

Note: All courses are co-educational. Waimea High School reserves the right to cancel any class when enrollment is insufficient to justify offering the class. ACCN stands for "Authorized Course and Code Number" (State of Hawaii) and all courses listed in this guide have been aligned with the Hawaii Content and Performance Standards (HCPS).

Important:

As stated in Regulation 4540, the class of 2010 (and on) will be required to earn 24 credits to receive a high school diploma.

COURSE DESCRIPTIONS

ART

FVB1000	GENERAL ART 1	YEAR
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This course helps students to explore a variety of art media and techniques of personal expression and provides further opportunities for them to apply the elements and principles of design in imaginative solutions of visual problems. Art forms of historical periods and diverse cultures are also studied as contextual introductions to art processes. Some techniques of Cinematography and Videography will be explored. Students can have the opportunity for artistic expression through video image making.

FVB2000	GENERAL ART 2	YEAR
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This course follows General Art 1 and provides further opportunity to strengthen and refine productive skills and increase knowledge about art, art history, and visual artifacts of diverse cultures. Students are encouraged to examine the artworks of others and refine skills in a selected mode of expression. (Students are encouraged to enter their compositions in various Art Exhibits.)

FVB3000	GENERAL ART 3	YEAR
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This is an advanced course to further expand skills learned in General Art 2. This course provides students with opportunities to develop a portfolio of works which demonstrate attainment of art production skills, creative potential, aesthetic sensitivity, and an understanding of personal expression through the Visual Arts.

FVL1000	CERAMICS 1	YEAR
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This is an introductory course that introduces clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving pinch, coil, slab, and free form modeling are covered. Glazes, glazing techniques, and other methods of surface decoration are explored. (Students are encouraged to take their project home once they have been graded.)

FVL2000	CERAMICS 2	YEAR
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This intermediate course offers students opportunities to refine methods in clay hand-building techniques, glazing, and surface decoration. Ceramic pieces from various world cultures are introduced and analyzed.

FVL3000	CERAMICS 3	YEAR
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This advanced course offer students opportunities to refine methods in clay hand-building techniques, glazing, and surface decoration. Ceramic pieces from various world cultures are introduced and analyzed.

FVQ1000	DRAWING AND PAINTING 1	YEAR
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This course is an introduction to drawing and painting in the secondary school. Experiences include experimentation in dry media such as pencil, pastels, and conte crayon, and wet media such as ink, watercolor, tempera, acrylics, and mixed media. Drawing and painting skills are refined to support personal interpretations and development of artistic style. Drawings and paintings of various cultures are introduced, aesthetically scanned, and further explored as investigative research.

FVQ2000	DRAWING AND PAINTING 2	YEAR
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This course is designed to expand on skills, attitudes, and knowledge learned in Drawing and Painting 1. Experiences may emphasize a particular medium and specialized subject matter. The examination and study of artworks of various periods and cultures is encouraged. (Students are encouraged to enter their compositions in various Art Exhibits.)

FVQ3000	DRAWING AND PAINTING 3	YEAR
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This is an advanced course to further expand skills, attitudes, and knowledge gained from Drawing and Painting 1 and 2. The emphasis is on developing a student's individual style of creative expression in one or more modes of expression. This course is designed to prepare students for continued study in an art school, college, or university.

FVD1000	DIRECTED STUDY IN ART PROBLEMS	YEAR
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This seminar course may include studio experiences. Opportunity is provided for in-depth study in a selected mode of expression. Visual, oral, and written presentations should result from personal inquiry and investigative research.

MUSIC

FMB2000	BAND 1	YEAR
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The Band 1 course is designed for students who have fulfilled the requirements of FQ05 Beginning Band or its equivalent. Continued development of skills and understanding is maintained through studying of complex exercises and performing appropriate music

literature. Students develop listening skills to increase understanding of tonality, style, dynamic nuances, and interpretation of various styles of music (including contemporary, avant-garde, and ethnic music). Performances for school and public are an integral part of the program. Original band literature, arrangements, and orchestral transcription from Grades I to IV are included for study and performance.

FMB3000	BAND 2	YEAR
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The Band 2 course is designed for students who have fulfilled the requirements of Band 1 or its equivalent. Development of appropriate and higher level of musicianship qualities are emphasized and taught. Band literature (Grades I to IV) from various classifications is studied for performance. This course will provide opportunities for school and community performances.

FMB4000	BAND 3	YEAR
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The Band 3 course is designed for students who fulfilled the requirements of Band 2 or its equivalent. Development of appropriate and higher-level musicianship qualities are emphasized and taught. Band literature (Grades I to V) from various classifications is studied for performance. The course will include discussion on performance preparation, music styles and careers in music. The course will provide opportunities for school and community performance.

FMB5000	BAND 4	YEAR
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The Band 4 course is designed for students who have fulfilled the requirements of Band 3. Development of appropriate and higher-level musicianship qualities is emphasized and taught. Band literature from Grades I to VI is studied for performance. Various Music Standards are integrated during the teaching/learning process. The course will include discussion on performance anxiety, auditioning for solos and aesthetics. The course will provide opportunities for school and community performances.

FMC1000	CHORUS 1	YEAR
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Chorus 1 is designed 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.

FMC2000	CHORUS 2	YEAR
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The Chorus 2 course is designed for students who have completed Chorus 1 or its equivalent. Music of all styles, periods, and ethnic groups will be performed and studied. Students listen to records of virtuoso performers and choral groups. Students match pitches, take rhythmic dictation, and demonstrate the use of notational symbols. Solo, two-part, three-part and four-part harmony are introduced.

FMC3000	CHORUS 3	YEAR
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Chorus 3 is designed for students who have fulfilled the requirements of Chorus 2 or its equivalent. Advanced musical skills and techniques involving diction, dynamic nuances, and changes in mood are stressed. Musical arrangements in unison, two-part, three-part and four-part harmony are sung. Students are able to perform Grades I to V choral literature.

FMC4000	CHORUS 4	YEAR
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The chorus 4 course is designed for students who have fulfilled the requirements of Chorus 3 or its equivalent. Students develop musicianship qualities through the performance of varied solo, ensemble, a cappella, and appropriate choral literature. Students are able to perform Grades I to VI choral literature.

FMA1000	MUSIC APPRECIATION	YEAR
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This is an introductory course designed to provide all students with the opportunity to explore the world of music and develop an understanding of the importance of music in their lives. The course will present an overview of music standards and may integrate other Fine Arts standards. Performing, creating and responding to music will be part of the course learning experiences.

DANCE/DRAMA

FDK1000	HAWAIIAN DANCE	YEAR
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This beginning course is designed to provide students with the opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels.

FDK2000	HAWAIIAN DANCE YEAR 2	YEAR
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This is an intermediate course which provides further opportunity for students to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others'

performances while keeping with conventions and traditions, as appropriate. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed.

FVP1000	PHOTOGRAPHY	YEAR
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This is an introductory course on 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. Students must supply all the required equipment and supplies for this class including cameras.

HEALTH and GUIDANCE

HLE1000	HEALTH- TODAY & TOMORROW	SEMESTER
TCG1103	TRANSITION TO HIGH SCHOOL	SEMESTER

HEALTH: Today and Tomorrow, a standards-based course is required of all students. Students will develop and practice skills that promote healthy behavior choices. Students engage in in-depth discussions and exploration of current issues and health trends for adolescents. Content topic areas can include, but are not limited to: Promote Mental and Emotional Health, Promote Health Eating

and Physical activity, Promote Health and wellness, Promote Safety and Prevent Unintentional Injury and violence, Promote Tobacco-Free Life styles, Promote alcohol and other Drug Free Life style, and Promote Sexual Health and Responsibility. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in avocation for the health of others. Students are given opportunities for CPR certification.

TRANSITION TO HIGH SCHOOL is designed to assist 9th grade students' transition into the high school setting. It develops study habits, employability skills, self-image and basic skills of reading, writing, computer literacy and general learner outcomes. The course guides students in the establishing a student portfolio designed to highlight the student's accomplishments throughout their high school career.

HMP1100/HMP1200	PEER EDUCATION PROGRAM FOR HEALTH 1A/B	SEMESTER SEMESTER
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HMP1100: This standards-based advanced health course is offered as an elective for students in grades 9 to 12. The course is service-learning intensive and designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences, including their peers. Student Peer Educators acquire extensive health knowledge on critical risk areas including personal and social skills development, AIDS and STD, substance abuse, teen suicide, teen pregnancy and sexual violence. They represent a cross-section of the school population and must be positive role models for healthy lifestyles. Emphasis is placed on the introduction of the peer helper skills outlined in the National Peer Helper Association Programmatic Standards. Students must obtain permission from the instructor to register for this course.

HMP1200: This standards-based advanced health course is offered as an elective for students in grades 9 to 12. The course is service-learning intensive and designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences, including their peers. Student Peer Educators acquire extensive health knowledge on critical risk areas including personal and social skills development, AIDS and STD, substance abuse, teen suicide, teen pregnancy and sexual violence. They represent a cross-section of the school population and must be positive role models for healthy lifestyles. Student Peer Educators learn to create formal presentations to peers and other audiences and provide informal peer support with early identification and referral to health services. Emphasis is placed on the establishment of the peer helper skills outlined in the National Peer Helper Association Programmatic Standards. It is highly recommended that students successfully complete HMP1100 prior to taking this course.

HMP1300/HMP1400	PEER EDUCATION PROGRAM FOR HEALTH 2A/B	SEMESTER SEMESTER
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HMP1300: This standards-based advanced health course is offered as an elective for students in grades 10 to 12. The course is service-learning intensive and designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences, including their peers. Student Peer Educators acquire extensive health knowledge on critical risk areas including personal and social skills development, AIDS and STD, substance abuse, teen suicide, teen pregnancy, and sexual violence. These students represent a cross-section of the school population and must be positive role models for healthy lifestyles. They learn to create formal presentations to peers and other audiences and provide informal peer support with early identification and referral to health services. They also learn to assess, reflect, and evaluate the impact of the services provided to others. Applications of knowledge and skills to personal health issues relevant to the peers in their school and feeder complex schools are developed. Emphasis is placed on the beginning foundation of the peer helper skills outlined in the National Peer Helper Association Programmatic Standards. Students must obtain instructor approval prior to enrollment. It is highly recommended that students successfully complete HMP1200 prior to taking this course.

HMP1400: This standards-based advanced health course is offered as an elective for students in grades 10 to 12. The course is service-learning intensive and designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences, including their peers. Student Peer Educators acquire extensive health knowledge on critical risk areas including personal and social skills development, AIDS and STD, substance abuse, teen suicide, teen pregnancy, and sexual violence. These students represent a cross-section of the school population and

must be positive role models for healthy lifestyles. They learn to create formal presentations to peers and other audiences and provide informal peer support with early identification and referral to health services. They also learn to assess, reflect, and evaluate the impact of the services provided to others. Student Peer Educators must be knowledgeable consumers about health-related information, products, and services. Applications of knowledge and skills to personal health issues relevant to the peers in their school and feeder complex schools are developed. Emphasis is placed on the basic foundation of the peer helper skills outlined in the National Peer Helper Association Programmatic Standards. Students must obtain instructor approval prior to enrollment. It is highly recommended that students successfully complete HMP1300 prior to taking this course.

ENGLISH LANGUAGE ARTS

LCY1010	ENGLISH LANGUAGE ARTS 1 GRADE 9	YEAR
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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 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 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.

LCY2010	ENGLISH LANGUAGE ARTS 2 GRADE 10	YEAR
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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.

LCY3010	ENGLISH LANGUAGE ARTS 3 GRADE 11	YEAR
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This course provides a balanced program of reading, writing, and oral communication. All of the eleventh-grade benchmarks are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. 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. Selections are not restricted to British and American authors and include the writings of minorities and other cultures. The study of language includes both the description of language and its role in communication as well as the construction of meaning.

LCY4010	ENGLISH LANGUAGE ARTS 4 GRADE 12	YEAR
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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.

LAY6010 LAY6100	ADVANCED PLACEMENT (AP) ENGLISH	YEAR
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LAY6010 ADVANCED PLACEMENT (AP) ENGLISH: LANGUAGE AND COMPOSITION This course engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and in 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.

LAY6100 ADVANCED PLACEMENT (AP) ENGLISH: LITERATURE AND COMPOSITION

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.

LWH5211 LTH5130	EXPOSITORY WRITING 1 AMERICAN LITERATURE	SEMESTER SEMESTER
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EXPOSITORY WRITING 1 SEMESTER

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

AMERICAN LITERATURE SEMESTER

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.

LLH1013/LLH1014 LLH2013/LLH2014 LLH3013/LLH3014 LLH4013/LLH4014	LABORATORY COURSES FOR LCY1010, LCY2010, LC2010, LC4010	ALL SEMESTER SEMESTER
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These elective courses support students who are enrolled in the phase English courses (LCY1010, 2010,3010,4010 or 9th, 10th, 11th, and 12th grade English language arts courses required for graduation). They provide additional instruction and support, where needed, to help students achieve the standards for the three areas of the language arts: reading and literature, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. Whole-class, mini-lessons and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. These courses are highly recommended for any student who is performing below grade level or finds English a difficult subject to do well in.

MATHEMATICS

All students are advised by their math teachers to enroll in specific math courses. The teachers' base their recommendations on students' scores on a math placement test and/or on students' achievement in their current math course.

MSW1010 A/B	MATH WORKSHOP A/B	SEMESTER SEMESTER
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This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations: Measurement; Geometry and Spatial Sense: Patterns, Functions and Algebra; and Data Analysis, Statistics, and Probability. Concepts should be systematically developed using concrete materials, multiple representations, and symbols. This course is supplemental, repeatable, and should only be given for elective credit. This course does not fulfill any of the math requirements for graduation

MAX1100	ALGEBRA 1	YEAR
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Content includes data analysis, **linear** functions, linear equations and inequalities, systems of equations in two variables, matrices, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, real **number systems** and radical expressions. **(Prerequisite C or better in Pre-Algebra and Problem solving or teachers recommendation)**

MAX1200	ALGEBRA 2	YEAR
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This 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, inverse functions, quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and **permutations** and combinations. **(Prerequisite C or better in Algebra 1A/1B or teacher recommendation)**

MGX1100	GEOMETRY	YEAR
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Concepts and processes introduced in Geometry A are further developed and extend to include the following topics: right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, coordinating geometry, and transformations in Geometry B. The course emphasis 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. Right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, **coordinate** geometry, and transformations. **(Prerequisite C or better in Algebra 1A/1B or teacher recommendation)**

MGX1010 MAX1010	GEOMETRY CONCEPTS ALGEBRA TOPICS	SEMESTER SEMESTER
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Geometry Concepts: The purpose of this course is to provide students with the opportunity to study geometric relationships and concepts without the rigor of formal proof. The emphasis is on the general awareness and use of the relationships among points, lines, and figures in planes and space.

Algebra Topics: This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored.

MXX1200 MXX1300	LOGIC AND REASONING STATISTICS	SEMESTER SEMESTER
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Logic and reasoning will help to develop logical thinking skills in mathematical and non-mathematical situations. Topics covered include deductive and inductive reasoning, direct and indirect proofs, techniques of argument, reading and writing informal proofs, errors in reasoning and processes of critical thinking.

Statistics provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistics 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. This logic and reasoning course in addition to increasing your mathematical skills so you can be more successful in Geometry and Algebra 2, will give you a greater appreciation of the depth of mathematics and the fun that can be had with mathematics. We will cover recreational mathematics topics (yes math can be a recreation) game theory (you will learn how to play the game of Kings CHESS) and other topics not usually covered in a high school course that you will find interesting.

(Prerequisite C or better in Algebra 1A/1B or teacher recommendation. May be taken instead of Geometry and or Algebra 2 if not planning on attending a 4 year college.)

MCX1010 MAX1310	TRIGONOMETRY ALGEBRA 3	SEMESTER SEMESTER
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Algebra 3 is designed to provide opportunities for students to strengthen algebraic concepts and skills. Topic includes are linear and polynomial equations, sequences and series, matrices and determinates and real and complex numbers.

Trigonometry is designed for students who have a two-year back ground in algebra, including 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 integration of appropriate technology (e.g. graphing calculators and computer applications.) **(Prerequisite C or better in Algebra 1A/1B and Geometry or teacher recommendation)**

MCA1040	DIRECTED STUDY IN MATHEMATICS	SEMESTER SEMESTER
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This course is designed for students who have completed their needs in mathematic and are capable of independent learning though guided programs of study. Topics will be in agreement between the teacher and student. Suggested topics will be calculus, pre-calculus basics, programming and others. This course is available for seniors currently enrolled in Algebra 3/trigonometry, or students in AP Calculus, or underclassmen who have completed calculus.

MCD1060	ADVANCED PLACEMENT (AP) CALCULUS	YEAR
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Calculus AB includes elementary functions, and assumes that students have strong backgrounds in algebra, geometry, trigonometry and analytical geometry. **(Prerequisite C or better in Algebra 3 and Trigonometry or teacher recommendation)**

PHYSICAL EDUCATION

Students who enroll in any course in physical education are required to wear appropriate p.e. attire (shorts, shirt, socks, sneakers) and to shower at the end of the class.

PEP1005 PEP1010	PHYSICAL EDUCATION LIFETIME FITNESS PHYSICAL EDUCATION, LIFETIME ACTIVITIES	SEMESTER SEMESTER
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PHYSICAL EDUCATION LIFETIME FITNESS

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. This standards-based course is designed to build on intermediate or middle 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 in their 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. Classes, when appropriate, will utilize technology. This technology may include but not be limited to: Pedometers, Heart Rate Monitors, Body Composition Analyzers, Computers, and other technology used for individualizing student feedback. Instructors will select and offer activities from the following suggested list of highly regarded lifetime activities: Badminton, Tennis, Paddle Tennis, Soft Tennis, Pickle Ball, Table Tennis, Eclipse Ball, Swimming, Water Aerobics, Water Activities, Snorkeling, Kayaking, Fishing, Paddle Boarding, Hiking, Orienteering, Recreational Walking and/or Jogging, Bicycling, Adventure Activities, Trampoline, In-line Skating, Archery, Bowling, Golf, Shuffleboard, Horseshoes, Fencing, Bocce Ball, Lawn Bowling, Croquet, Frisbee Activities, Aerobics, Dance, Pilates, Yoga, Tai Chi, Functional Core Fitness, Stability Ball, Non-Contact Martial Arts.

PHYSICAL EDUCATION, LIFETIME ACTIVITIES: By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. 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 the skills, knowledge, and desire to become life-long participants in physical activities. Instruction should *reintroduce* sport activities which could include, but are not limited to: outdoor adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, water polo, ultimate Frisbee, golf, wrestling, and weight and resistance training. Key features of this course: a revisit and application of the students' four year personal fitness plan, acquisition and application of skills, understanding of rules and strategies, importance of fair play, and the transfer of skills into lifetime activity situations.

PLP1710 No longer repeatable for credit semester 2	RECREATIONAL LEADERSHIP	SEMESTER
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This course is designed for those students who are interested in careers in the fields of physical activity, movement, and 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 ability, enhancing 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. As a result of this course, students will have many presentation opportunities, develop their leadership skills, and be exposed to a variety of classroom management techniques. 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.

PWP1210/PWP1220	WEIGHT TRAINING 1A/B	SEMESTER/SEMESTER
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WEIGHT AND RESISTANCE TRAINING 1A

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 development 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, weighted 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.

WEIGHT AND RESISTANCE TRAINING 1B

It is strongly recommended that a student complete PWP1210 – Weight and Resistance Training 1A as a prerequisite for taking this course. This course is designed to introduce and/or reintroduce students to a variety of training principles and methods, as well as basic knowledge of muscle groups that they can apply to their weight and resistance training programs. After completing an initial assessment of muscular strength and endurance, flexibility and body composition

(pull-ups, modified push-ups, vertical hang, sit-and-reach, modified crunches, body fat percentage, etc.), instruction will emphasize a variety of training principles and methods as well as review safety and etiquette, which will guide students when developing or updating and implementing their personal training programs. Examples of training methods and principles are: specificity, overload, variation, progression and FITT. Modified weight and resistance exercises and/or activities that can be included in training programs are: plyometrics, free weights, universal apparatus, own body weight (as resistance), resistance bands/tubing, pulleys, medicine balls, weighted ropes, etc. This course will also provide basic muscular skeletal information and training programs should apply this information to target muscle groups including muscles of the head and neck, trunk, lower and upper extremities and combinations of these muscle groups. Periodically throughout this course, students should assess their heart rate levels and body composition and modify their training program as needed to reinforce their personal goals. Appropriate technology should be used if available. Key features of this course: introduce a variety of training principles and methods, apply methods and principles of weight and resistance training to develop or update and implement a training program, and provide basic muscular skeletal information.

SCIENCE

SPH2603	PHYSICAL SCIENCE	YEAR
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Physical Science is a laboratory course that integrates major theories traditionally learned separately in Chemistry, Physics, and Earth Systems 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 conservation 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 (P.S.) Content Standards 1,2, 6, and 7.

SLH2003	BIOLOGY 1	YEAR
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Biology 1 is a laboratory course to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. Students are to meet all benchmarks in Biological Science (B.S.) Content Standards 1-5.

SPH3503	CHEMISTRY	YEAR
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This course is a standard high school chemistry course which is laboratory and inquiry-based. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic chemistry concepts. These concepts include types of chemical reactions, Conservation of Energy, entropy, thermal energy and phase change, properties of waves, electromagnetic radiation, periodic table organization, chemical reaction rates, chemical bonding, nuclear reactions and energy. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, and 6. Recommended Pre-requisite: Course in second year Algebra.

SPH5603	PHYSICS	YEAR
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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.

SLH7001	SURVEY OF HUMAN PHYSIOLOGY	SEMESTER
SLH6001	SURVEY OF ZOOLOGY	SEMESTER

SLH7001: This semester course is considered a second year biology laboratory course that provides an introduction to the study of the anatomy and functions of the human organism and its parts. Blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous system, and reproduction are studied in terms of interaction of the functions and their contribution to the maintenance of a proper condition of the body's internal environment (homeostasis). Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5. Recommended Pre-requisite: Course in Biology

SLH6001: Survey of Zoology is a semester laboratory course that provides a survey to the study of animal structures and functions, interactions within their environment, genetics, and evolution of animals. Emphasis is on laboratory investigations utilizing invertebrates and local fauna. Students investigate the impact of invertebrates and technology on humans (i.e. parasites affecting quality to life for humans and domestic animals). Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5. Recommended Pre-requisite: Course in Biology

SPH6003	BASIC PHYSICS	YEAR
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Basic Physics is a laboratory course that emphasizes the use of physics terms and concepts to explain phenomena that occur in a person's daily life and form the basis for understanding the universe around us. It is designed for students who

do not plan a career in a science-related field. Students use scientific investigation and study relationships between science, technology, and

society, in context with physics content. This includes the relationship between forces, mass, and motion of objects as well as basic understandings regarding major natural forces of gravity, electricity, and magnetism. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, 7 and related benchmarks in Standard 6.

SLH4103	PLANTS AND ANIMALS IN HAWAII	YEAR
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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.

Emphasis is on the use of the laboratory and fieldwork to study organisms. Students are to meet all benchmarks in the following Biological Science (B.S.) Content Standards 1-5.

SAH3503	DIRECTED STUDY IN SCIENCE	YEAR
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This is a course that enables a highly motivated student to identify a project of interest and apply scientific skills and ways of thinking to an investigation that meets or exceeds the standards for a high quality project for the State Science and Engineering Fair and/or the Pacific Symposium for Science and Sustainability. Such a project is designed by the student under the direction and guidance of a science teacher. Guidance provided for the student may also include assistance from professional or community resource persons. Scientific research design, implementation, and relationships between science, technology, and society, have a significant place in this course, regardless of context.

SOCIAL STUDIES

CHW1100	WORLD HISTORY AND CULTURE (GRADE 9)	YEAR
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This course examines the development and dynamics of human experience 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 inquiry focusing on the historic, technologic, socio-political, geographic and economic development of the past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions and events.

CHU1100	U.S. HISTORY AND GOVERNMENT (GRADE 10 & 11)	YEAR
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This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the 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. NOTE: CHA6100 Advanced Placement (AP) U.S. History can be substituted for this course.

THE FOLLOWING PAIRS OF SOCIAL STUDIES COURSES ARE GRADE 12 ELECTIVES.

CSD2500 CGU2200	ECONOMICS AMERICAN PROBLEMS	SEMESTER SEMESTER
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This course synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.

In American problems students will use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America.

CSD2200 CSD2100	PSYCHOLOGY GEOGRAPHY	SEMESTER SEMESTER
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In American problems students will use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America.

Psychology 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.

CHA6100	ADVANCED PLACEMENT (AP) U.S. HISTORY	YEAR
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This 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 19th-20th Century intellectual and cultural movements, national politics, foreign policy, and the post-war period under Eisenhower, Kennedy, Johnson, 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 and Government.*

JAPANESE

WAJ1010 WAJ1020	JAPANESE 1A JAPANESE 1B	SEMESTER SEMESTER
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JAPANESE 1A: The course listed above serves as the introductory portion of Level 1 of all Japanese language courses. This course designed for the beginning language learner or those who have had limited to language in elementary and middle/intermediate schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond in simple social situations of a daily and recurring nature using learned material. Emphasis is placed upon the development of basic listening, speaking, reading, and writing skills.

JAPANESE 2A: This is the continuation of a two-semester sequence. Students apply skills developed in 1A to engage in daily life situations using simple oral exchanges. Reading and writing skills are developed to support a limited range of written exchanges in familiar situations using the writing system of the language studied. Classroom instruction and projects provide a general introduction to 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. Together 1A and 1B courses are the Beginning of Stage I and therefore include Year 1 benchmarks as the essential core of the course.

WAJ2010 WAJ2020	JAPANESE 2A JAPANESE 2B	SEMESTER SEMESTER
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JAPANESE 2A: The course listed above begins Level 2 of all Japanese language courses. Students enrolled in this course have either successfully completed the Level 1 or have placed out of Level 1 due to previous language study or language learning experiences. The first semester serves as a transitional stage in which students reinforce and draw upon earlier study and continue the development of their proficiencies so that they can engage in simple conversations and handle routine situations. In reading and writing, emphasis is on developing a greater range of topics and situations in which students can produce learned material through exclusive use of the writing system of the language.

JAPANESE 2B: This is the continuation of a two-semester sequence in which students expand their skills and begin to show some variety in language use by combining familiar and new material. Simplified illustrated materials help students to develop their reading skills. Students begin to write and understand sections that use related sentences to narrate, describe, and compare familiar topics, events, and ideas. Carefully selected listening selections and cultural topics help students to recognize aspects of daily life in other cultures and develop insight into other cultural perspectives. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Together, 2A and 2B lead to further demonstration of Stage I and therefore complete the grade Year 1 benchmarks and introduce all of the Year 2 benchmarks.

WAJ3010 WAJ3020	JAPANESE 3A JAPANESE 3B	SEMESTER SEMESTER
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JAPANESE 3 A: Students enrolled in the course have either successfully completed the Level 2 courses at the high school or middle school or have placed out of Level 2 due to previous language study or other language learning experiences. The course provides

students with additional opportunities to expand their listening, speaking, reading, and writing proficiencies so that they can create with language. They can initiate and maintain face-to-face interactions to satisfy communication and social interaction demands. JAPANESE 3B SEMESTER: This is the continuation of a two-semester sequence in which students focus on increasing proficiency in applying skills accumulated in prior courses. They can identify main ideas and significant details in oral and written presentations, and read and interpret simplified authentic materials on familiar topics that have been adapted for classroom use. Students continue to refine their knowledge and understanding of the culture studied as well as their own, by demonstrating behaviors appropriate to the cultures. Grammar is integrated throughout the course and is selected according to the language needs. Together, 3A and 3B courses provide the transition to Stage II and therefore focus on completion of the Year 2 benchmarks as well on a basic understanding and command of the Year 3 benchmarks.

WAJ4010	JAPANESE 4A	SEMESTER
WAJ4020	JAPANESE 4B	SEMESTER

The courses above are Level 4 of all Asian language courses. Students enrolled in these courses have either successfully completed the Level 3 courses in high school or have placed out of Level 3 due to previous language study or other language learning experiences. A major focus of this course is to enable students to create with language, communicating orally, in writing, and in extended conversations, on a variety of topics. They develop skills to narrate, discuss, and describe using sentences or groups of related sentences. This is the continuation of a two-semester course intended to move students towards an intermediate level of proficiency. Students apply growing proficiency in narration and

description to an increased cultural and literature focus. Short stories, poetry, excerpts from selected literary sources, and authentic materials are included for reading and discussion. Finer points of grammar are studied to refine oral and written communication. Topics and projects encourage connecting language study to other disciplines and use of the language inside and outside of the classroom setting. Together, 4A and 4B develop Stage II proficiencies and therefore focus on the review and completion of the Year 3 benchmarks as well as on a basic understanding and command of the Year 4 benchmarks.

SPANISH

WES1010	SPANISH 1A	SEMESTER
WES1020	SPANISH 1B	SEMESTER

SPANISH 1A: The course listed above serves as the introductory portion of Level 1 of all Spanish language courses. This course is designed for the beginning language learner or those who have had very limited exposure to language in elementary and intermediate/middle schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple situations of a daily and recurring nature. Emphasis is placed upon development of these basic listening, speaking, reading, and writing skills.

SPANISH 1B: This is the continuation of a two-semester sequence. Students apply skills development in 1A to engage in daily life situations using simple oral and written exchanges. 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. Together, 1A and 1B are the beginning of Stage I and therefore must include all Year 1 benchmarks as the essential core of the course

WES2010	SPANISH 2A	SEMESTER
WES2020	SPANISH 2B	SEMESTER

SPANISH 2A: The course listed above begins Level 2 of all Spanish Language courses. Students enrolled have either successfully completed the Level 1 Spanish course at the high school or middle school or have placed out of Level 1 due to previous language study and language learning experiences. The first semester serves as a transitional stage in which students reinforce and draw upon earlier study and continue the development of their listening, speaking, reading, and writing proficiencies so 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.

SPANISH 2B: This is the continuation of a two-semester sequence in which students expand their skills and begin to operate with some variety by combining familiar and new material. Emphasis is on moving toward more 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 different selections that use related sentences to narrate, describe, and compare familiar topics, events, and ideas. Grammar is integrated throughout the two courses and is selected according to language needs. Together, 2A and 2B lead to the completion of Stage I and therefore must include all grade 4-5 benchmarks.

WES3010	SPANISH 3A	SEMESTER
WES3020	SPANISH 3B	SEMESTER

SPANISH 3A: Students enrolled in these courses have either successfully completed the Level 2 course at the high school or middle school or have placed out of Level 2 due to previous language study or language learning experiences. The course provides students with additional opportunities to move on to Stage II proficiencies. In Stage II, 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.

SPANISH 3B: This is the continuation of a two-semester sequence intended to help students progress in Stage II 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 by demonstrating behaviors appropriate to the culture. Grammar is integrated throughout this two-course sequence and is selected according to the language needs. Together 3A and 3B provide the transition to Stage II and therefore must address the Year 3 benchmarks.

WES4010	SPANISH 4A	SEMESTER
WES4020	SPANISH 4B	SEMESTER

Students enrolled in these courses have either successfully completed the Level 3 course or have placed out of Level 3 due to previous language study or language learning experiences. Increasing vocabulary and knowledge of finer points of grammar enable students to refine oral and written communication. Topics and projects are carefully selected to help students broaden the range of situations in which they can operate, connect language study to other disciplines and use the language inside and outside of the classroom setting. This is a continuation of a two-semester sequence intended for students who are continuing the development of intermediate (Stage II) levels of proficiency. A major focus of this course is to enable students to communicate, in writing

and in extended oral exchanges, on a variety of topics and begin to adjust communication to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. There is an increased cultural and literature focus as short stories, poetry, excerpts from various literary sources, and authentic materials are included or reading and discussion. Together, 4A and 4B lead to the completion of Stage II and therefore must focus on completion of all of the Year 4 benchmarks.

AGRICULTURE

TNC6010	NATURAL RESOURCES CAREER PATHWAY CORE	YEAR
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This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, and 5) Legal Responsibility and Ethics. This course provides the foundation for students pursuing a Career and Technology Education program of study in Natural Resources and is the initial course in the program of study.

TNN6230	ORNAMENTAL HORTICULTURE 1	YEAR
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This course is designed to provide skills and technical information in ornamental horticulture. 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 agriculture practices. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

TNN6233	ORNAMENTAL HORTICULTURE 2	YEAR
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This is a course in ornamental horticulture with heavy emphasis on landscaping, turf management, and the processing and distribution of horticulture products. Included in the course are conservation practices such as integrated pest management and sustainable agriculture practices. The learning environment may include work-based sites as an extension of the classroom. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

TNU6120	BIOLOGICAL AGRISCIENCE	YEAR
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This is a course designed to give students scientific and technical knowledge and skills in growing plants and animals. An emphasis is placed on the application of biological science principles under both laboratory and real world conditions. Classroom study is integrated with realistic production activities, and the FFA (Future Farmers of America) program is an integral part of the course. *Credit for the course may be applied toward science graduation requirements. While this course satisfies Department of Education standards, it may not be recognized by some colleges and universities.*

TNU6110	AQUASCIENCE	YEAR
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Aquascience is a course designed to give students basic knowledge and skills dealing with aquatic agricultural environment. An emphasis is made on the application of biological science under both laboratory and real world conditions. Classroom study is combined with realistic laboratory experiences, and the FFA (Future Farmers of America) is an integral part of the course. *Credit for the course may be applied toward science graduation requirements. However, while this course satisfies Department of Education standards, some colleges and universities may not recognize it.*

TNN6310	AGRICULTURAL TECHNOLOGY 1	YEAR
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Agricultural technology 1 is designed to provide skills and technical information in agriculture. Areas of study include cropping techniques, animal husbandry, agriculture equipment, and machinery usage, soil and water management, and safety. Special consideration is given to appropriate technologies such as integrated pest management and sustainable agriculture practices. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) is an integral part of the course.

TNN6313	AGRICULTURAL TECHNOLOGY 2	YEAR
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This course focuses on ornamental horticulture with heavy emphasis on the maintenance and the repair of agricultural machinery and equipment, agricultural construction, processing and distribution of agricultural products, and agricultural enterprise management. Environmental sensitivity and ecological consequences of agricultural activities are also emphasized and the learning environment may include industry-based sites as an extension of the classroom. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

TNN6220	NATURAL RESOURCES BIOTECHNOLOGY	YEAR
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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 Prerequisite: Students must have received a passing grade in biology and chemistry. Chemistry class can be concurrent.

	COOPERATIVE AGRICULTURAL EDUCATION	YEAR
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Cooperative Agricultural Education is a course designed to give students realistic training through school and work-based learning experiences in agricultural occupations. Students spend part of their school day at a job station in addition to taking regular courses required for graduation. Classroom study is combined with laboratory activities, and the FFA (Future Farmers of America) is an integral part of the course. *This course is repeatable for credit.*

BUSINESS EDUCATION

TBC3010	BUSINESS, MANAGEMENT AND TECHNOLOGY CORE	YEAR
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This course is designed for students who plan to pursue careers in business, management and technology and/or related occupations. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Problem-based, real-world application of business concepts will be emphasized. Students will utilize technology for a variety of business applications and business communication; demonstrate effective customer service; and use accounting concepts to formulate, analyze and evaluate financial decisions in business. *This course is a Recommended Prerequisite for students pursuing a business, management and technology program of study.*

TBK3910	COOPERATIVE BUSINESS EDUCATION (CBE)	YEAR
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Cooperative Business Education provides on-the-job work experience in the field of business. Cooperative Business Education must be taken concurrently with another business education course, TB98 Introduction to Entrepreneurship. This course is repeatable.

TBN3810	INTRODUCTION TO ENTREPRENEURSHIP	YEAR
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Entrepreneurship is a course designed to introduce students to the process of establishing a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. In this way, students will be able to explore the unique relationships between business and the culture and values found in Hawaii today. Students will design, develop, and implement a business plan. They will manage all aspects of their own business and integrate technology-based business practices. Assessments and evaluations will be done in partnership with business and industry.

TCG1202 TCG1203	INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS BUSINESS COMPUTER APPLICATIONS	SEMESTER SEMESTER
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INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS: This course is designed to expand skills learned in keyboarding and/or other computer classes. The course covers the use of a variety of commonly used packaged software used in business, such as word processing, database, and spreadsheet programs. Learning the basics of using a disk operating system for maintenance of computer software will also be included.

BUSINESS COMPUTER APPLICATIONS: This project-based course introduces students to various microcomputer operating systems, software integration concepts, graphics, hardware installation, utility programs, and application development. . (Kauai high school students who pass the above two courses with a grade of "A", taken anytime, may be eligible for credit for the following Kauai Community College Course, BUSN 121/Intro to Word Processing I for three college credits.)

TAU2210	DIGITAL MEDIA TECHNOLOGY	YEAR
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This course is designed to give students the skills necessary to support and enhance their learning about digital media technology. Topics will include researching on the internet, netiquette, copyright laws, web-publishing, use of digital imagery, forums, newsgroups, mailing lists, presentation tools, and project planning. The students will have the opportunity to use their skills in advanced technology, leadership, and service to their schools and communities.

TBN3210	TRAVEL INDUSTRY MANAGEMENT	YEAR
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Travel Industry Management is a course designed to reinforce and apply management knowledge and skills in the context of the travel industry. Through this course, students will examine a historical and current overview of the travel industry with special emphasis on Hawaii as a destination. Emphasis will be placed on the management of travel industry components, including lodging/accommodations, transportation, food and beverage sales, destination attractions, and recreation.

HOME ECONOMICS

TPC7010	PUBLIC AND HUMAN SERVICES CAREER PATHWAY CORE	YEAR
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This course is designed for students who plan to pursue a career in Public and Human Services 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 services. Using an interdisciplinary approach, the following concepts will be covered: 1(Human behavior and relationships, 2) Professional accountability and personal attributes, 3) the Legal system and ethics and 4) Effective use of varied technologies

appropriate to the occupation. This course provides the foundation for student pursuing a Career and Technology Education program of study in Public and Human services and is the initial course in the program of study.

TCG1300	GRADS (GRADUATION, REALITY, AND DUAL-ROLE SKILLS)	SEMESTER
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GRADS is available to pregnant and all parenting students, male and female. Students may enter the course any time throughout the school year. Instruction focuses on prenatal and postnatal care, parenting skills, childcare and development, employment skills, communication, and development of self-esteem. Support and referrals in working with community agencies is offered. Outside projects are required. *This course is repeatable for credit.*

TPN7210	FOOD SERVICE 1	YEAR
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This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. *Note: This course is not to be confused with School Food Service.*

TPL7100	PUBLIC AND HUMAN SERVICES LABORATORY (Culinary Arts Academy)	YEAR
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This is a laboratory course to be taken in conjunction with any Public and Human Services Career Pathway course. This course provides intensive, hands-on experiences to further strengthen skills for entry-level positions or for continuation into post-secondary education. *This course is repeatable for credit.*

TPN7213	FOOD SERVICE 2 (Culinary Arts Academy)	YEAR
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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 and supplies, storeroom control, and care of supplies and equipment. Recommended Prerequisite: TPN7210 Food Service 1. *(Note: This course is not to be confused with School Food Service.)*

INDUSTRIAL ARTS

TIC5010	INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREER PATHWAY CORE	YEAR
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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 exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. This course provides the foundation for students pursuing a Career and Technology Education program of study in Industrial and Engineering Technology and is the initial course in the program of study.

TIK5930	DIRECTED STUDY IN IET WOODS	YEAR
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This is an introductory course for the student who needs, desires, and can profit from individual research and development projects. The importance and relationship of research and development being conducted by American industry are stressed. Seminars are an integral part of the program. Learning experiences include gathering of technical and scientific information, creating, designing, constructing, testing, and evaluating individual or group project problems. *The use of personal safety devices (safety glasses, covered footwear, respirators, etc.) is mandatory and will be strictly enforced. This course is repeatable for credit.*

TIU5800	BUILDING AND CONSTRUCTION TECHNOLOGY 1	YEAR
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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. *The use of personal safety devices (safety glasses, covered footwear, respirators, etc.) is mandatory and will be strictly enforced.*

TIN5810	BUILDING AND CONSTRUCTION TECHNOLOGY 2	YEAR
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This Level 2 course features advanced study of the 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. *The use of personal safety devices (safety glasses, covered footwear, respirators, etc.) is mandatory and will be strictly enforced. This course is repeatable for credit.*

TIN5410	AUTOMOTIVE TECHNOLOGY 1	YEAR
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In Automotive Technology 1, students are provided with organized experiences in 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 automotive technology are included in the curriculum. Automotive body repair and painting are also included.

TIN5413	AUTOMOTIVE TECHNOLOGY 2	YEAR
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This course features classroom and laboratory experiences that included training in all phases of automotive maintenance repair work on all types of automotive vehicles. Also 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 the diagnosis of malfunctions, disassembly of units, parts inspection and repair or 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. *This course is repeatable for credit.*

TIK5930A	DIRECTED STUDY IET AUTO	YEAR
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This is an introductory course for students who needs, desires, and can profit from individual research and development projects. The importance and relationship of research and development being conducted by American industry are stressed. Seminars are an integral part of the program. Learning experiences include gathering of technical and scientific information, creating, designing, constructing, testing, and evaluating individual or group project problems. *This course is repeatable for credit.*

TIN5210	METALS TECHNOLOGY 1	YEAR
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This is a beginning course to introduce students to the metal industry, its organization, materials, occupations, processes, products, and problems through demonstrations of, experimenting with, designing, fabricating, constructing, and testing of metals and devices. Learning experiences include the study of tools, materials, processes, systems and products used in various facets of the metal industry.

TIN5213	METALS TECHNOLOGY 2	YEAR
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Advanced learning experiences featured in this course are designed to prepare a well-rounded metal worker capable of fabricating and assembling a variety of metal products in various industries. Instruction includes layout; sequence of operations; setting up and operating fabricating machines; positioning, aligning, fitting, and welding parts together; and designing and constructing templates and fixtures. Simulated class experiences are included. *This course is repeatable for credit.*

TIN5416	AUTOMOTIVE BODY REPAIR AND REFINISHING	YEAR
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This course features organized experiences in the study and application of skills in welding, soldering, frame straightening, plastics, fiberglass, trim, and glass for auto body repair. Painting equipment, spray guns, surface preparation, matching and mixing paints, and recognizing and correcting paint problems are covered in this course. *This course is repeatable for credit.*

TAC2010	ARTS AND COMMUNICATION CAREER PATHWAY CORE	YEAR
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This course is designed for students who plan to pursue careers in the Arts and Communication Career Pathway. Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) current Technology, 5) Customer Service, 6) Legal Responsibilities/Ethics, 7) Management, 8) Impact of Media, and 9) Safety. This course provides the foundation for students pursuing a Career and Technology Education program of study in Arts and Communication and is the initial course in the program of study.

TAU2110	GRAPHIC COMMUNICATIONS	YEAR
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This is an introductory course in the study tools, materials, and processes of the graphic arts industries involving letterpress printing, Plano graphic printing, intaglio printing, thermography, silk screening, photography, and bookbinding. Learning experiences include classroom demonstrations, laboratory experiments, in addition to designing, constructing, and evaluating various graphic arts projects and devices.

TAU2116	GRAPHIC COMMUNICATIONS TECHNOLOGY 1	YEAR
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This course provides classroom and laboratory experiences in major areas of the graphics industry. The course includes fundamentals of typography, layout and copy preparation, general and process photography, printing by letterpress, offset lithography, screen process, gravure, bindery, computer-aided designing and printing, and desktop publishing.

TAU2121	GRAPHIC COMMUNICATIONS TECHNOLOGY 2	YEAR
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This course features advanced work through organized learning experiences with emphasis on computer-aided layouts and design, hand and machine typesetting, camera and plate work, composition, typesetting, offset press make up and operation, paper cutting, ink and color preparation, binding, and silk screen process. *This course is repeatable for credit.*

TIG5030	MECHANICAL DRAWING	YEAR
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Mechanical Drawing covers the fundamentals of producing freehand, orthographic, and pictorial drawings. The student will prepare working drawings, utilize drawing instruments, and apply drafting principles and academic skills to design projects. The student will

also use tables, handbooks, and other standard reference materials found in most drafting rooms. Students will also be introduced to Computer-Aided Drafting (CAD).

TIN5310	DRAFTING TECHNOLOGY 1	YEAR
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This course provides classroom-learning experiences that are found in drafting technology. Learning activities include design, spatial visualization techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer-aided drafting.

TIN5313	DRAFTING TECHNOLOGY 2	YEAR
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In Drafting Technology 2, students are provided with organized learning experiences, which emphasize theory and use of computers and other drafting equipment, as they relate to designing and translating data or specifications. Planning, preparing, and interpreting mechanical, architectural, structural, electronics, topographical, and other drawings and sketches are included. Instruction includes laboratory work and is designed to provide experiences with drawing, computer-aided drafting, and the use of other standard drafting equipment. *This course is repeatable for credit.*

TIK5930-D	DIRECTED STUDIES DRAFTING	YEAR
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This is an introductory course for students who needs, desires, and can profit from individual research and development projects. The importance and relationship of research and development being conducted by American industry are stressed. Seminars are an integral part of the program. Learning experiences include gathering of technical and scientific information, creating, designing, constructing, testing, and evaluating individual or group project problems. *This course is repeatable for credit.*

Miscellaneous

XYY8610	YEARBOOK PRODUCTION 1	YEAR
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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.

XYY8630	YEARBOOK PRODUCTION 2	YEAR
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This course is for advanced 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 work to be done.

XYY8650	YEARBOOK PRODUCTION 3	YEAR
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This course is for students who have taken Yearbook Production 2. Because of their experience, students in this course will assume major responsibility for planning and producing a yearbook.

TJR1000	ARMY JROTC 1	YEAR
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Army JROTC 1 teaches cadets career and life skills necessary for lifelong success as a contributing citizen. Students are introduced to the military chain of command, structure, and discipline that provide the foundation for learning and allow students to explore military service as a potential career choice. Content areas studied include foundations for success; American history and government; leadership; community service; and service learning; and the awareness of civic responsibilities. Learning is student-centered, requiring active participation throughout the course.

TJR2000	ARMY JROTC 2	YEAR
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Army JROTC 2 builds on the previous course. The student begins to develop basic leadership skills using the military chain of command and discipline. Cadets acquire knowledge of citizenship through the study of American history and government. Map skills and environmental awareness are studied. Cadets participate in community service and service learning activities. Cadets must demonstrate increased responsibility for self and others with emphasis on wellness, health, and physical fitness. Recommended Prerequisite: Completion of TJR1000 ARMY JROTC 1.

TJR3000	ARMY JROTC 3	YEAR
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Army JROTC 3 builds on previous courses and is an advanced program focused on cadet leadership and management of the cadet corps. Cadets are selected for leadership positions based on previous successful participation in cadet activities and demonstrated leadership and personal discipline. Cadets develop an understanding of leadership theory, principles, strategies, and the application of these. Cadets participate in community service and service learning activities. Cadets continue to study career and life skills; personal and financial management; college admissions; military careers, and job search techniques. Recommended Prerequisite: Completion of TJR2000 ARMY JROTC 2.

TJR4000	ARMY JROTC 4	YEAR
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Army JROTC 4 builds on previous courses. The student continues to develop leadership skills using the military chain of command and discipline. Cadets practice the knowledge and skills of leadership theory and application. Financial planning for lifelong success is introduced. Cadets plan and coordinate community and service learning activities. Cadets must demonstrate increased proficiency as a cadet leader and apply knowledge gained as an assistant instructor. Cadets continue to study career and life skills; personal and financial management; college admissions; military careers, and job search techniques. Recommended Prerequisite: Completion of TJR3000 ARMY JROTC 3.

XLP1015	LEADERSHIP TRAINING	SEMESTER/SEMESTER
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This is a multidisciplinary course designed to help students develop communication, group process, and facilitative skills and knowledge of Facilitative Leadership (FL) or the Interactive Method in decision-making. 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 the group or shared by several at one time. This course is highly recommended for students active in student government, class activities and/or for those who hold elected/appointed leadership positions who are readily available to perform many volunteer hours of service to the school and the community-at-large. *This course may be repeated for elective credit*

XTH4001TA	SCHOOL SERVICE (NON-CREDIT COURSE)	SEMESTER
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The objective of the course is to provide service to school in the library, office, health room, lunchroom, and/or classroom, as well as tutorial and multi-media services. Under supervision of an adult, students participate in servicing other students in school. This may include keeping school files, cataloguing and shelving library books, learning to use the computer and multi-media equipment, assisting teachers, and tutoring younger students. *This course is a non-credit course.*

TIN5510	A+ CERTIFICATION 1	SEMESTER
TIN5511	A+ CERTIFICATION 2	SEMESTER

This high school course discusses the history of computer systems, the hardware content of a computer and their mechanics for constructing computer systems. The topics covered will include safety, basic electronics, power supply, chipsets, motherboards, Pentium processors, and USB Standards. An internship program will be recommended for students.

TIN5511 A+ CERTIFICATION 2: COMPUTER SYSTEMS

This high school course introduces the computer operating systems. The topics covered will include MS-DOS and Windows operating systems (covering past and current versions, e.g., 3.11,97, and 98), beginning Internet Explorer and other web browsers, basic networking, and troubleshooting. An internship program will be recommended for students. *Recommended*

Prerequisite: Completion of TIN5510 A+ Certification 1: Introduction to Computer System Course

TIN5512	A+ CERTIFICATION 3	SEMESTER
TIN5513	A+ CERTIFICATION 4	SEMESTER

TIN5512 A+ CERTIFICATION 3: OPERATING SYSTEMS (COURSE C) SEMESTER

This high school course covers the installation, configuration, maintenance, and troubleshooting of other network operation systems. The topics covered include features and navigation of user interface, implementation guidelines, installation procedures, upgrade concerns, hardware management, software management, user management, and security management. An internship program will be recommended for students. *Recommended Prerequisite: Completion of TIN5511*

A+ Certification 2: Computer Systems (Course B)

TIN5513 A+ CERTIFICATION 4: INTERNSHIP (COURSE D) SEMESTER

This high school course prepares the student with a formal internship program. Students will have instruction and hands-on experience related to career fields in the computer industry. Topics will also include job outlook, interview skills, employability skills, workplace ethics, customer satisfaction, and the student's ability to demonstrate positive work habits. *Recommended Prerequisite: Completion of TIN5513 A+ Certification 3: Operating Systems (Course C)*

NEI1020	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1A	SEMESTER
NEI1025	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1B	SEMESTER

NEI1020: This course introduces the English language to the non-native English speaker. The emphasis of this beginning course is on the development of listening skills necessary for the development of English oral proficiency, which will improve the non-native English speaking student's basic interpersonal communication skills (BICS). Besides instruction to develop BICS, learning activities will also introduce and stimulate the student's cognitive academic language proficiency (CALP). The goals for this course are: (1) To teach students to identify and name, in English, things and concepts common to his/her environment; (2) To teach the different parts of speech and their correct usage through simple grammatical structures using developmentally appropriate examples; (3) To develop aural discrimination to allow recognition of meaningful differences in the English sound system; (4) To develop pronunciation that is clear enough to be understood by native English speakers; and (5) To distinguish sounds, rhythms, stress, and intonation of English, and (6) To demonstrate understanding through reactions and/or appropriate verbal responses.

NEI1025: This course continues instruction to promote the student's oral proficiency in English, but also introduces fundamental concepts in the processes of reading and writing. Instruction in this course continues to emphasize the six goals in the first course, NEI1020, but at a higher level of difficulty. In addition to the five goals, two other goals that promote English language literacy development should also be accomplished in the later part of this course. The two additional goals are: (7) To teach a progression of reading skills that will enable the student to decode and comprehend the written word; and (8) To continue the development of the mechanics of manuscript and cursive handwriting and its association to the formation of words in the English language. (NEI 1030 AND NEI1035 ARE THE SECOND LEVELS FOR STUDENTS IN THE ELL PROGRAM. ELL PROGRAM STAFF WILL MAKE RECOMMENDATIONS FOR THEIR ESOL STUDENTS)

NEI1050	COMMUNICATION AND LITERACY SKILLS 1A	SEMESTER
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NEI1050: This course is for ELL Program students whose lack of experience with formal schooling inhibits their ability to benefit from the regular mainstream instructional program. The instructional focus is on developing readiness for basic communication skills learning and introducing beginning phonetic and vocabulary development. The NEI 1050 emphasizes listening and oral communication for ELL Program Non-English Proficient (NEP) and/or Limited-English Proficient (LEP) students. As a result of the instruction and the students' participation in class activities, the students will gain proficiency in the stages of listening and understanding. The stages of listening and understanding are: (1) Identifying and understanding individual sounds (phonemes) and individual words; (2) Contrasting words in the target language; (3) Contrasting sentences in the target language; (3) Increasing attention; (4) Improving memory by recalling sounds, actions, and messages; (5) Increasing perceptual ability; (6) Hearing structure signals; and (7) Listening to unfamiliar material.

NEI1060: This course continues the literacy development introduced in the first semester Communication and Literacy Skills 1A course. Instruction focuses on using known words, which allows the students to learn associations of letters with sounds in a meaningful context. The approach initially develops English listening skills to assist in developing speaking proficiency. Literacy development is initiated with the introduction of basic pre-reading activities. The reading and writing skills taught at this level would be reviewed and expanded.

NEW REQUIREMENTS FOR THE BOE DIPLOMA STARTING WITH THE CLASS OF 2010

TCG1105 PERSONAL AND TRANSITION PLAN

This semester credit is required for graduation. It provides students with knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. Credit will not be awarded until such time that the student, in Grades 9-12, provides documentation that he/she has met the Hawaii Content and Performance Standards in Career and Technical Education standards for Career Planning. **CREDIT WILL BE AWARDED DURING FIRST SEMESTER OF THE STUDENT'S SENIOR YEAR WHEN THE PTP IS COMPLETED.**

XSP1010 SENIOR PROJECT* for the BOE Diploma

The Senior Project provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes (GLOs). It demonstrates a "learning stretch" and is personally useful and relevant to the student. The Senior Project provides a venue for students to demonstrate proficiency in the following essential components of the Senior Project: *Phase One (Preliminary Planning)*: Personal Transition Plan, letter of intent and corresponding documents, and Senior Project portfolio; *Phase Two (Research and Action)*: Thesis research paper, and culminating activity which can be any one of the following three options: 1) Career Focus: Job shadowing/mentorship; 2) Service Learning; OR 3) Student Personal Interest—Product and Action; and *Phase Three (Formal Presentation and Evaluation)*: Preparing and presenting a formal 10-15 minute presentation before a Project Panel followed by a question and answer session. The presentation can be done orally, in a creative presentation or in a non-traditional mode. The Project Panel makes a recommendation based on a review of the student's project content, delivery, questions and answers, and student portfolio (including the final paper, evidence of project completion, and learning log). The teacher mentor awards the credit.

Completion of the Senior Project is one of the requirements for students receiving the Board of Education Recognition Diploma along with: 1) Having a grade point average of at least 3.0 and 2) completing the 24 credits (including the Personal Transition Plan) required for high school graduation. **All grade 12 students attending Waimea High School are required to complete the Senior Project as part of their grade 12 English curriculum.**

RUNNING START

AN OVERVIEW OF RUNNING START

Running Start is a statewide program that provides an opportunity for academically qualified juniors and seniors to enroll in community college classes through the University of Hawaii's system as part of their high school coursework. This unique partnership with the Hawaii's School-to-work Executive Council, the Department of Education, and the University

of Hawaii's community colleges allows public high school students to attend college classes during the fall, spring, and summer while earning both high school and college credits.

WHO'S ELIGIBLE

Any student enrolled in grade 11 or 12 in any public high school in the state of Hawaii who:

Is under the age of 21 as of September 1st of the school year in which the college course is taken.

Fulfills and complies with community college requirements such as:

- * Admission forms
- * Achievement of appropriate Math and English levels on placement tests
- * Payment of community college tuition and fees

Maintenance of acceptable academic standing

For detailed information about the community colleges and current course schedules, log on to the University of Hawaii system web site at www.hawaii.edu, where you will find links to all the UH Community Colleges. See your grade level counselor for a “Running Start” application packet.

SPECIAL EDUCATION

The Individualized Education Program (IEP) specifies the courses that the special education students take each year. Special education teachers counsel and assist their students to register for the appropriate courses. Special education students are enrolled in either the Individual Prescribed Program (IPP) or the diploma-route program.

INDIVIDUAL PRESCRIBED PROGRAM (IPP)

Students who choose participate in the IPP receive no credit for most the courses they take. The IPP for each student is developed with the involvement of the student, parent, and teacher. This is done on a yearly basis. When the IPP students complete their four-year program of studies, they receive a Certificate of Completion.

DIPLOMA

Students who elect to go the diploma route must meet the graduation requirement of twenty-four (24) credits in the specified required and elective areas and must meet the school’s attendance requirement.

COURSE DESCRIPTIONS

Regular education courses taught by special education teachers:

LCY1010S	ENGLISH LANGUAGE ARTS 1	YEAR GRADE 9
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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 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 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.

LCY2010S	ENGLISH LANGUAGE ARTS 2	YEAR GRADE 10
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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.

LCY3010S	ENGLISH LANGUAGE ARTS 3	YEAR GRADE 11
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This course provides students a balanced program of reading, writing, oral communication, literature, and language study. All of the high school content standards and benchmarks for Language Arts are addressed in this course. Students learn to become strategic users of the language process by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. The study of literature includes both traditional and contemporary works. Literature selections include significant works of the past and present and the voices of writers, both traditional and new that represent the diversity of society. Selections are not restricted to British and American authors, and include the writings of minorities and other cultures. The study of language involves both the description of language and its role in communication and shaping thought. As students reflect and understand their own language, they develop and understanding of what language is, how it works, and its power to influence and shape thinking and behavior.

LCY4010S	ENGLISH LANGUAGE ARTS 4	YEAR GRADE 12
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This course provides students a balanced program of reading, writing, oral communication, literature, and language study. All of the high school content standards and benchmarks for Language Arts are addressed in this course. Students learn

to become strategic users of the language process by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. They develop greater precision and refinement of their use of written and spoken language and judge the appropriateness of their communication. The study of literature includes both traditional and contemporary works. Literature selections reflect a rich history of evolving perceptions and ideas expressed by writers of the past and present. Selections are restricted to British and American authors, but include the writings of minorities and other cultures. The study of language involves both the description of language and its role in communication and shaping thought. The study of language includes knowledge of its underlying principles and generalizations, and an understanding of how language functions in and is affected by social systems.

MATHEMATICS

All students are advised by their math teachers to enroll in specific math courses. The teachers’ base their recommendations on students’ scores on a math placement test, STAR Math scores and on students’ achievement I their current math course.

MAX1100S	ALGEBRA 1	YEAR
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Content includes data analysis, **linear** functions, linear equations and inequalities, systems of equations in two variables, matrices, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, real **number systems** and radical expressions. **(Prerequisite C or better in Pre-Algebra and Problem solving or teachers recommendation and math placement scores of 71-100.)**

MGX1010S MAX1010S	GEOMETRY CONCEPTS ALGEBRA TOPICS	SEMESTER SEMESTER
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Geometry Concepts: The purpose of this course is to provide students with the opportunity to study geometric relationships and concepts without the rigor of formal proof. The emphasis is on the general awareness and use of the relationships among points, lines, and figures in planes and space.

Algebra Topics: This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored.

(Prerequisite at least one semester of algebra passed)

MGX1100S	GEOMETRY	YEAR
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Concepts and processes introduced in Geometry A are further developed and extend to include the following topics: right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, coordinating geometry, and transformations in Geometry B. The course emphasis 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. Right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, **coordinate** geometry, and transformations. **(Prerequisite C or better in Algebra 1A/1B or teacher recommendation)**

SOCIAL STUDIES

CHW1100S	WORLD HISTORY and CULTURE (GRADES 9)	YEAR
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This course examines the development and dynamics of human experience 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 inquiry focusing on the historic, technologic, socio-political, geographic and economic development of the past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions and events.

CHU1100S	U.S. HISTORY AND GOVERNMENT (GRADES 10 & 11)	YEAR
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This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the 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.

THE FOLLOWING PAIRS OF SOCIAL STUDIES COURSES ARE GRADE 12 ELECTIVES.

CSD2200S CSD2500S	PSYCHOLOGY ECONOMICS	SEMESTER SEMESTER
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Psychology 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. This course synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.

SPECIAL EDUCATION COURSES

Credit Courses

TCS1600 TCS1601	WORKPLACE READINESS 1 & 2	SEMESTER SEMESTER
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TCS1600: This is an introductory course to prepare students for the world of work. Students are actively involved in developing a career plan with relevant course selection, career exploration and preparation that will result in improved achievement and performance. Classroom instruction will include, but not be limited to, activities that connect the classroom to the workplace. Work-based learning experiences should support interests and the student's Transition Plan and Individualized Program (IEP). Work-based learning experiences can be provided through career shadowing, mentoring, and/or community service programs coordinated by the special educational staff. *This course is repeatable. A student can receive a maximum of two semester credits.*

TCS1601: This course is designed to provide specific skill training that may lead to potential employment as supported by the student's Transition Plan and Individualized Education Program (IEP). Classroom instruction supports student internships and on-the-job training experiences. *This course is repeatable. A student can earn a maximum of four semester credits.*

NWS1111	VOCATIONAL REHABILITATION WORK- STUDY PROGRAM 1 (ADAPTED COURSE IN SPECIAL EDUCATION)	YEAR
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This initial course provides students in grades 9-12 with job exploration experiences and instruction in a variety of vocations. Emphasis is on the exposure to the world of work and the development of basic work habits and attitudes.

NWS2222	VOCATIONAL REHABILITATION WORK- STUDY PROGRAM 2 (ADAPTED COURSE IN SPECIAL EDUCATION)	YEAR
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This course provides students in grades 9-12 with general job experiences and instruction that emphasizes the development of work skills such as the use of basic machines and equipment, following instruction and accepting feedback from supervisors, adhering to specific health and safety procedures, getting along with others, etc.

XAG1010	STUDY SKILLS	SEMESTER
XAG1020	GENERAL TEST PREPARATION	SEMESTER

This course is designed to help students develop study skills. Students learn to make effective use of time and resources, improve reading, writing, and listening, and develop test-taking skills. This course is recommended for students who have been identified as having difficulty in completing course assignments, meeting deadlines, and keeping to a schedule. *This course is repeatable for elective credit; however, only .50 credit may be used to meet graduation requirements.*

This course is designed to help students develop general skills and strategies for taking commonly used standardized tests. Students will be helped to understand and improve their scores on tests used in high school, for college or job entrance, or placement in school or work settings. Students will examine and practice the various types of questions and formats presented in typical tests and learn strategies such as scanning, skipping, and time management. Students will also complete timed practice tests. *This course is repeatable for elective credit; however, only .50 credit may be used to meet graduation requirements.*

XAL2010	LIBRARY RESEARCH SKILLS 1	SEMESTER
XAL2020	LIBRARY RESEARCH SKILLS 2	SEMESTER

This one semester course is designed develop 21st century information research skills. Based on the Hawaii Content and Performance Standards and the General Learner Outcomes, this integrated studies course focuses on the Library as an information center and the access of information to develop students as critical consumers of information. The course will provide opportunities for students to apply skills learned to their own studies and to impart the ac presentation. Service Learning is an integral component of this course. The culminating activity for this course will be a library research project.

This semester two course reinforces and expands on the research skills gained in semester one and looks at other sources of information. Based on the Hawaii Content and Performance Standards and the General Learner Outcomes, this integrated studies course focuses on students examining and analyzing information. The course will provide opportunities for students to apply skills learned to their own studies and to impart acquired information retrieval skills to other library patrons either on a one-to-one basis or as a presentation. Service Learning is an integral component of this course. The culminating activity for this course is a library research project.

LRH2020	STRATEGIC READING	SEMESTER
LWH8101	WRITING WORKSHOP A	SEMESTER

In this course, students develop as strategic readers who are conscious of their thinking and comprehension and deliberately use different strategies to construct meaning or adjust strategies when comprehension breaks down. Students are aware of *what* they are reading as well as *how* they are reading.

Learning to write well is a developmental process that continues through schooling and beyond. The goal of this course is to support students' continued development as writers by helping them discover and think through their ideas and connect their personal experiences to their thinking and writing. It is aimed at helping students become self-directed writers who demonstrate increasing control and flexibility of their writing process and ownership of their topics and ideas.

NON-CREDIT COURSES

NSC1010	COMMUNITY-BASED INSTRUCTION 1 (9-12)	YEAR
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This course provides a general overview of community based instruction including the development of school and community mobility, socialization skills, productive work habits and attitudes, and daily living skills. Emphasis is on the use of the school and near-by community activities and environments in providing the context for skill and development.

NSC1020	COMMUNITY-BASED INSTRUCTION 2 (9-12)	YEAR
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The course provides students with basic instruction in the domains of work, leisure, daily living, and school/community skills. Emphasis is on the use of the school and near-by community activities and environments in providing the context for skill and development and generalization.

NCS1030	COMMUNITY-BASED INSTRUCTION 3 (9-12)	YEAR
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The course provides students with general instruction in vocational/work, recreational/leisure, domestic/home, and school/community skills. Emphasis is on the use of school and community environments where students learn and demonstrate appropriate skill proficiency in the above areas.

NCS1040	COMMUNITY-BASED INSTRUCTION 4 (9-12)	YEAR
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The course provides students with instruction in specific skill routines in the areas of vocational /work, recreational/leisure, domestic/home, and school/community skills. Emphasis is on the use of community environments and the development of a set of skills that will generalize to post-school settings.

NCS1050	COMMUNITY-BASED INSTRUCTION 5 (9-12)	YEAR
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The course provides students with intensive instruction in individualized skill routines in the four domains of vocational/work, recreational/leisure, domestic/home, and school/community skills. Emphasis is on the generalization of these skills to the student's projected post-school settings.

NCS1060	COMMUNITY-BASED INSTRUCTION 6 (9-12)	YEAR
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The course transitions students into their post-school environments, providing instruction in the development and maintenance of skill routines in their post-school environments. Emphasis is on the use of the post-school community activities and environments to provide the context for instruction.