 1 credit)** **Grades 9-12**  
Auto Tech 1, provides organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission and control of power. The study of computer command control systems and the use of computer-based equipment will be included. Scientific principles and concepts as applied to the automotive technology are infused in the curriculum. Automotive repair and painting as also included. TIU5410 AUT TECH 1.  
Recommended pre-requisite: Completion of IET Career Pathway Core.
- **Automotive Technology 2 (year, 1 credit)** **Grades 10-12**  
This course provides classroom and laboratory experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the use of technical manuals, computer based equipment and a variety of hand and power tools. Instruction and practice are provided in all the diagnosis of malfunctions, disassembly of units, parts inspection and repair of replacement of parts involving the engine, ignition and computer command control systems, fuel systems, brakes , transmissions, and suspension systems. Automotive body repair and painting are also included. Recommended pre-requisite: Credit in TIC5010 IET Career Pathway Core and TIU5410 Automotive Technology 1. TIN5419 Auto Tech 2
- **Automotive Body Repair and Refinishing (year, 1 credit)** **Grades 9-12**  
This course is organized to provide experiences in the study and application of skills in welding, soldering, frame straightening, plastics, fiberglass, trim and glass for autobody repair. Painting equipment, spray guns, surface preparation, matching and mixing paints, and recognizing the correct paint problems are covered in this course. Recommended Pre-requisite: Completion of IET Career Pathway Core. TIU5416 ATOBOD RP

**Automotive Body Repair and Refinishing 2 (year, 1 credit)**

**Grades 10-12**

This course is designed to provide more in-depth experiences in the study and application of skills in painting, resurfacing, color matching, welding, soldering, frame strengthening, plastics, fiberglass, trim, and glass for autobody repair and refurbishment. Recommended Pre-requisite: Credit in IET Career Pathway Core and TIU5416 Automotive Body Repair and Refinishing. TIN5422 ATOBOD RP 2

- **Design Technology 1 ( year, 1 credit)**

**Grades 10-12**

This course provides classroom learning experiences that are found in drafting technology. Learning activities include: design, spatial visualization and techniques, sketching and use of digital tools, shape and size description, auxiliaries, rotation, pictorial drawings, and computer aided design, and the creation of two dimensional and three dimensional models for problem solution. Recommended Pre-requisite: Completion of IET Career Pathway Core. TIU5310 DGNTEC 1

- **Building and Construction Tech 1 (year, 1 credit)**

**Grades 10-12**

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. TIU5800 BLDGCON 1. Recommended Pre-requisite: Completion of IET Career Pathway Core. Dept. Pre-requisite: Completion of Design Tec h

- **Building and Construction Tech 2 (year, 1 credit)**

**Grades 10-12**

This Level 2 course features advanced study of building construction technology. Students are provided with experiences in layout, fabrication, assembly, and installation of structural units. Also included are estimating and calculating costs, and quality control processes through simulated class and on-the-job experiences. TIN5814 BLDGCON 2 . Recommended Pre-Requisite: Completion of IET Career Pathway Core. Dept. Pre-Requisite: Completion of Building and Construction 1.

**Industrial Engineer and Tech Career Pathway Capstone (year, 1 credit)**

**Grades 11-12**

A Capstone Project reflects the culmination of knowledge, skills, and attitudes by students in the IET Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter. All Senior Project requirements must be met. Recommended Pre-requisite: Credit in IET Career Pathway Core and an IET cluster level course(s). TIK5900 IET Capstone

**PROGRAMS OF STUDY (POS) FOR INDUSTRIAL & ENGINEERING TECHNOLOGY (IET)  
(courses to be taken sequentially)**

**A. Occupational Cluster: Transportation Systems**

**Program of Study (POS): Automotive Technology**

Course #1: IET Core TIC5010

Course #2: Automotive Technology 1 TIU5410

Academic Req: Physical Science or Physics SPH2603, SPH5603

- B. Occupational Cluster: Advanced Transportation Systems**  
**Program of Study (POS): Automotive Technology 2**  
 Course #1: IET Core TIC5010  
 Course #2: Automotive Technology 1 TIU5410  
 Course #3: Automotive Technology 2 TIN5419  
 Academic Req: Physical Science or Physics SPH2603, SPH5603
- C. Occupational Cluster: Building & Construction**  
**Program of Study (POS): Building and Construction 1**  
 Course #1: IET Core TIC5010  
 Course #2: Building & Construction 1 TIU5800  
 Academic Req: Geometry MGX1150
- D. Occupational Cluster: Advanced Building and Construction**  
**Program of Study (POS): Building and Construction 2**  
 Course #1: IET Core TIC5010  
 Course #2: Building & Construction 1 TIU5800  
 Course #2: Building & Construction 2 TIN5814  
 Academic Req: Geometry MGX1150
- E. Occupational Cluster: Design & Engineering**  
**Program of Study (POS): Design & Engineering**  
 Course #1: IET Core TIC5010  
 Course #2: Design Tech 1 TIU5310  
 Academic Req: Algebra 1 MAX1155
- F. Occupational Cluster: Manufacturing**  
**Program of Study (POS): Autobody Repair & Refinishing**  
 Course #1: IET Core TIC5010  
 Course #2: Autobody Repair & Refinishing 1 TIU5416  
 Academic Req: Physical Science or Physics SPH2603, SPH5603
- G. Occupational Cluster: Manufacturing**  
**Program of Study (POS): Advanced Autobody Repair & Refinishing**  
 Course #1: IET Core TIC5010  
 Course #2: Autobody Repair & Refinishing 1 TIU5416  
 Course #2: Autobody Repair & Refinishing 2 TIN5422  
 Academic Req: Physical Science or Physics SPH2603, SPH5603

### **NATURAL RESOURCES PATHWAY**

Natural Resources careers and programs of study are related to natural sciences, agriculture and the environment. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, wildlife management and many agribusiness/agri-industry occupations.



Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources. It encompasses both students enrolled in agricultural courses and those who receive instruction about agriculture in other courses and settings.

- **Natural Resources Career Pathway Core (year, 1 credit)** **Grades 9-12**  
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 Natural Resources production, earth, environmental, and energy systems. Using an interdisciplinary approach, the following will be covered: 1) Natural Resources Systems and Processes. 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibility and Ethics. This course is a recommended pre-requisite for students pursuing Natural Resources Programs of Study. TNC6010 NRCP CORE
- **Natural Resources Production 1 (year, 1 credit)** **Grades 10-12**  
This is a course designed to provide a comprehensive program providing students with basic knowledge and skills necessary to cultivate terrestrial and/or aquatic plants and animals as they relate to Natural Resource careers. It emphasizes understanding of systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of geography, environment, organisms, remediation and management should be covered with an awareness of current production in Natural Resource industries. Recommended pre-requisite: Completion of TNC6010 Natural Resource Core. TNU6133
- **Plant System 1 (year, 1 credit)** **Grades 10-12**  
This is a course designed to provide skills and technical information in horticulture. The main areas of study include plant identification, plant propagation, safety, and pest control. Special consideration is given to appropriate cultural technologies, such as integrated pest management and sustainable agricultural practices, and native plant propagation practices. Classroom study is combined with outdoor activities as an integral part of the course. TNU6242 PLANTSYS. Recommended Pre-requisite: Completion of Natural Resources Pathway Core.
- **Plant System 2 (year, 1 credit)** **Grades 10-12**  
This is a course in horticulture with heavy emphasis on landscaping, turf management, and the processing and distribution of horticultural products. Included in the course are conservation practices such as integrated pest management, sustainable agricultural practices, and native plant propagation. Classroom study is combined with outdoor laboratory activities as an integral part of the course. Recommended pre-requisite: Completion of TNC6010 Natural Resource Core and TNU6242 Plant System 1. TNN6245 Plant System 2

**Natural Resources Career Pathway Capstone (year, 1 credit)** **Grades 11-12**  
A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Natural Resources Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, 3) and a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student driven

and the choice of media for presentation will be at the discretion of the student presenter.  
Recommended pre-requisite: Credit in TNC6010 Natural Resources Core and a Natural Resource Career Pathway Cluster Course. TNK6990 NRCP Capstone

**PROGRAMS OF STUDY (POS) FOR NATURAL RESOURCES  
(courses to be taken sequentially)**

- A. Occupational Cluster: Agriculture/Aquaculture Production  
**Program of Study (POS): Natural Resources Production**  
Course #1: Natural Resources Core TNC6010  
Course #2: Natural Resources Production 1 TNU6133  
Academic Req: Biology SLH2203
  
- B. Occupational Cluster: Environmental Resource Management  
**Program of Study (POS): Environmental Resource Management**  
Course #1: Natural Resources Core TNC6010  
Course #2: Environmental Resource Management TNU6123  
Academic Req: Biology SLH2203
  
- C. Occupational Cluster: Horticulture  
**Program of Study (POS): Plant Systems 1**  
Course #1: Natural Resources Core TNC6010  
Course #2: Plant Systems 1 TNU6242  
Academic Req: Biology SLH2203
  
- D. Occupational Cluster: Nursery & Landscaping  
**Program of Study (POS): Plant Design & Management**  
Course #1: Natural Resources Core TNC6010  
Course #2: Plant Systems 1 TNU6242  
Course #3: Plant Systems 2 TNN6245  
Academic Req: Biology SLH2203

**PUBLIC AND HUMAN SERVICES PATHWAY**

The Human Services Career Pathway includes careers and programs of study related to economic, political, and social systems. Careers in child care, civil service, education, hospitality and the social services. These may include law and legal studies, law enforcement, public administration, child and family services, and social services.

- **Public & Human Services Career Pathway Core (year, 1 credit)** **Grades 9-12**  
This course is designed for students who plan to pursue a career 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. Using an interdisciplinary approach, the following concepts will be covered: 1) creation and management of organizational system to promote quality services; 2) communication skills, 3) safety and healthy workplace behaviors, and 4)

legal and ethical principles. TPC7010 PHS CORE. This course is a pre-requisite for students pursuing Public and Human Services Programs of Study.

- **Culinary 1 (year, 1 credit)** **Grades 10-12**  
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 good preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. TPU7216 CULNRY 1  
Recommended Pre-requisite: Completion of Public & Human Services Career Pathway Core.
- **Culinary 2 (year, 1 credit)** **Grades 10-12**  
This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences place an emphasis on quantity food preparation and service, sanitation, safety, selection and purchasing of food supplies, storeroom supplies and equipment. TPN7223 CULNRY 2 Recommended Pre-Requisite: Credit in Public & Human Services Career Pathway Core and in Culinary 1. TPN7223 CULNRY 2
- **Hotel Operations (Hospitality) ( year, 1 credit)** **Grade 9-12**  
This course is designed to introduce students to the organizational structure of hotels, and the roles and responsibilities of various employees involved n day-to-day operations. Students will examine the impact of internal and external factors on the industry; and acquire skills and strategies needed to provide quality service and demonstrate hospitality. Recommended pre-requisite: completion of TPC710 Public & Human Services and Career Pathway Core.

**PROGRAM OF STUDY (POS) FOR PUBLIC & HUMAN SERVICES  
(courses to be taken sequentially)**

- A. Occupational Cluster: Culinary  
**Program of Study (POS): Culinary 1**  
Course #1: Public & Human Services Core TPC7010  
Course #2: Culinary 1 TPU7216  
Academic Req: Biology SLH2203
- B. Occupational Cluster: Advanced Culinary  
**Program of Study (POS): Culinary 2**  
Course #1: Public & Human Services Core TPC7010  
Course #2: Culinary 1 TPU7216  
Course #3: Culinary 2  
Academic Req: Biology SLH2203
- C. Occupational Cluster: Hospitality  
**Program of Study (POS): Hospitality Services**  
Course #1: Public Human Services Core TPC7010  
Course #2: Hotel Operations TPU7416  
Academic Req: Psychology CSD2200

## **OTHER ELECTIVE COURSES FOR CAREER DEVELOPMENT & GUIDANCE**

- **Career And Life Planning (1 semester, .50 credit)** **Grade 10**  
Career and Life Planning is designed to support student in career development and guidance. It provides students' knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, making tentative long and short range educational and/or career plans. TGG1100 CAR/LIF PL
- **College & Career Ready Prep Skills (year, 1 credit) (AVID)** **Grades 9-12**  
Course focuses on AVID (Advancement Via Individual Determination) Program. This course is designed to assist students with college preparatory course work with emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking note taking and research. Students refine and adjust their academic and learning goal, expand their writing portfolio, begin to narrow college & career choices based on personal interests and goals. (Teacher recommendation/interview) TGG8090Y9, TGG8100Y0, TGG8110Y11, TGG8120Y12
- **College Prep Skills (AVID Tutor) (year, 1 credit)** **Grades 11-12**  
Tutors will take an active part in developing the academic and personal strength of AVID students, who have made a commitment to become actively involved in their own education. Tutors become masters of reassurance and the AVID strategies (WICR: writing, inquiry, collaboration, and reading). Tutors are expected to lead, assist in the writing process, discuss common areas of concern, assist the coordinator in other duties as assigned. Apply motivation strategies to keep AVID students on task. TGG1011YT COLPRP SK T. Program Recommendation: Teacher Recommendations, Interview.

**Pathway Expl. 1/Adv. Guidance (2 semesters, 1 credit)** **Grade 12**  
Pathway Explorations 1 is designed to allows students' to expand their exploration of a career pathway and explore specific career opportunities in depth. It allows students to experience various Career and Technical Education programs. In addition, further emphasis is placed on the implementation of the student's personal/transition plan.  
Advanced Guidance's goal is to enable students to explore and understand educational and career options in order to develop and implement personal, educational, and career goals. The curriculum emphasizes College and Career portfolio. TGG1101Y PATH EXPL 1, TGG1104Y ADV GUID.

## **ENGLISH LANGUAGE ARTS**

### **REQUIRED COURSES**

- **English Language Arts 1 ( year, 1 credit)** **Grade 9**  
This course provides a balanced program of reading, writing, and oral communication. All of the ninth-grade benchmarks are addressed in this course. Reading, writing, speaking and listening are experienced as interactive and interrelated processes focusing both on meaning, and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts are requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students as opportunity to read, interpret and respond to literature personally and critically. Texts are carefully selected to include a range of traditional and contemporary, canonical and non-canonical texts in many genres. The study of language focuses on how it is used in relevant social contexts and how it is used by individuals to structure their perceptions and experiences. LCY1010 ENG LA 1 Gr. 9

- English Language Arts 2 (year, 1 credit) Grade 10**  
 This course provides a balanced program of reading, writing, and oral communication. All of the tenth-grade benchmarks are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Texts include a wide variety of works that contribute to an understanding of our common culture, and the culture of others and that reflect themes uniting all cultures. The study of language includes the description of language and its role in communication as well as the construction of meaning. LCY2010 ENG LA 2 GR 10
- English Language Arts 4 (year, 1 credit) Grade 12**  
 This course provides a balanced program of reading, writing, and oral communication. All of the twelfth-grade benchmarks are addressed in this course. Students refine their knowledge of specific strategies within these strands and implement and evaluate the effectiveness of their choice of strategies. They develop greater precision and refinement in their use of written and spoken language. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Literary selections reflect a rich history of perceptions and ideas expressed by writers of the past and present. The study of language includes knowledge of its underlying principles and an understanding of how language functions in and is affected by social systems. LCY4010 ENG LA 4 GR 12.

### **SUPPLEMENTARY ELECTIVES**

- English LA 1 (Gr. 9) Lab A/B ( 2 semesters, 1 credit) Grade 9**  
 Both semester courses support students who are enrolled in Eng. LA 1 Gr. 9. 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. Instructions will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the persons 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 evidenced of meeting the benchmarks for English Language Arts, Gr. 9. This course is repeatable. LLH1013 ENG 1A LB, LLH1014 ENG 1B LB.
- English LA 2 (Gr. 10) Lab A/B (2 semesters, 1 credit) Grade 10**  
 Both semester courses support students who are enrolled in Eng. LA 2 Gr. 10. It provides additional instruction and support, where needed, to help students achieve all standards for the three strands of the language arts: reading, writing, and oral communication. Instructions 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 instructions will be incorporated as indicated by the teacher diagnosis of needs. The goal is for students to produce work and performance that are evidence of meeting the benchmark for Eng. Gr. 10. LLH2013 ENG 2A LAB, LLH2014 ENG 2B LAB

- English Composition Lit Lab(Gr. 11) Lab AH/BH (2 semesters, 1 credit) Grade 11**  
 This course supports students who are enrolled in A.P. English: Language & Composition. It provides additional instruction and support, where needed, to help students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college. LLH3013 ENG 3AH LAB, LLH3014 ENG 3BH LAB

### **LANGUAGE ARTS ELECTIVES**

- Advanced Placement (AP) Literature & Composition (year, 1 cr.) Grade 11**  
 This course engages students in the careful reading and critical analysis of literary texts. All language arts benchmarks are addressed in this course. Students read representative works from various genres and periods, concentrating on works of recognized literary merit. In discussions and in their writing, students experience, interpret, and evaluate what they have read. LAY6100 AP ENG Lit & COMP
- American Literature / Expository Writing 1 ( 2 semesters, 1 credit) Grade 11**  
 This survey course is designed to engage students in understanding and appreciating representative literary works from the various periods of the American experience. The American temperament, the search for values, and succeeding waves of immigrant groups to the American literary tradition provide possible thematic continuity for the course. Focus is on personal, interpretive, and critical responses to this literature. Writing and oral communication support students' exposure to and experience of the selected works .  
 In Expos. Writing 1, students focus on expository prose in the form of descriptive, analytical, and persuasive papers. Students learn to discover and refine ideas, research information, compose and revise their thoughts, and edit their papers for sharing. Students will 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. Required for Class of 2016. LWH5213 EXPOS WRITING 1

**Expository Writing 2/World Literature (2 semesters, 1 credit) Grade 12**  
 Students continue to develop as writers of expository prose and explore strategies within the writing process. Students may revisit the same forms of writing as in Expository 1, but are expected to demonstrate increasingly complex levels of thought, imagination, and sophistication in their writing. Students also demonstrate a wider range of choice and control over organization, resources of language, style, and the conventions of writing. LWH5212 EXPOS WRITING 2

World Literature will read representative selections from traditional and contemporary European, African, North and South American, Asian, and Pacific literary traditions. Through their reading, discussion, and writing, students will develop and understanding of the scope and diversity of the literary traditions of the world and of the influences of these traditions on contemporary thought. Students' personal interpretive, and critical responses to selected works and the connections of self to literature are the major foci of the course. Values, concepts, and feelings are reconsidered, and new truths discovered as students experience literature. LTH5110 WRLD LIT

## FINE ARTS

- **Chorus 1 ( year, 1 credit)** **Grades 9-12**  
Chorus 1 is designed for students to develop performance skills, knowledge, and understanding of vocal music. Musical arrangements from a variety of styles and periods are sung in unison and two-part harmony. Solo and ensemble singing are performed. FMC1000 CHORUS 1
  - **Creative Dance (year, 1 credit)** **Grades 9-12**  
This is the beginning level course designed to provide students with opportunities to comprehend and experience dance as a language of movement. The course provides opportunities for students to learn, communicate, and perform various elements of dance at appropriate levels. It assists students to develop self-discipline, creativity, and focus as they explore concepts of movement in space, time and energy based on principles of modern dance. The vocational possibilities of dance are also explored. FDC1000 CRT DANC
  - **Photography 1 ( year, 1 credit)** **Grades 9-12**  
This is an introductory course to photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, film processing, contact printing, enlarging and print mounting either through traditional photographic techniques or through digital media. \$10 fee for supplies. FVP1000 PHOTO 1
- Explorations in Drama (year, 1 credit)** **Grades 9-12**  
This introductory course is designed to enhance understanding of life through the study and performance of dramatic works. Emphasis is on developing students' ability to express themselves freely and establish personal criteria for critical evaluation of drama activities. Students will gain insight into a broad spectrum of theatre through study of various phases of play production. FTE1000

## HEALTH EDUCATION

### REQUIRED COURSE

- **Health-Today and Tomorrow (1 semester, .50 credit)** **Grade 9**  
Students in this required course develop and practice skills that will promote and protect the health of self and others. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents, content topic areas can include but not limited to: promote mental and emotional health, promote healthy eating and physical activity, promote personal health and wellness, drug free lifestyles, and promote social health and responsibilities. HLE1000 HLTH/TDY

## MATHEMATICS EDUCATION

**Math courses pre-requisites are based on the department's recommendations.**

- **Algebra 1 ( year, 1 credit)** **Grades 9-12**  
Content includes data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, and matrices. Content includes nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number systems, and the radical expressions. MAX1155 ALGEBRA 1

- Geometry (year, 1 credit) Grades 9-12**  
 The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes introduced are further developed and extended to include the following content: right triangle relationships, trigonometric ratios, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations. MGX1150 GEOM
- Modeling Our World 2A/2B (2 semesters, 1 credit) Grades 11-12**  
 This 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 as well as geometry and statistics topics that require the use of mathematical modeling. This course is intended to be taken prior to Algebra 2 to provide supplemental learning opportunities for students needing additional support to be successful in Algebra 2. MAX1190 MODELING WORLD2A, MAX1195 MODELING WORLD2B.
- Algebra 2 (year, 1 credit) Grades 10-12**  
 The Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques and developing the concept of function, including graphing techniques and inverse functions. The course includes the following topics: quadratics relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and permutation and combinations. MAX1200 ALG 2
- Statistics/Probability (2 semesters, 1 credit) Grades 11-12**  
 The Statistics course provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistic content standards and includes the following topics: graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation, and regression. MXX1300 STATS

Probability course focuses on the probability content standards with emphasis on developing probability concepts inherent in everyday situations experienced in investment, insurance, science, business and technology. Emphasis is also placed on using probabilities in decision-making. Laboratory experiences are provided. MXX1100 PROBABILITY Department Pre-requisite: Completion of a 3 year course of study, teacher approval.
- Trigonometry/Analytical Geometry (2 semesters, 1 credit) Grades 10-12**  
 Trigonometry is designed for students who have a two years background in algebra, including some coordinate geometry. This course provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g. graphing calculators and computer application). MCX1010 TRIG  
 Analytic Geometry is designed for students who are preparing to study Calculus. Analytical Geometry includes study of rectangular and polar coordinates, curve sketching, conics, parametric equations, and



an introduction to vectors, including the dot product. MCX1030 ANALY GEOM.

Department Pre-requisite: Credit in Geometry. Students are recommended to have a scientific or graphing calculator.

**Introduction to College Math ( year, 1 credit)**

**Grade 12**

This course prepares students for any non-STEM college level math. Introduction to College Mathematics will focus upon topics from the Algebra, Functions, Geometry and Statistics domains of the Common Core State Standards with an emphasis on mathematical modeling and quantitative reasoning. Students will extend their understanding of high school mathematics concepts and apply that understanding in real-world problem solving situations and in purely mathematical contexts.

- **Calculus ( year, 1 credit)**

**Grade 12**

This is an introductory course for students who need an orientation to calculus in preparation for related studies or entry into college calculus. MCX1040 CALC

**SUPPLEMENTAL ELECTIVES**

- **Math Workshop Grade 9 +or 10A/B ( 2 semesters, 1 credit)**

**Grade 9-10**

Math Workshop will continue to provide students with opportunity to strengthen their background in Algebra 1. This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematical strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions and Algebra; Data Analysis, Statistics, and Probability. Concepts should be systematically developed using concrete materials, multiple representations, and symbols. This course is supplemental, repeatable and should only be given for elective credit. MSW1009A/B MATH WK 9A/9B

- **Math Workshop Grade 10A/B or 11A/B ( 2 semesters, 1 credit)**

**Grade 11**

Math Workshop 10 or 11 will continue to provide students with an opportunity to strengthen their background in Algebra 2. This course will be required for all grade 10 or gr 11 Algebra 2 students . This course does not fulfill the 3 credit math requirement. MSW1011A/11B

**MULTIDISCIPLINARY COURSES**

- **Test Prep College Entrance 1A/B ( year, 1 credit)**

**Grade 11-12**

This course is designed to help students develop general skills and strategies for taking common used standardized tests. This course will help students to understand and improve their scores on the test by examining the role, structure, and content of the tests. The course will also cover vocabulary development, reading techniques, and test taking strategies for critical reading, sentence completion, and analogies. The course may also cover testing skills in mathematics, including quantitative comparisons, problem solving, algebra, geometry, etc. Preparation for the ACT (American College Testing) exam. XAG1030A/B TST PRP COL ENT 1A/B

- Yearbook Production 1 ( year, 1 credit) Grades 9-12**  
 This course introduces students to planning and producing the school's yearbook. Writing of copy, captions, and headlines; typing, designing and completing layouts; working with photography; and meeting deadlines are included. XYY8610 YRBK 1
- Yearbook Production 2 ( year, 1 credit) Grades 10-12**  
 This course is for intermediate yearbook students. Students are assigned sections to edit, and plan, and supervise the work of others on the sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done. XYY8630 YRBK2  
 Department Pre-requisite: Credit in Yearbook 2 and teacher recommendation.
- Leadership Training 1A/B ( 2 semesters, 1 credit) Grades 9-12**  
 This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem-solving and critical thinking. Activities include participating in and conducting effective meetings, 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. Emphasis is on authentic learning with student participation and involvement with real school and student concerns as a means of understanding levels of organization, levels of authority, and communication and management techniques. Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time.  
 XLP1015A/B LDR TRNG A/B

### NON - CREDIT COURSE

- School Service 1A/B ( year, 0 credit) Grades 11-12**  
 The objective of this course is to provide service to the school in various offices, classroom, etc., as well as tutorial and multi-media services. Under supervision of an adult, students participate in servicing other students and school. This may include keeping school files, learning to use the computer, and multi-media equipment, assisting teachers and tutoring other students. XTH4001A/B SCH SVC 1A/1B

### PHYSICAL EDUCATION

#### REQUIRED COURSES

- Physical Education Lifetime Fitness ( 1 semester, .50 credit) Grade 9**  
 By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content Standards III. This standards-based course is designed to build on intermediate school Physical Education course experiences. The intent of this course is to integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available at the school and community. Students will self-assess their personal fitness level, document their physical activity and develop a Four-year personal fitness plan, which will project the student's personal fitness activity through grade twelve. The content of this course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. All classes include general conditioning principles and concepts as well as activity specific conditioning principles and concepts. PEP1005 PE LIF FIT

- Physical Education Lifetime Activities ( 1 semester, .50 credit) Grade 10**  
 This course develops and strengthens 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. Students will assess personal levels of physical fitness that reinforce these physical activities in their daily lives. Students should develop and apply a variety of locomotor and non-locomotor movement skills throughout the course to a range of modified games and lead-up activities. The content of this course should empower learners to actualize a vision of themselves as competent movers with skills, knowledge, and desire to become life-long participants in physical activities.  
 PEP1010 PHY ED LIFE ACT

### **BASIC ELECTIVES**

- Physical Fitness 1A/1B ( 2 semesters, 1 credit) Grades 9-12**  
 Physical Fitness is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness activities. Students accurately assess personal fitness levels by participating in a variety of measurement activities. Students then learn principles of training and conditioning that are required to improve personal fitness levels and to set appropriate goals. Emphasis will be placed on measuring improvements of personal fitness components (cardio respiratory), muscular strength and endurance, flexibility and body composition. PFP1310 PHY FIT 1A, PFP1320 PHY FIT 1B
- Physical Fitness 2A/2B ( 2 semesters, 1 credit) Grades 10-12**  
 This standards-based course is designed to build and strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness activities. The emphasis is on the skills required to perform movement forms at a basic level, and some at the mastery level. Student credit will be based on the ability of students to demonstrate the mastery of skills necessary to complete the fitness activities. Student's efforts must also demonstrate extensive knowledge of conditioning and training techniques recognition of skeletal and muscular systems, improvement in cardio-respiratory systems flexibility and muscular strength and endurance. PFP1330 PHY FIT 1A, PFP1340 PHY FIT 1B.  
 Department Pre-requisite: Credit in Physical Fitness 1.
- Body Conditioning 1A/1B ( 2 semesters, 1 credit) Grades 9-12**  
 Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to their lives. The content of this course empowers learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. This standards-based course is designed to introduce a range of aerobic training activities that could be incorporated into a total body conditioning program. Students will apply these aerobic activities to develop and/or update a training program that applies the Frequency, Intensity, Time, and Type (FITT) principle and emphasizes total body conditioning.  
 PFP1110 BDY CON 1A, PFP1120 BDY CON 1B
- Body Conditioning 2A/2B ( 2 semesters, 1 credit) Grades 10-12**  
 An intermediate/advanced level course designed to continue the physical activity experiences that strengthen personal fitness levels learned in Body Conditioning 1. PBP1130 BDY CON 2A, PBP1140 BDY CON 2B  
 Department Pre-requisite: Credit in Body Conditioning 1.

- Weight & Resistance Training 1A/1B ( 2 semesters, 1 credit) Grades 9-12**  
 This course is designed to introduce and/or reintroduce weight and resistance training safety and etiquette as well as define muscular strength and endurance. Topics related to safety and etiquette could include, but are not limited to: breathing, proper footwear, posture, technique, spotting, proper use of equipment, proper procedures, etc. Instruction should define and reinforce develop of muscular strength and endurance through modified weight and resistance training exercises including: plyometrics, free weights, universal apparatus, own body weight(as resistance), resistance bands and/or tubing, pulleys, medicine balls, weight ropes, etc. Students will be required to develop and implement a training program not only geared to improve their muscular strength and conditioning, but also to increase their overall flexibility and body composition. Weight and resistance training exercises should target muscle groups including muscles of the head and neck, trunk, lower and upper extremities, and combinations of these muscle groups. Instruction in this course will emphasize and reinforce safety and etiquette when participating in weight and resistance training activities, as well as defining muscular strength and endurance. Key features of this course: introduce safety and etiquette relative to weight and resistance training, define muscular strength and endurance, develop a training program, provide modified weight and resistance training activities. PWP1210 WT TRNG 1A, PWP1220 WT TRNG 1B.
- Weight Training & Resistance 2A/2B ( 2 semesters, 1 credit) Grades 10-12**  
 This course is designed to introduce and/or reintroduce students to heart rate and body composition. Students will apply training methods that work on improving heart rate and increasing lean body mass. Initial individualized assessments would be done to measure body composition and monitor heart levels. Students should update or develop a training program with goals to monitor heart rate in an attempt to lower resting heart rate (RHR), increase VO2 Max, and train within their target heart rate (THR) zone in addition to improving overall body composition. PWP1230 WT TRNG 2A, PWP1240 WT TRNG 2B Dept. Pre-requisite: Credit in Weight Training 1
- Recreational Leadership ( 1 semester, .50 credit) Grades 11-12**  
 This course is designed for students who are interested in careers in physical activity, movement, and/or education. Instruction and teaching experiences will be provided to enhance students' ability to facilitate the acquisition of movement skills for their peers and contribute to the day-to-day class activities by peer-teaching and officiating. Instruction will focus on developing leadership abilities, enhance problem-solving skills, and learning to work as a team. Responsibilities should include assisting the physical education teacher with class instruction, equipment and class monitoring, school-wide physical activity promotion and organization, as well as providing input in scheduling. Key features of this course: develop presentation and leadership skills, assist peers in the acquisition of movement skills and exposure to a variety of classroom management techniques. **Not Repeatable for credit.**  
 REC LD PLP1710

### SCIENCE EDUCATION

- Physical Science ( year, 1 credit) Grades 9-12**  
 Physical Science is a laboratory course that integrates major theories traditionally learned separately in Chemistry, Physics and Earth System Science. Students use scientific investigation and study relationships between science, technology, and society to understand chemistry concepts that include physical and chemical properties of matter, the physical and chemical changes of matter, and the conversation of matter and energy; physics concepts focus on different forms of energy and energy transformations, relationships between force, mass and motion of objects and understanding the major natural forces of gravitational, electrical and magnetism. Students are to meet all benchmarks in Physical Science content. SPH2603 PHY SCI

- **Biology 1 ( year, 1 credit)** **Grades 10-12**  
 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 the scientific investigations to develop inquiry process skills and strategies and to classify the basic concepts of life and the impact of human and technology. SLH2203 BIOLOGY 1
- **Chemistry ( year, 1 credit)** **Grades 11-12**  
 This course is a laboratory and inquiry-based. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies to clarify the basic chemistry concepts. These concepts include types of chemical reactions, conservation of energy, entropy, thermal energy and phase change, prospective of waves, electromagnetic radiation, periodic table organization, chemical reaction rates, chemical bonding, nuclear reactions and energy. SPH3503 CHEM Dept. Recommendation: Students with math stanine of 4 or less or who barely pass Alg. 1 may have difficulty.
- **Physics ( year, 1 credit)** **Grades 11-12**  
 This is a standard high school laboratory physics course that focuses on a conceptual understanding of thermodynamics, waves, optics, matter and energy, different forces and how they change the motion of objects, and distinguishing among the three major natural forces: gravitational, electrical and magnetic in context with scientific investigation and relationships between science, technology, and society. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, 7, and related benchmarks in standard 6. Dept. Recommendation: C or better in Algebra 1. Students with SAT math stanine or 4 or less may have difficulty. SPH5603 PHYSIC
- **Marine Science ( year, 1 credit)** **Grades 11-12**  
 Marine Science offers students opportunities to expand their understanding of the physical and biological sciences through interaction and experience with the ocean and its inhabitants. Students processes that influence the hydrosphere, as well as the influence of the hydrosphere on the rest of the environment, provides the source for collection and processing of data. Emphasis is on inquires in the laboratory and field. SEH2503 MARIN SCI Dept. Recommendation: credit in Biology.
- **Directed Studies Science ( year, 1 credit)** **Grades 10-12**  
 Directed Studies is for students interested in doing a science fair research project. Students will select and complete a research project , display board, written report and present it at the District Science Fair competition. Course will help students select a topic, plan and complete the research on time, improving writing and investigative skills in a class setting. Science teacher approval required. SAH3503
- **Human Physiology ( year, 1 credit)** **Grades 11-12**  
 Course is considered a second year biology laboratory course with an in-depth focus and study of 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 o the maintenance of a proper condition of the body's internal environment. SLH7503 Recommended Pre-requisite: credit in Biology.

- **Plants & Animals of Hawaii ( year, 1 credit) **Grades 11-12****  
This is an introductory course on the interdependence of flora and fauna found on Hawaii's land and in ocean environments (e.g. impacts of invasive species on our native species, symbiotic relationships between local organisms, study of speciation of Hawaiian snails, etc.) Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. SLH4103 PL/AN HI

## **SOCIAL STUDIES EDUCATION**

### **REQUIRED COURSES**

- **U.S. History and Government ( year, 1 credit) **Grade 9****  
This course examines the development of the United States through historical concepts of change, continuity of causality; through civic concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through economic concepts of interdependence, limited resources, and functions of markets. It requires students to judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions. Students will use the tools and methodologies of the appropriate social scientists to conduct their inquiries. CHU1100 US HIST GOV
- **World History And Culture ( year, 1 credit) **Grade 10****  
This course examines the development and dynamics of human experiences through such themes as migration, imperialism, trade, exchanges and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations, and historical empathy, and explores global conflict and cooperation. This course engages students in historical enquiry focusing on the historical, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events. CHW1100 WH
- **Modern History of Hawaii/Participation in Democracy ( 2 semesters, 1 cr.) **Grade 11****  
Modern History of Hawaii examines the technological, and multi-cultural development of Modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii; engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study. CHR1100 MHH

Participation in Democracy course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry. CGU1100 PID

## **ELECTIVES**

- **Psychology/Sociology ( 2 semesters, 1 credit)**

**Grade 12**

The Psychology course helps students to understand the physiological and psychological basis for human behavior. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders. CSD2200 PSYCH

Sociology emphasizes inquiry using sociological methodologies and practices. Students will analyze issues of cultural assimilation from sociological perspectives of diverse ethnic and racial groups. It is designed to focus on the understanding of relationships among cultures, cultural change, and social institutions and conditions. CSD2300 SOCIOLOGY

- **AP U.S. History (year, 1 credit)**

**Grades 11-12**

The AP U.S. History course focuses on exploration and settlement of the New World, colonial society and the Revolution, the establishment of the Constitution and the New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction, and industrialization. The second semester emphasis is on the 19<sup>th</sup>-20<sup>th</sup> Century intellectual and cultural movements, national politics, foreign policy, and the post-war period under Eisenhower, Kennedy, Johnson, Nixon and Reagan. Emphasis is on analysis and interpretation of primary sources, which includes the use of documentary material, maps, statistical tables, and pictures to write analytical papers. This course is intended for students working to complete studies equivalent to a college introductory course in this field.

Note: This course can be taken in place of the required course, CHU1100 U.S. History & Government  
**CHA6100**

## **SPECIAL PROGRAMS**

**Competency Based Instructions 1 ( year, 0 credit) NSC1015**

**Competency Based Instructions 2 ( year, 0 credit) NSC1025**

**Competency Based Instructions 3 ( year, 0 credit) NSC1035**

**Competency Based Instructions 4 (year, 0 credit) NSC1045**

**Competency Based Instructions 5 (year, 0 credit) NSC1055**

This series of courses provide students with intensive instruction focusing on functional living skills which address the state's performance indicators but at lower levels of complexity. They provide basic skills for students with severe motor, sensory, or cognitive disabilities. Students enrolled in these courses have difficulty generalizing what they learn to multiple settings and require a highly specialized program with intensive modifications and accommodations tailored to the individual needs of each student.

## **WORLD LANGUAGES**

- **Hawaiian 1 ( Year, 1 credit)**

WPH1000

**Grades 9-12**

- **Spanish 1 ( Year, 1 credit)**

WES1000

**Grades 9-12**

The courses listed above serve as the introductory portion of level 1 of all European Pacific, and

Hawaiian Language courses. These courses are designed for the beginning language learner or those who have had very limited exposure to language. Students begin their study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of a daily and recurring nature. Emphasis is placed upon development of basic listening, speaking, reading, and writing skills.

Classroom instruction and projects integrate some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs.

- **Hawaiian 2 ( year, 1 credit)** **Grades 10-12**  
WPH2000
- **Spanish 2 ( year, 1 credit)** **Grades 10-12**  
WES2000

Students enrolled in these courses have either successfully completed Level 1 course at the high school or have placed out of level 1 due to previous language study and language learning experiences. The first semester serves as a transition in which students reinforce and draw upon earlier study and continue the development of listening, speaking, writing and reading proficiencies so that they can engage in simple conversations and handle routine situations. Simple reading and listening selections and cultural topics help students to recognize aspects of daily life in other cultures and develop insight into other cultural perspectives.

The 2 level course is the continuation in which students expand their skills and begin to operate with some variety by combining familiar and new material. Emphasis is on moving toward one open-ended activities in which students apply new structures to satisfy basic survival needs and to interact in areas of general interest and daily need. Students begin to write and understand selections that use related sentences to narrate, describe, and compare familiar topics, events and ideas.

- **Hawaiian 3 ( year, 1 credit)** **Grades 11-12**  
WPH3000
- **Spanish 3 (year, 1 credit)** **Grades 11-12**  
WES3000

Level 3 courses of European and Hawaiian Language courses. Students enrolled in these courses have either successfully completed Level 2 course at the high school or have placed out of Level 2 due to previous language study or language experiences. These courses provide students with additional opportunities to move on to Stage 2 proficiencies. In Stage 2, students are able to expand their listening, speaking, reading and writing proficiencies so that they can create with language and access short literary texts, authentic materials, and media on generally familiar topics. They can initiate and maintain face-to-face interactions to satisfy communication and social interaction demands. The continuation of the second semester sequence is intended to help students progress in Stage 2 proficiencies. Students apply previously developed content and skills to identify main ideas and significant details in oral and written presentations, read and interpret authentic materials, and narrate and describe in sentences or groups of related sentences. Students continue to refine their knowledge and understanding of the culture studied as well as their own way demonstrating behaviors appropriate to the culture.



