

# **HILO HIGH SCHOOL REGISTRATION GUIDE 2017-2018**



Our Hilo High School community prepares our students to:

**Value self and others, and become  
Independent thinkers and  
Knowledge seekers in our changing  
Society.**

No student shall be excluded from participation in, denied the benefits of, or be subjected to discrimination on account of the student's race, color, national origin, sex, religion, or handicap condition under any program or activity of the Department of Education. Hilo High School affords minimum wheelchair accessibility to parents and members of the public. The following are available to wheelchair users: 1) Administration Building, 2) Hilo High Gymnasium, 4) Library, 5) Auditorium-first floor, 5) Building BB, 6) Cafeteria, and 7) restrooms on the lower floor of C-building.

Please call the administration for additional information or if further accommodations are required.

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Phone: (808) 313-5500 FAX: (808) 974-4036**

State of Hawaii • Department of Education • Hawaii District

## PRINCIPAL'S MESSAGE

*College or work...What will I be doing after graduation?* As you prepare to complete high school, this will be the biggest and most important question you will be asking yourself. The key to answering this question is planning and making wise choices as you register for classes. Talk to your parents. Talk with your counselors. Ask the teachers themselves what you could expect from taking their courses. The bottom line is to choose thoughtfully and carefully. You are planning for your future.

Please make time to **READ this catalog thoroughly** and **FOLLOW DIRECTIONS!** This statement seems almost too simple but it is the secret to a successful registration for next year here at Hilo High. And with a good school year, every Viking will add another solid building block for a great and fulfilling future.

## SCHEDULING OF COURSES

This course catalog will help plan your program of study at Hilo High School. The time spent planning will help you avoid many problems once school begins. Use this catalog to gain an understanding of each course, its content, and the prerequisites. Study it well before making a decision.

### PLAN AHEAD

- ✓ READ the course descriptions BEFORE selecting a subject to be sure it fits your needs and/or interests.
- ✓ CONSULT with teachers in specific subject areas for more detailed information.
- ✓ BALANCE your course selections. Allow yourself the freedom to take elective subjects each year - they are a valuable part of your total education.
- ✓ REMEMBER to make certain you have met the prerequisites for a particular course.
- ✓ ALTERNATE COURSES must be selected in case it is not possible to get into your other choices.
- ✓ BE SURE to take courses which will give you the best possible preparation for your future plans. Take advantage of the courses available to you.

### KNOW YOUR REQUIREMENTS

- ✓ Know what your graduation requirements are before you plan.
- ✓ If you have questions about credits for graduation, college, or career entrance, see your counselor.

## COMPLETE YOUR SELECTION

- ✓ Use the "practice" form on the back cover of this catalog.
- ✓ Place all required courses first then electives.
- ✓ Get teacher approvals. Signatures must be obtained before and after school and during recesses.
- ✓ Have your parent or guardian sign your form.
- ✓ Turn in your completed form to your STARS teacher by the due date.

**Students who fail to return their registration forms will be scheduled by their counselors or the registrar with no option for change if they end up with courses that "were not asked for" or "they didn't want or need."**

A charge of \$2.00 for another course catalog and \$.50 for another registration form will be assessed.

Students not returning to HHS for the 2017-2018 school year should indicate it on the registration form. Parent or guardian must sign.

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# GENERAL INFORMATION

## Student Residence

Students must reside within the Hilo High School district either with their parents or legal guardians.

## Geographic Exception

Students with a physical residence outside of HHS boundaries are reminded that geographic exceptions must be submitted if they would like to attend HHS next school year. Forms are available at any school. **Geographic exceptions will be accepted between Jan. 1 – Mar. 1.** Depending on space availability, approval for GE is based on 1) child of a staff member, 2) sibling at the school, and/or 3) program of study. An approved geographic exception is good until the student withdraws from the school or graduates.

## Admission

Students transferring from other Hawaii schools, private & public, must bring:

- ◇ proof of residence
- ◇ a school release, including credits earned and grades received
- ◇ current courses & grades
- ◇ his/her health record
- ◇ approved GE, if applicable
- ◇ legal guardianship documentation, if applicable
- ◇ power of attorney good for one year, if applicable

Additional requirements are necessary for students who are entering a Hawaii school for the first time. Call the registrar's office for more information.

## Health Requirements

The Hawaii School Attendance Law regulated by the Department of Health requires that all children entering school in Hawaii for the first time meet certain health requirements. **All students must have a negative tuberculin test with a number reading performed in the US within 12 months before being admitted to school.** In addition to the TB test, the following health requirements must be met:

A completed health record (DOE Form 14) to prove that a physical examination was completed in the US by a licensed physician within 12 months of entering school and all other required immunizations have been completed, **OR** an appointment card from the family doctor to prove that the child is in the process of completing the physical exam. In this case, the law allows a child 90 days to complete all health requirements. If the requirements are not met, a child will be excluded from school.

If a student is not able to participate in a physical education class for a valid reason, a written medical excuse from the doctor is required. The note should state the reason & duration for the restriction. This should be submitted to and approved by the principal each school year, and a copy should be given to the school nurse at the beginning of school or at the onset of the condition.

## Minimum School Day

Students must register for a full 7-period schedule during their 4 years at Hilo High. When authorized by parents/guardians and administration, modified schedules may be granted (with required documents) for the following reasons: participation in work study program, employment, Running Start, or early admission college program.

## Grade Level Promotion/ Retention/ Acceleration

**Grade 10: 5 cr.**

**Grade 11: 11 cr.**

**Grade 12: 17 cr.**

Students must earn an accumulation of credits to be promoted to the next grade level. Students who do not meet the promotion credit requirement will remain in the retained grade level for the entire school year, except for students who can be upgraded to senior status at the end of the first semester of the senior year. All other accelerations will be done at the beginning of each school year.

## Summer Program/ Online/ Recovery Credits

Before taking any courses from programs outside of Hilo High School, students should see their counselor to check if Hilo High will accept the credits. Credits are not accepted from all programs. Principal's approval may be required prior to participating in the program. See counselors for most current information.

## Graduation/ Commencement Exercises

Students graduate in May of the students' fourth year in high school when all requirements are met. Early graduation is allowed on a case-by-case basis with advance administrative approval. Students considering this option should work with their counselors to plan appropriately. Commencement exercises may be scheduled after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement if they:

1. Meet the requirements for a diploma or a certificate;
2. Have fulfilled their financial obligations; and
3. Meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

## Personal Transition Plan (PTP)

All students must complete a Personal Transition Plan (PTP) as a requirement toward earning a high school diploma. This PTP must be completed before the end of the students' junior year. The Personal Transition Plan is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues. The plan will have the elements of goal attainment, identification of available resources, evidence to support the plan of action taken, and a self-evaluation component. The design of the PTP shall take into account that the student, parent, and school personnel have a shared responsibility in the development and execution of the PTP during high school.

Students receive instructions on developing and maintaining their PTP in Transitions to High School course (grade 9), in Career Pathway Core courses, and in weekly STARS Advisory classes. **Students who decide not to take the Transition to High School and/or Career Pathway Core courses are still responsible for submitting a Personal Transition Plan portfolio in their junior year.**

## Hilo High Student Activities

The Hilo High School Student Association has made a commitment to the following:

**Inclusiveness:** All students should be involved in all facets of our school.

**Student-led and Student-run:** Students, with the guidance of their advisors, will decide which activities they will implement. They will all work together as a team to insure success.

**Design-thinking:** Students will learn the skills to insure that they understand what needs to be done, how it should be done and who should do it all. They will evaluate their concerns and select projects which address issues which they would like improved or changed.

**Recognition:** Students will develop a program which will recognize our students both in and out of the classroom.

**Leadership development:** Students have developed a system of Class and SA leadership which includes a wider group of students to increase leadership opportunities. In order to do some or all of this, Hilo High Student Association has executive officers and a leadership team of 11 students who represent a cross section of the student body. Each class has executive officers, class representatives and a representative from each of their grade level STARS advisory classes.

The following clubs, organizations and activities are available for participation by all students:

Academic Decathlon	Key Club	Robotics
Band	LBGT	Science Club
DECA	Leo Club	Science Fair
Fishing Club	Math League	Science Quiz Bowl
HOSA	Mock Trial	Science Olympiad
Intramurals	Multicultural Club	Special Olympics
Japan Club	National Honor Society	Project Unify
Japan Wizard	Rainbow Friends	Hula Club
JROTC		

## Community Development and Civic Engagement

Hilo High School encourages all students to participate in a variety of activities within our community from volunteering to help social agencies to working to bring about change in how we do things in our community. Each student is challenged to participate in a service project with their class, club, athletic team or volunteer with an organization whose cause they are passionate about. It is also important for students to have an opportunity to do a career shadowing, internship or volunteer position where they can learn about a future career.

Hilo High Students can participate in the following programs outside of the regular school day:

**Community Service:** Volunteer to work with a non-profit or government agency to learn about the world of work and to help you make a career choice. For every 60 hours you volunteer you are able to earn .5 elective credits toward graduation. Maximum of 1 credit (120 hours) may be earned.

**Career Internships:** This collaboration between Hilo High School and many businesses in Hilo allows students to complete an internship in an area of career interest. Every 60 hours of work earns you .5 elective credits toward graduation.

Interested students should see their counselor for more information.

# Graduation Requirements for the Class of 2016 and Beyond

A Hawaii High School Diploma shall be issued to students who meet these minimum course and credit requirements.

Course Requirements	Hawaii High School Diploma
English	4.0 credits including: English Language Arts 1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing (0.5 credit)
Social Studies	4.0 credits including: World History & Culture (1 credit); US History (1 credit); Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit)
Mathematics	3.0 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit) or other math (e.g., two-year integrated Common Core course sequence)
Science	3.0 credits including: Biology 1 (1.0 credit); and Science Electives (2.0 credits)
World Language, Fine Arts or Career & Technical Education (CTE)	2.0 credits in one of the <b>Specified Programs of Study</b>
Physical Education	1.0 credit (2-semester courses)
Health	0.5 credit (1-semester course)
Personal Transition Plan	0.5 credit (submit portfolio)
Electives	6.0 credits, may include 1.0 elective credit for Senior Project
<b>TOTAL</b>	<b>24.0 credits</b>

Students may receive one the following diplomas in place of the standard Hawaii High School Diploma with an eligible cumulative GPA:

Cum Laude Diploma: 3.0 to 3.5 • Magna Cum Laude Diploma: 3.51 to 3.8 • Summa Cum Laude Diploma: 3.8 + and above

## Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma,

Students may also receive the following Honors Recognition Certificates if requirements are met with a cumulative GPA of 3.0 or above:

### Academic Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or AP Biology courses); and the other three credits must be lab-based science credits.
- Two credits minimum must be from AP/Running Start/Early College courses (equivalent to credits for 2 college courses).

### CTE Honors:

- Complete program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).
- Earn a B or better in each required program of study (coursework)
  - Meet or exceed proficiency on performance-based assessments for corresponding program of study.
- Completes one of the following written assessments for the corresponding program of study:
- Earn at least 70% on each end-of-course assessment
  - Earn a nationally-recognized certificate.
  - Earn a passing score on a Dual Credit Articulated Program of Study assessment

### STEM Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
- A STEM Capstone/STEM Senior Project.

## VALEDICTORIAN DESIGNATION

The valedictorian criteria have been approved by the Hawaii High School Principal Forum.

Effective for the Class of 2016 and beyond, graduating seniors will be declared valedictorian if the following are met:

- 1) GPA of 4.0 and 2) earned and met the requirements of one of the Honor Recognition Certificates. Valedictorians will be named after the third quarter.

***The master schedule for teaching positions is determined by students' choices at registration. Therefore, students should make course selections assuming that these choices will be final.***

### SCHEDULING POLICY and PROCEDURES

- 1) Each student must enroll in English and a Social Studies course each year.
- 2) Each student will register for a full 7-period schedule. Exceptions will require the written approval of the principal.
- 3) Only Juniors and Seniors MAY double-up in required subjects for the purpose of credit recovery.
- 4) Courses may not be repeated for credit except for those courses identified in the ACCN as repeatable. However, courses may be repeated for no credit to improve one's grade.

#### Schedule Change Policy

One of Hilo High's learner outcomes is that students will "Act as responsible citizens in the community, state, nation and global society." With this in mind, students should make careful, thoughtful decisions during registration. In order to maximize classroom learning and minimize disruption, students and parents should be aware that:

- Schedule changes are allowed during the first 2 weeks after the start of the first semester. Request for changes to second semester schedules may be submitted during the two weeks before and two weeks after the start of the second semester.
- Schedule changes may be made for the following reasons: incomplete schedule, credit previously received for the course, incorrect level placement, course required for graduation, scheduling error (same course on the schedule), IEP/MP team decision, or extenuating circumstances.
- Once the schedule change period has passed, changes can be made only by administrative approval. In this case, the following will apply:
  - A grade earned for a grading period (quarter/semester) for a dropped course will appear on the student's official transcript.
  - If a class change is administratively approved after 50% of the class is completed, the student can only be placed in school service.
  - When a change is made within the same content area, the "drop teacher" will send the exit grade to the "add teacher."
- No schedule changes will be processed in the fourth quarter.

#### RECOMMENDED SCHEDULES FOR GRADES:

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH LANG ARTS	Eng 1	Eng 2	Exp Wrtg 1/Am Lit	Eng 4 or Exp Wrtg 2/Br Lit
SOC STUDIES	World History & Culture	US History & Govt.	Mod. Hist HI / Part. In Dem.	SS elect/SS elect.
MATHEMATICS	Math - yr.	Math - yr.	Math - yr.	
SCIENCE	Physical Science	Biology	Science elect.	
PE	PE Life Fit /Transitions to HS	PE Basic Elective/ Health		
<b>SPOS*</b>	W Lang, Fine Arts, or CTE	W Lang, Fine Arts, or CTE		
ELECTIVES	1 cr.	1 cr.	3 cr.	5 cr.

\* Specified Programs of Study: **Beginning with the Class of 2016, students are required to earn two credits in one of the following: World Language, Fine Arts, or Career and Technical Education (CTE) – see pages 4 & 7.**

## Dual Credit Opportunities at Hilo High School

### Advanced Placement - AP

AP is a program in the United States and Canada, created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. Each student's grade in the course is determined separately from their AP examination score. AP courses are taught by Hilo High School Faculty based on approved course curricula and syllabi. It is important to note that each college and university — not the College Board or the AP Program — makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied.

### Early College High School – ECHS

ECHS is a dual credit program intended to enable students to earn both high school and college credits. Federal funding initiatives dictate that ECHS serves a specific population of high school students who meet a combination of the following criteria: first-generation college students, economically disadvantaged, underrepresented minority groups in higher education, and students who would otherwise be challenged in a college-level course without additional supports specifically geared toward high school students. ECHS courses are taken on our Hilo High School campus, and are offered as part of the regular school day. There is no cost to students/families for ECHS courses.

#### Requirements/Steps to apply:

1. On Hilo High School Registration Form, please register for all of your usual high school course choices, but list **Early College** in the Elective section on your Registration Form. Once all requirements are met and course rosters are determined, we can make appropriate changes to your schedule.
2. Complete Hilo High School ECHS Application packet
3. Complete University of Hawaii System Application (online)
4. Complete ECHS Application (online, then print hard copy and obtain signatures)
5. Placement Test Results (for some courses). Students may use ACT or SAT scores in lieu of the Placement test to demonstrate eligibility.
6. Attend a mandatory Student/Parent Orientation (to be announced)

#### Courses planned for 2017-2018 School Year:

**IS 101 (elective)/HWN ST 100 (Soc. St)** – no placement test required

**ENG 100 (English)/PSY 100 (Soc. St.)** – placement test required

### Running Start

*Running Start* is a statewide dual credit program that provides an opportunity for academically qualified juniors and seniors to enroll in college classes through the University of Hawai'i system in addition to their high school coursework. *Running Start* courses are taken on the University of Hawai'i campus (HawCC or UH Hilo), and student/family is responsible for their own tuition and transportation. *Running Start* courses are suitable for students who are academically and personally ready to manage the demands of college-level course(s) on a college campus with other college students and no additional support from the high school. Limited scholarships are available.

#### Requirements to apply:

1. Complete University of Hawaii System Application (online)
2. Complete Running Start Application (online, then print hard copy and obtain signatures)
3. Record of Measles/Mumps/Rubella (MMR) vaccination & proof of negative Tuberculosis Test (taken within the last year)
4. Placement Test Results (for most courses). Students may use ACT or SAT scores in lieu of the Placement test to demonstrate eligibility.

## Which Dual Credit Program is right for me?

The below comparison chart might help you to make that decision. And remember, if you have any questions, please see your counselor!

	Advanced Placement	Early College High School	Running Start
<b>Dual Credit</b>	Maybe	Yes	Yes
<b>On Hilo High Campus</b>	Yes	Yes	No
<b>Placement Testing Requirement</b>	No	Yes for some classes	Yes for most classes
<b>Variety of courses</b>	Limited	Limited	Wide
<b>Cost to students/families</b>	Yes	No	Yes (limited scholarships available)
<b>Weighted Grade</b>	Yes	For select courses	For select courses

## CTE CAREER PATHWAYS

The State of Hawaii recognizes six Career Pathways, each based on broad groupings of career specialties/occupations that have common skills and knowledge. Career pathways provide a way for students to explore career options and a framework for linking learning to the skills and knowledge needed for future success.

The six pathways include *Arts and Communications, Business, Health Services, Natural Resources, Industrial and Engineering Technology, and Public and Human Services*. As students design their five year plans, pathways become useful in the selection of programs of study leading towards post-secondary and career plans.

### PROGRAMS OF STUDY WITHIN A CAREER PATHWAY Hilo High School

A Program of Study (POS) is the recommended selection of courses students should take in preparation for a career in a specific area.

This chart illustrates a sequence of courses within a Program of Study that will be offered for the school year.

Students should check with the teacher of the FIRST COURSE for more information.

Students must earn a grade of B or better in each required course to remain eligible to receive a CTE Honors Certificate.

PATHWAY	PROGRAM OF STUDY (POS)	POS FIRST COURSE	POS SECOND COURSE	POS THIRD COURSE	REQUIRED ACADEMIC COURSE
<b>ARTS &amp; COMMUNICATION</b>	<b>Digital Media Technology</b>	TAC2010 Arts & Communication Career Pathway Core	TAU2210 Digital Media Technology	TAN2115 Broadcast Media	LWH5213 Expository Wrtg 1
<b>BUSINESS</b>	<b>Entrepreneurship</b>	TBC3010 Business Career Pathway Core	TBU3510 Marketing	TBN3810 Entrepreneurship	CSD2500 Economics
<b>HEALTH SERVICES</b>	<b>Clinical Health</b>	THC4010 Health Services Career Pathway Core	THU4027 Clinical Health	THK4910 Coop Health Service	SLH2203 Biology
<b>PUBLIC &amp; HUMAN SERVICES</b>	<b>Culinary</b>	TPC7010 Public & Human Services Career Pathway Core	TPU7216 Culinary 1	TPN7223 Culinary 2	SLH2203 Biology
<b>INDUSTRIAL ENGINEERING TECHNOLOGY</b>	<b>Building &amp; Construction</b>	TIC5010 IET Career Pathway Core	TIU5800 Bldg & Construction Technology 1	TIN5814 Bldg & Construction Technology 2	MGX1150 Geometry
	<b>Design Technology</b>	TIC5010 IET Career Pathway Core	TIU5310 Design Technology 1	TIN5320 Design Technology 2	MAX1155 Algebra1
	<b>Metal Working Technology</b>	TIC5010 IET Career Pathway Core	TIU5210 Metals Technology 1	TIN5216 Metals Technology 2	SPH2603 Physical Science
	<b>Auto Body Repair &amp; Refinishing</b>	TIC5010 IET Career Pathway Core	TIU5416 Auto Body Repair & Refinishing		SPH2603 Physical Science
<b>NATURAL RESOURCES</b>	<b>Plant Systems</b>	TNC6010 Natural Resources Career Pathway Core	TNN6245 Plant Systems 1	TNN6245 Plant Systems 2	SLH2203 Biology 1

#### CREDIT-BY-ARTICULATION ENDORSEMENT

Hawai'i Community College and DOE Hawai'i District CTE high school courses have been reviewed and some courses have been determined to be equivalent in competencies. For more information about the courses and criteria for earning college credit, contact any CTE department teacher or your counselor.

**COURSE DESCRIPTIONS**  
**LISTED BY DEPARTMENTS**

## CAREER & TECHNICAL EDUCATION

### ARTS & COMMUNICATION PATHWAY

#### **ARTS AND COMM. CAREER PATHWAY CORE (Yr. - 1cr.) TAC2010**

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. This course is a prerequisite for students pursuing a program of study in Arts and Communication.

#### **DIGITAL MEDIA TECHNOLOGY (Yr. – 1 cr.) TAU2210**

This is an award-winning program that is designed to give students the skills necessary to support and enhance their learning about digital media technology. Activities include participating with PBS Hawaii Student News Network, creating public service announcement videos for competition, and producing KVIKS broadcasts. **Recommended prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core.**

#### **BROADCAST MEDIA (Yr. – 1 cr.) TAN2115**

Students will produce a school-wide broadcast and other types of journalistic productions (news broadcast, online school newspaper, video productions) where students will be given the opportunity to share facts and opinions. Students will examine issues of fairness and objectivity, apply critical thinking skills, exercise creativity, and gain an understanding of video productions, news-gathering and reporting techniques. Students will report, interview, research and edit articles and videos for various purposes and audiences. In addition, they will also explore issues of ethics and responsibility in their role as journalists.

#### **DIR ST – ARTS & COMMUNICATION (Yr. – 1 cr.) TAK2930**

This course is designed for students who want to further explore their interest in Broadcast Media. This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified programs of study. Emphasis is on arts and communication with opportunities to investigate, design, construct, and evaluate solutions to problems in this career pathway. **Required Prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core and Broadcast Media.**

### BUSINESS CAREER PATHWAY

#### **BUSINESS CAREER PATHWAY CORE (Yr. – 1 cr.) TBC3010**

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

#### **MARKETING PRINCIPLES & APPLICATIONS (Yr. - 1 cr.) TBU3510**

Marketing is a course designed to immerse students in the development and application of essential marketing concepts. Students will be expected to design, develop and implement a marketing plan that meets a consumer need in the domestic community and that promotes a product, service, idea, or organization that is sensitive to societal and industry ethics. **Prerequisite: a “C” or better in TBC3010 Business Career Pathway Core.**

#### **ENTREPRENEURSHIP (Yr. – 1 cr.) TBN3810**

Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. 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. Assessments and evaluations will be done in partnership with business and industry. **Prerequisite: Completion of TBC3010 Business Career Pathway Core and TBU3510 Marketing.**

#### **DIR ST – BUSINESS MARKETING (Yr. – 1 cr.) TBK3930M**

This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified programs of study through individual research and development activities. Emphasis is focused on in depth study of marketing concepts, with opportunities to investigate, design, construct, and evaluate solutions to business problems. **Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and Marketing Principles & Applications or concurrent enrollment with Marketing Principles & Applications. Business teacher approval required.**

#### **DIR ST – BUSINESS ENTREPRENEURSHIP (Yr. – 1 cr.) TBK3930E**

This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified programs of study through individual research and development activities. Emphasis is focused on in depth study of small business practices, with opportunities to investigate, design, construct, and evaluate solutions to business problems. **Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and Entrepreneurship or concurrent enrollment with Entrepreneurship. Teacher approval required.**

#### **OFFICE AND ADMINISTRATION TECHNOLOGY (YR. – 1 cr.) TBU3610**

This course provides instruction and experience in developing technical, problem-solving, and decision-making skills essential for office and/or administrative occupation. Emphasis will be placed on integrating and applying knowledge and skills to realistic office and administrative situations utilizing current and relevant technology. **Recommended prerequisite: Completion of TBC301 Business Career Pathway Core.**

## **INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY**

### **IND. & ENG. TECH. CAREER PATHWAY CORE (Yr.-1 cr.) TIC5010**

This is a comprehensive action-based 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. This course is a prerequisite for students pursuing a program of study in Industrial & Engineering Technology.

### **BLDG. & CONSTR. TECH 1 (Yr. - 1 cr.) TIU5800**

This course which is part of the Construction Academy features classroom and lab experiences that deal with building and construction technology. Learning activities include basic hand mechanical drawing, use of basic hand and power tools, blueprint reading, use of building materials, and basic framing methods and techniques. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core.**

### **BLDG. & CONSTRUCTION TECH 2 (Yr. - 1 cr.) TIN5814**

This course is also part of the Construction Academy. Students are provided with experiences in use of various leveling instruments, site selection, layout, fabrication, assembly and installation of structural units. Also included are estimating and calculating costs, and quality control processes through laboratory and on-the-job experiences. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIU5800 Bldg & Constr Tech 1.**

### **DIR STUDY IET WOODS(Yr. - 1 cr.) TIK5930W**

This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified Programs of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Industrial and engineering technology (IET) pathway program of study, with opportunities to investigate, design, construct, and evaluate solutions to IET problems. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIN5814 Bldg & Constr Tech 2.**

### **DESIGN TECHNOLOGY 1 (Yr.-1cr.) TIU5310**

This course provides classroom learning experiences including design, spatial visualization techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer aided drafting.

### **DESIGN TECHNOLOGY 2 (Yr. – 1 cr.) TIN5320**

This class is designed to provide students with organized learning experiences that emphasize theory, use of computers/drafting equipment, and laboratory work as it relates to translating data and specifications. Students will plan, prepare, and interpret mechanical, architectural, electronic, topographical, and other drawings and sketches. Instruction is designed to provide experiences with drawing, computer-aided drafting (CAD), and other standard drafting equipment. Students will be required to purchase or provide some basic supplies as needed. **Prerequisite: Satisfactory completion of TIU5310 Design Technology 1.**

### **METALS TECHNOLOGY 1 (Yr. – 1 cr.) TIU5210**

This is a beginning course to introduce students to the metal industry, its organization, materials, occupations, products, and problems through demonstrations of, experimenting with, designing, fabricating, constructing & testing of metals & devices. Learning experiences include the study of tools, materials, processes, and products used in various facets of the metal industry. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core.**

### **METALS TECHNOLOGY 2 (Yr. – 1 cr.) TIN5216**

Advanced learning experiences featured in this course are designed to prepare a well-rounded metal worker capable of fabricating & assembling a variety of metal products in various industries. Instruction includes layout; sequence of operations; setting up and operating fabricating machines; positioning, aligning, fitting, & welding parts together; and designing & constructing templates and fixtures. Simulated class experiences are included. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIU5210 Metals Technology 1.**

### **DIR STUDY IET METALS (Yr. - 1 cr.) TIK5930M**

This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified Programs of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Industrial and engineering technology (IET) pathway program of study, with opportunities to investigate, design, construct, and evaluate solutions to IET problems. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIN5216 Metals Technology 2.**

### **AUTOMOTIVE BODY REPAIR & REFINISHING (Yr. - 1cr.) TIU5416**

This course is organized to provide experiences in the study and application of skills in welding, soldering, frame straightening, plastics, fiberglass, trim, and glass for auto body repair. Painting equipment, spray guns, surface preparation, matching and mixing paints, and recognizing and correcting paint problems are covered in the course. **Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and teacher approval.**

## **PUBLIC AND HUMAN SERVICES CAREER PATHWAY**

### **PUBLIC & HUMAN SERVICES PATHWAY CORE (Yr. - 1 cr.) TPC 7010**

This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for future study in preparation for careers dealing in public service. **This course is a prerequisite for students pursuing a program of study in Public and Human Services.**

### **CULINARY 1 (Yr. - 1 cr.) TPU7216**

This course provides an introduction to Culinary Arts and orientation to a series of related occupations in the food service industry. The knowledge, skills, work attitudes and habits developed will enable students to understand the basic principles of food preparation, safety and sanitation, use and care of equipment and business principles and practices of food service organizations. This course provides practical work experiences in the classroom and laboratory. **Recommended Prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core. Recommended for students in grades 10, 11 & 12.**

### **CULINARY 2 (Yr. - 1 cr.) TPN7223**

This Level 2 course is designed to qualify an individual for entry-level positions in the food service industry. Classroom and labs emphasize quantity food preparation, service, and entertaining, sanitation, safety, selection and purchasing, storeroom control, supply and equipment care, marketing, nutrition and accounting in the food service industry. **Required Prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core. Culinary I Teacher approval needed.**

## HEALTH SERVICES CAREER PATHWAY

### **HEALTH SERVICES CAREER PATHWAY CORE (Yr. - 1cr.) THC4010**

This course is designed for students who plan to pursue careers in the healthcare industry. Using a multi-disciplinary approach, students gain essential knowledge and skills about health care system through classroom activities, resource speakers, and clinical experiences in a professional setting. Students will develop key work habits and communication skills for successful employment. Career planning and preparations will also be evaluated. **This course is designed for 10th - 12th grades and is a prerequisite for Clinical Health.**

### **CLINICAL HEALTH (Yr. - 1 cr.) THU4027**

Health Occupations is designed for students interested in healthcare and health careers. Using the anatomical system as the framework, students will learn about common health problems for each system & the role that various health care workers play in each problem. Also, students will demonstrate positive work habits & attitudes while participating in on-site activities. Students will gain in-depth knowledge & skills by participating in work-based learning activities. **This is a second-year course in the Health Services Pathway and is available to students who have earned a "C" or better in THC4010 Health Services Career Pathway Core.**

### **CO-OPERATIVE EDUCATION: HEALTH SERVICES (Yr. - 1cr.) THK 4910**

This project based course is designed to assist student interested in continuing their health career interests through practical clinical experiences.

Students in this course are given the opportunity to participate in the Hawaii State Problem Based Assessments to qualify for the CTE Honors Diploma.

**Required Prerequisites: Completion of Health Services Pathway Career Pathway Core THC4010 and Clinical Health THK 4027 and teacher approval.**

## NATURAL RESOURCES CAREER PATHWAY

### **NATURAL RESOURCES CAREER PATHWAY CORE (Yr.-1cr.) TNC6010**

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. This course is a prerequisite for students pursuing a program of study in Natural Resources.

### **PLANT SYSTEMS I (Yr.-1 cr.) TNU6242**

This course is designed to provide skills and technical information in horticulture. The main areas of study include plant identification, plant propagation, safety, and pest control. Classroom study is combined with outdoor activities as an integral part of the course. **Recommended Prerequisite: Completion of TNC6010 Natural Resources Pathway Core.**

### **PLANT SYSTEMS 2 (Yr.-1 cr.) TNN6245**

This is a course in horticulture with heavy emphasis on landscaping, turf management, and the processing and distribution of horticultural products.

Included in the course are conservation practices such as integrated pest management, sustainable agriculture practices, and native plant propagation.

The learning environment may include work-based sites as an extension of the classroom. Classroom study is combined with outdoor laboratory activities as an integral part of the course. **Recommended Prerequisite:**

**Completion of TNC6010 Natural Resource Pathway Core and TNU6242 Plant Systems 1.**

## GUIDANCE

### **TRANSITION TO HIGH SCHOOL (Sem. – ½ cr.) TGG1103**

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

### **AVID (Advancement Via Individual Determination) Program**

#### **College Prep Skills (Year - 1 cr.)**

**GRADE 9 – TGG8090**

**GRADE 10 –TGG8100**

**GRADE 11 –TGG8110**

**GRADE 12 –TGG8120**

Course focuses on AVID (Advancement Via Individual Determination) Program. This course is designed to assist students with college readiness course work with the emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking note-taking and research. AVID strategies (WICOR) will be incorporated in the AVID class. Hilo High School is an accredited AVID site. **Prerequisites: Teacher recommendation, application/interview required. See AVID Site Coordinator for more information.**

#### **College Prep Skills (AVID Tutor) (Year - 1cr.) Gr. 11 & 12 TGG1011YT**

Tutors will take an active part in developing the academic and personal strength of AVID students, who have made a commitment to become actively involved in their own education. Tutors become masters of reassurance and the AVID strategies. Tutors are expected to lead, assist in the writing process, discuss common areas of concern, and assist the coordinator in other duties assigned. Hilo High is an accredited AVID site. The AVID tutor class is a repeatable class. **Prerequisites: AVID Teacher/Site Coordinator recommendation, tutor application and interview required. See AVID Site Coordinator for information.**

## FINE ARTS

### VISUAL ARTS

#### **GENERAL ART 1A/1B (2 Sem. - ½ cr. ea.)** **FVB1100/FVB1200**

This course helps students to explore a variety of media and techniques for personal expression and provides further opportunities for them to apply the elements and principles of design in imaginative solutions to visual problems. Art forms of historical periods and diverse cultures are also studied as contextual and introductions to art processes.

#### **COMPUTER ART (Yr. – 1 cr.)** **FVW1000**

This is an introductory course to the use of digital media for the creation of art. Computer software such as Photoshop and Illustrator will be used in addition to digital cameras, scanners, printers, and copiers. The emphasis will be on creating original images, manipulating existing images, and using the unique characteristics of digital media for personal expression. The student will apply the elements and principles of art to their work as they use digital tools for artistic expression.

#### **ADVERTISING ART 1 (Yr. – 1 cr.)** **FVR1000**

This course provides an exploration of visual communication and design as it relates to advertising. Through the use of digital tools and computer software, the student will design logos, advertisements, label design, book covers, original graphics, and other related materials. The emphasis is on developing ideas and applying design principles to solve advertising problems. Digital tools will include copiers, cameras, scanners, printers and computer software such as Photoshop and Illustrator.

#### **CERAMICS 1 (Yr. – 1 cr.)** **FVL1000**

An introductory course of basic hand-building skills. Students will develop their skills with projects using the techniques of pinch, coil, slab, and creative free form. Glazing techniques and other methods of surface decoration are explored to give students opportunities to include them in their clay projects. Students will become familiar with and use the ceramics vocabulary as introduced, understand clay characteristics and its limitations. Students will be evaluated by completed projects, note taking, written tests and written reflections.

#### **CERAMICS 2 (Yr. – 1 cr.)** **FVL2000**

An intermediate course that offers students opportunities to refine methods in clay hand-building and/or wheel-throwing, glazing and surface decoration. Students will become familiar with pottery of the Southwest American Indian Pueblo culture (historical and contemporary) and will execute pottery using the specific techniques and decorations exclusive to the culture. Participation in an art show is required. Experimenting with glazes and using available resources to explore artists' techniques and the creative aspects of ceramics are encouraged. Students will be evaluated by completed projects, note taking, and written reflections. **Prerequisite: Ceramics 1**

#### **CERAMICS 3 (Yr. – 1 cr.)** **FVL3000**

An advanced course in hand-building and/or wheel-throwing with the application of elements and principles of design and craftsmanship. The major emphasis is creativity and further experimentation in firing, glazing, and decorative techniques. A ceramic sculpture, a research paper and participation in an art show is required. Solving technical problems is an essential part of the course. Students will be evaluated by completed projects, note taking, and written reflections. If a student's plan is to pursue a fine arts degree, a portfolio will be included as part of the evaluation. **Prerequisite: Ceramics 1 and 2**

#### **DIRECTED STUDIES IN ART (Yr. – 1 cr.)** **FVD1000**

This is an opportunity for an in-depth study of various modes of expression. The course is designed to meet the interests and skills of the student through individual objectives. The visual presentations should result from personal inquiry and research. **Prerequisite: General Art I and must have teacher approval.**

#### **DRAWING & PAINTING 1 (Yr. – 1 cr.)** **FVQ1000**

This 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.

#### **DRAWING & PAINTING 2 (Yr. – 1 cr.)** **FVQ2000**

This course is designed to expand on skills, attitudes, and knowledge gained from Level 1. Experiences may emphasize a particular medium and specialized subject matter. The examination and study of artworks of various periods and cultures is encouraged. **Prerequisite: Drawing & Painting 1**

#### **PHOTOGRAPHY 1 (Yr. – 1 cr.)** **FVP1000**

This is an introductory course in photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, film processing, contact printing, and enlarging. Some advanced skills and techniques will be introduced. **Required supplies: Camera, 35 mm Single Lens Reflex (SLR) is preferred.**

## DRAMA and THEATER

### **BEGINNING ACTING (Yr. – 1 cr.)** **FTA1300**

Beginning Acting focuses on pantomime, creative dramatics, and improvisations. Students are taught basic techniques of movement, character, and voice, practicing these techniques through dramatizations and improvisations. Body and vocal exercises, along with techniques of relaxation and sensory awareness, lead to performance projects that are presented before an audience.

### **INTERMEDIATE ACTING (Yr. – 1 cr.)** **FTA2000**

Acting principles, such as stage business, characterizations, interpretation and analysis of roles, vocal and emotional projection are applied to scripted and original plays. Students are given opportunities to perform different styles of acting, including classical, contemporary, and acting for the camera.

### **ADVANCED ACTING (Yr. – 1 cr.)** **FTA3000**

This course emphasizes more intensive work on special acting techniques. Character, line, and play analysis are integral parts of this course. Students are expected to perform for school and/or community projects.

### **DIRECTED STUDY IN DRAMA AND THEATRE (Yr. – 1 cr.)** **FTD1000**

This course is provided to meet the unique interest and skills of students through independent or small group study. The instructor will select drama standards appropriate for students and may integrate other Fine Arts standards.

## DANCE EDUCATION

### **CREATIVE DANCE 1 (Yr. – 1 cr.)** **FDC1000**

This is the beginning level of a series of courses designed to provide students with opportunities to experience dance as a language of movement. The course provides opportunities for students to learn, communicate, and perform various elements of dance. It assists students to develop self-discipline and creativity as they explore movement in space, time, and energy.

### **CREATIVE DANCE 2 (Yr. – 1 cr.)** **FDC2000**

In this course, students are provided with an opportunity to apply and demonstrate critical thinking skills through dance projects. Students will collaborate to create dances and revise them over time, articulating reasons for artistic choices and explaining what was gained and lost by those decisions. Students will also be able to develop and use criteria for evaluating their own and others' performances.

### **CREATIVE DANCE 3 (Yr. – 1 cr.)** **FDC3000**

Students will continue to develop and demonstrate critical thinking skills and creative expression through the dance process. Students will choreograph solo and group performances. They will revise and critique their creations based on the different styles and themes being studied.

### **CREATIVE DANCE, DIR ST (Yr. – 1 cr.)** **FDD1000**

This course is designed to meet the unique interests and skills of students through self-directed study. With the approval and guidance of the teacher, the student will develop and implement a project or a plan of study to pursue his/her area of interest in creative dance.

### **HAWAIIAN DANCE I (Yr. – 1 cr.)** **FDK1000**

*"A`a i ka hula, waiho ka hilahila ma ka hale"* When one wants to dance the hula, bashfulness should be left at home. 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 hula basics such as protocol, basic feet and hand gestures/positioning of the hula kahiko (traditional) and hula `auana (contemporary). Students will also learn about costume and lei making. Implements will be introduced at appropriate levels.

### **HAWAIIAN DANCE 2 (Yr. – 1 cr.)** **FDK2000**

*"A`a i ka hula, waiho ka hilahila ma ka hale"* When one wants to dance the hula, bashfulness should be left at home. This is an intermediate course which provides further opportunities for students to strengthen and refine their dancing skills learned in Hawaiian Dance 1. As students advance, dance routines become more complex as they are required to do performances in and out of the school environment to strengthen their projection of story and choreography. Emphasis is placed on the cultural and historical contexts in which the hula was developed. **Successful completion of Hawaiian Dance 1 with a "C" or better recommended.**

### **HAWAIIAN DANCE 3 (Yr. – 1 cr.)** **FDK3000**

*"A`a i ka hula, waiho ka hilahila ma ka hale"* When one wants to dance the hula, bashfulness should be left at home. This is an advanced course in performance to strengthen and refine dancing skills learned from Hawaiian Dance 2. As students advance, dance routines become more complex as they are required to do performances in and out of the school environment to strengthen their projection of story and choreography. Emphasis is placed on the cultural and historical contexts in which the hula was developed. **Successful completion of Hawaiian Dance 2 with a "C" or better recommended.**

## MUSIC

### **APPLIED MUSIC 1/2 (2 Sem. – ½ cr. ea.) FME1000/1100**

This course is designed to help students acquire basic performance skills in singing. The fundamentals of music reading will be explored with emphasis on the elements of music. Students will sing a wide variety of Western & non-Western music as well as learn basic music theory. **Audition is required.**

### **APPLIED MUSIC 3/4 (2 Sem. – ½ cr. ea.) FME1200/1300**

This course is for students to learn more about performance skills & musicianship on an instrument and in singing. It is designed for students who have fulfilled the requirements of Applied Music I or its equivalent.

**Prerequisite: Applied Music 2 and audition is required.**

### **APPLIED MUSIC 5/6 (2 Sem. – ½ cr. ea.) FME1400/1500**

This course will concentrate on practical applications of music, including vocal & instrumental music. Students will learn & be able to sing and play in various styles & in ensemble situations. Public performance is an integral part of this course.

**Prerequisite: Applied Music 4 and audition is required.**

### **APPLIED MUSIC 7/8 (2 Sem. – ½ cr. ea.) FME1600/1700**

This course will offer further practical applications of vocal and instrumental music. Students will be able to sing and play in various styles. Public performance is an essential part of this course.

**Prerequisite: Applied Music 6 and audition is required.**

### **DIRECTED STUDY –MUSIC 1 (Yr. - 1 cr.) FMD1000**

### **DIRECTED STUDY –MUSIC 2 (Yr. - 1 cr.) FMD2000**

### **DIRECTED STUDY –MUSIC 3 (Yr. - 1 cr.) FMD3000**

### **DIRECTED STUDY –MUSIC 4 (Yr. - 1 cr.) FMD4000**

This course is provided to meet the unique interests and skills of students through independent or group study. With the approval and guidance of the teacher, the student develops a project or plan of study to pursue his/her specialized area of interest consistent with the Music Standards. The instructor will select several Music Standards appropriate for students, while integrating other Music and Fine Arts Standards. **Teacher pre-approval is required to take this course.**

### **GUITAR 1 (Yr. - 1 cr.) FMF1000**

This class is for students who want to learn to play the guitar. Students will learn guitar performance skills while learning the fundamentals of music. Various styles of music will be covered, including classical, folk & pop, and slack key. No experience is necessary.

### **GUITAR 2 (Yr. - 1 cr.) FMF2000**

This course is the next in the series after Guitar I. The course will focus on intermediate guitar technique. Students will learn & be able to play in various styles & in ensemble situations. **Prerequisite: Guitar 1.**

### **PIANO 1 (Yr. - 1 cr.) FMK1000**

This course is for students who want to learn beginning piano. Students will learn basic piano skills and musicianship. No prior experience is necessary.

### **PIANO 2 (Yr. - 1 cr.) FMK2000**

This course is the next in series after Piano I. Students will focus on intermediate piano technique. Students will learn & be able to play in various styles.

**Prerequisite: Piano 1 or teacher approval.**

### **PIANO 3 (Yr. - 1 cr.) FMK3000**

Students will focus on intermediate piano technique. They will learn and be able to play in various styles.

**Prerequisite: Piano 2 or teacher approval.**

### **PIANO 4 (Yr. - 1 cr.) FMK4000**

Students will focus on intermediate to advanced piano technique. They will learn and be able to play in various styles.

**Prerequisite: Classroom Piano 3 or teacher approval.**

### **BAND 1 (Yr. - 1 cr.) FMB2000**

Band 1 is not an introductory course. It is intended for students who have had prior experience and can demonstrate proficiency in technical music skills. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

**Prerequisite: Teacher approval required for incoming 9th grade placement. Current high school students should see Band Director for approval.**

### **BAND 2 (Yr – 1 cr.) FMB 3000**

This course is for students who have fulfilled the requirements of Band 1. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

**Prerequisite: Band 1 and/or teacher approval.**

### **BAND 3 (Yr – 1 cr.) FMB 4000**

This course is for students who have fulfilled the requirements for Band 2. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

**Prerequisite: Band 2 and/or teacher approval.**

### **BAND 4 (Yr – 1 cr.) FMB5000**

This course is for students who have fulfilled the requirements for Band 3. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

**Prerequisite: Band 3 and/or teacher approval.**

### **ORCHESTRA 1-4 (Yr. - 1 cr.) FMV2000/3000/4000/5000**

Students will learn the fundamentals of string playing on the violin, viola, cello, or string bass. Prior music experience is preferred but not required. Ability to read music will be beneficial and accelerate student's learning.

## HEALTH & PE

### **PHYS ED LIFETIME FITNESS (Sem. - ½ cr.) PEP1005**

This standards-based course is required for graduation. It will integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in the school and community. Students will self-assess their personal fitness level and document their physical activity. Uniform will be required.

**The Basic Elective PE courses marked with an asterisk (\*) below fulfill the required ½ credit PE elective. One of these must be taken with Health in Grade 10.**

### **\*PHYS ED – LIFETIME ACTIVITIES (Sem. - ½ cr.) PEP1010**

This course develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, and field invasion type games. Students will assess personal levels of physical fitness that reinforce physical activity in their daily lives. Students should ultimately be motivated to become lifelong active participants in physical activity.

### **\*SWIMMING LIFETIME ACTIVITIES (Sem. – ½ cr.) PSP1670**

This course is designed for students to develop and strengthen swimming skills and principles of fluid dynamics (efficient stroke patterns), and learn safety procedures required to safely and competently demonstrate a variety of swimming skills. Swimming skills include kicking, floating, breathing, treading water, turning, strokes (free style, butterfly, back, breast, etc.), and should be applied to swimming activities which could include a variety of water games (basketball, volleyball, polo, etc.) and team and individual relays.

### **\*SPECIAL SWIMMING LIFETIME ACTIVITIES (Sem. - ½ cr.) PSP1680**

This course is designed for students to strengthen and *apply* swimming skills and safety procedures to a variety of aquatic events and activities that could include water games (polo), synchronized swimming, and individual or team relays. Other aspects of the course may focus on life saving and water rescue techniques as well as CPR. Participants may be eligible to receive appropriate certifications (water safety, CPR, etc.) upon completion of the course.

### **\*INDIV & DUAL SPORTS 1/2 (2 Sem. – ½ cr. ea.) PIP1610/1620**

### **\*INDIV & DUAL SPORTS 3 (1 Sem. – ½ cr.) PIP1630**

A series of courses designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of individual and dual sports. Individual and dual sports could include, but not limited to archery, badminton, table tennis, golf, pickleball, walking for fitness, and horseshoes. Instruction will emphasize and reinforce the skills, techniques and strategies necessary to participate competently in each sport.

### **\*PHYS FITNESS FOR LIFE 1A/1B (2 Sem. – ½ cr. ea.) PFP1310/1320**

### **\*PHYS FITNESS FOR LIFE 2A/2B (2 Sem. – ½ cr. ea.) PFP 1330/1340**

These courses are designed to introduce and/or reintroduce basic training principles and personal fitness assessments to guide students in planning or updating and implementing and/or continuing fitness training programs. Students will participate in an initial fitness assessment, which could include but is not limited to mile run, shuttle, run, sit ups, pull ups, vertical hang, standing long jump, vertical leap, 600 yard walk-run, etc.

The PE courses listed below may be taken for elective credit, but may not be used to fulfill the required ½ credit PE elective.

### **RECREATIONAL LEADERSHIP (Sem. - ½ cr.) PLP1710**

### **Dir Study Public & Human Services (Sem. - ½ cr.) TPK7931**

This course is designed for those students who are interested in careers in the physical activity, movement, and educational fields of study. 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 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 will include assisting the PE teacher with class organization, equipment and class monitoring, and school-wide physical activity promotion.

**This course is available to students in Grades 11-12. Students interested in a year-long experience should sign up for both courses listed above. Required Prerequisite: Teacher or Department Head Approval.**

### **TEAM SPORTS 1/2 (2 Sem. – ½ cr. ea.) PTP1640/1650**

### **TEAM SPORTS 3 (Sem. – ½ cr.) PTP1660**

This series of courses is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team sports. Team sports could include, but are not limited to: adventure games, basketball, volleyball, soccer, softball, team handball, flag football, and ultimate Frisbee. Students will learn positions represented in the different sports and basic rules, etiquette and strategies needed to participate competently in each sport.

### **WEIGHT & RESIST TRNG 1A/1B (2 Sem. – ½ cr. ea.) PWP1210/1220**

### **WEIGHT & RESIST TRNG 2A/2B (2 Sem. – ½ cr. ea.) PWP1230/1240**

A series of courses designed sequentially & progressively to help each student develop weight and resistance training safety and etiquette as well as define muscular strength & endurance. Various weight training exercises and programs may include, but are not limited to plyometric, free weights, own body weight, resistance bands, pulleys, medicine and stability balls, etc.

**Prerequisite: Successful completion of the previous level.**

### **HEALTH: TODAY & TOMORROW (Sem. - ½ cr.) HLE1000**

Instructional emphasis in this required course is on the health needs & interests of students which will prepare them to take full responsibility for their health as adults. Included in this course will be topics on human growth & development (physically, mentally, socially), human relationships & peer pressure, substance abuse, chronic disorders, common health problems of teenagers, family life education, first aid & cardiopulmonary resuscitation.

## LANGUAGE ARTS

### ENGLISH PHASE 1, 2, & 4 (Yr. – 1 cr.)

English Phase 1, 2, & 4 courses are heterogeneously grouped encompassing ability levels in reading stanines 1 through 9. The English Phase courses provide students in the 9 - 12 grade levels with balanced English programs emphasizing and integrating four areas: reading, writing, literature and language study, and oral communication. All phase courses address the Language Arts Standards and the State of Hawaii GLO. Students will demonstrate appropriate speaking and listening skills; use language to elicit a desired response while adapting wording and strategies according to a variety of situations and audiences AND read a wide variety of literature that spans time and cultures as an understanding of one's life and world is expanded.

Each English Phase course emphasizes the following content:

<b>ENG 1 (Gr 9) Coming of Age</b>	<b>LCY1010</b>
<b>ENG 2 (Gr. 10) Culture</b>	<b>LCY2010</b>
<b>ENG 4 (Gr. 12) Literary Theory-Multiple Perspectives to Complex Texts</b>	<b>LCY4010</b>

For Honors and AP classes, students are required to sign a student/parent agreement and complete a possible mandatory summer assignment.

### ENGLISH HONORS – Gr. 9 (Yr. - 1 cr.) **LCY1010H**

Ninth grade honors provides highly motivated freshmen with the opportunity to closely examine different genres of literature: poetry, non-fiction, fiction and drama. Students read, discuss and write about the text under consideration, focusing on critical thinking skills and the articulation of thought.

### ENGLISH HONORS – Gr. 10 (Yr. – 1 cr.) **LCY2010H**

Students will read a variety of literature from around the world, which explores the thematic concept of "culture". Students will learn information about history, the writers, their works, and literary movements under study. In addition to the assigned texts, students will be responsible for outside independent reading and reporting. Students will learn concepts through a variety of writing assignments, which will stem directly from the reading. Students will be provided the opportunity to improve reflective, analytical, critical, and persuasive skills. Complex group and individual presentations will be created to build confidence and mastery skill in oral communication.

The basic elective courses listed below and marked with an asterisk (\*) may be used in grades 11 and/or 12 to fulfill the 4-credit English requirement for graduation. Be aware some colleges may not accept these courses as an English credit, so if you are considering this option, please check the requirements for the college you want to attend.

The graduation requirement for Expository Writing can be satisfied with one of the following courses: Expository Writing 1, Expos Writing 2, AP Eng Lang & Comp Grade 11, AP Eng Lit & Comp. Grade 12, or Running Start/Early College ENG100.

### \*ADVANCED PLACEMENT (AP) ENGLISH- LANG & COMP (Yr. - 1 cr.) **LAY6010**

This college level course is offered to highly motivated 11<sup>th</sup> grade students. This course enables students to study and write various types of analytical or persuasive essays on nonliterary topics. The focus is on language, rhetoric, and expository writing. **Prerequisites: teacher recommendation and summer assignments.**

### \*ADVANCED PLACEMENT (AP) ENGLISH - LIT & COMP (Yr. - 1 cr.) **LAY6100**

This college level course is offered to highly motivated 12<sup>th</sup> grade students. Through class discussions, weekly timed writings, essays, literature analysis, and group projects, students will synthesize concepts and develop critical thinking and social skills in preparation for college and post-high school careers. **Prerequisites: teacher recommendation and summer assignments**

### \*EXPOSITORY WRITING 1 (Sem. – ½ cr.) **LWH5213**

In **Expository Writing 1** students will focus on improving their expository prose skills with an emphasis on rhetoric and persuasion. They will learn to discover and refine ideas, research information, compose and revise, and also engage in peer editing. Students will explore strategies to solve writing problems, adjust to specific audiences and develop the ability to look critically at their own and others' writing. In addition students will engage in reading and discussion related to their writing. **Required for all 11<sup>th</sup> grade students. May be taken with American Lit or Expos Writing 2.**

### \*AMERICAN LITERATURE (Sem. – ½ cr.) **LTH5130**

**American Literature** is a survey course designed to engage students in understanding and appreciating representative literary works from the various periods of the American experience. It is writing intensive, and this writing as well as oral communication support students' exposure to and experience of the selected works.

### \*EXPOSITORY WRITING 2 (Sem. – ½ cr.) **LWH5212**

In **Expository Writing 2** students will continue to develop as writers of expository prose and explore strategies within the writing process. Students may revisit the same forms of writing as in Expository Writing 1, but are expected to demonstrate increasingly complex levels of thought, imagination, and sophistication in their writing. In addition students will engage in reading and discussion related to their writing. **Prerequisite: Successful completion of Expository Writing 1. May be taken with British Lit or Expos Writing 1.**

### \*BRITISH LITERATURE (Sem. – ½ cr.) **LTH5150**

**British Literature** features an in-depth study of appropriate selected works that emphasizes discussion, exploration, response and analysis. It is writing intensive, and this writing as well as oral communication support students' exposure to and experience of the selected works.

## LANGUAGE ARTS ELECTIVES

### YEARBOOK

YEARBOOK 1 (Yr. - 1 cr.)	XY8610
YEARBOOK 2 (Yr. - 1 cr.)	XY8630
YEARBOOK 3 (Yr. - 1 cr.)	XY8650
YEARBOOK 4 (Yr. - 1 cr.)	XY8660

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution. Actual work results in the current volume of the school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride.

**Prerequisite:** Yearbook teacher approval for Yearbook 2, 3, & 4.

CREATIVE WRITING (Sem. – ½ cr.)	LWH5235
CREATIVE WRITING LAB (Sem. – ½ cr.)	LLH5231

This course provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of using and shaping language to convey ideas, feelings, moods, and visual images is the basis of this course. Students will become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students will learn strategies for evaluating and responding to their own writing and the writing of their peers. **Interested students should sign up for both courses.**

### NEWSWRITING

NEWSWRITING 1 (Yr. - 1 cr.)	LJY8210
NEWSWRITING 2 (Yr. - 1 cr.)	LJY8300
NEWSWRITING 3 (Yr. - 1 cr.)	LJY8400

This course is designed for students interested in newspaper journalism and developing their skills as a writer. The course explores the contemporary media and the ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial, and sports writing. Students will create numerous original stories using varied structures and writing techniques. Students may also learn to create computer generated layouts and graphics. **Recommended for grades 11 and 12. Students in grade 10 can enroll with teacher recommendation.**

## ENGLISH FOR SECOND LANGUAGE LEARNERS (ELL)

The Dept. of Education provides intensive language instruction using second-language approach for students who come from homes where a language other than English is spoken. Required courses in the core subject areas may be offered for students identified as ELL students.

### LANGUAGE ARTS

English Phase 1 Grade 9 (Yr.-1 cr. ea.)	LCY1010J
English Phase 2 Grade 10 (Yr.-1 cr. ea.)	LCY2010J
Expository Writing 1 / American Literature Grade 11 (2 Sem. – ½ cr. ea.)	LWH5213J / LTH5130J
Expository Writing 2 / British Literature Grade 12 (2 Sem. – ½ cr. ea.)	LWH5212J / LTH5150J

READING WORKSHOP (Sem. – ½ cr.)	LRH8105J
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Reading is experienced as a meaning-making process. Development is influenced by acquiring fluency in basic foundational literacy skills, experience, maturity, and engagement with more demanding text. Reading Workshop is designed for students who need additional assistance with language and reading skills. The multi-sensory approach provides direct interactive instruction using the three learning pathways: auditory, kinesthetic and visual. The methodology is structured, sequential, cumulative and repetitive, moving from simpler concepts to more complex ones. Students will develop as strategic readers who use content appropriate driven strategies to construct meaning for a range of literary and informational texts for a variety of purposes.

STRATEGIC READING (Sem. – ½ cr.)	LRH8205J
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Strategic Reading is designed for students who need additional assistance with language and reading skills. The multi-sensory approach provides direct interactive instruction using the three learning pathways: auditory, kinesthetic and visual. The methodology is structured, sequential, cumulative and repetitive, moving from simpler concepts to more complex ones. Students will develop and use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study. Students will locate grade-level primary and secondary sources, as part of gathering information to enable processing of text, e.g., including assimilation of new ideas, articulation of changes in knowledge, evaluation of ideas, generation of new questions in preparation of career or college readiness.

ESOL 1A/1B (2 Sem. -½ cr. ea.)	NEI1020J/ NEI1025J
ESOL 2A/2B (2 Sem. - ½ cr. ea.)	NEI1030J/ NEI1035J

These electives are designed for the development of basic English language skills in listening, speaking, reading, and writing for the students in the English for Second Language Learners Program. The students will develop literary and language skills needed to function (with minimal assistance) in mainstream English, social studies, and science classes. The students will demonstrate proficiency in listening and speaking skills, and will also practice social skills along with time management skills.

## MATHEMATICS

This table represents the approved sequence by the Hilo High School Math Department. Students will not be allowed to take more than one math course per year due to the progression of the mathematics discipline. Exceptions will only be made by a student's academic counselor for credit recovery.

Student	GRADE 9	GRADE 10	GRADE 11	GRADE 12
General	Algebra 1 & Algebra 1 Workshop	Geometry	Algebra 2	Probability/Statistics OR Trigonometry/Algebra 3
College Prep	Algebra 1	Geometry	Algebra 2	Trigonometry/Algebra 3
Accelerated	Geometry X	Algebra 2X	Trigonometry/ Analytical Geometry	AP Calculus

A minimum of 3 credits are required to earn a high school diploma in the State of Hawaii. Both academic and STEM honors diplomas require 4 credits of math with the 4<sup>th</sup> credit beyond Algebra 2.

### ALGEBRA 1 (Yr. – 1 cr.)

**MAX1155**

Topics include the real number system, first degree equations & inequalities, one & two variables, polynomials, graphs, products & factors of polynomials, quad. equations, rational & irrational numbers.

### ALGEBRA 2X (Yr. – 1 cr.)

**MAX1200X**

This course is structured to accommodate the highly motivated math student & will proceed at a faster pace building upon & extending the basic concepts & skills studied in Alg. I. In addition, new & more advanced topics are introduced which will serve as a foundation for higher math. Such topics include systems of quadratics, exponential & logarithmic functions, complex numbers, sequence & series, probability, permutations & combinations, determinants, & matrices. **Credit in Geometry X or geometry teacher recommendation.**

### ALGEBRA 2 (Yr. – 1 cr.)

**MAX1200**

This course extends the algebraic skills & knowledge developed in Algebra 1B by exploring the real number system in greater depth, providing exposure to various algebraic techniques, & developing the concepts of function including graphing techniques & inverse functions. **Credit in Algebra 1 and Geometry or Geometry X.**

### ALGEBRA 3 (Sem. - ½ cr.)

**MAX1310**

This course is designed to provide opportunities to strengthen algebraic concepts & skills.. Topics included are linear & polynomial equations, sequences & series, matrices & determinants, & real & complex numbers. **Credit in Algebra 2.**

### ANALYTIC GEOMETRY

(Sem. - ½ cr.)

**MCX1030**

Designed for students who have completed courses in Alg. 1, 2, Geometry, & Trig., & who are planning to study Calculus. This rigorous course includes study of rectangular & polar coord., curve sketching, conic, algebraic & transcendental functions. **Credit in Geometry, Algebra 2 and Trigonometry**

### AP CALCULUS (Yr. - 1 cr.)

**MCA1040**

AP Calculus is conducted as a college-level course for mathematically able students having strong backgrounds in Alg., Geometry, Trig. & Anal. Geometry. It includes a brief review of functions & analytic geometry with emphasis on limits, differentiation, integration, & applications. Students are required to take the AP Calculus exam (form AB) in May to earn college credit &/or placement. **Credit in PreCalculus, Analytical Geometry, or teacher recommendation.**

### GEOMETRY X (Yr. – 1 cr.)

**MGX1150X**

Recommended for students whose prior math grade was "A" or "B", the course develops the student's awareness of the processes of deductive & inductive reasoning & understanding & use of the relationships among points, lines, & figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency & perpendicularity, & relations among figures such as congruence, similarity, symmetry, & rigid motions. **Credit in Algebra 1 or teacher recommendation.**

### GEOMETRY (Yr. – 1 cr.)

**MGX1150**

This course is similar to the Geometry course listed above and is geared for students with average prior math grade. **Credit in Algebra 1.**

### MATH WORKSHOP – Gr. 9

(2 Sem. – ½ cr. ea.)

**MSW10091/10092**

This is an elective course that is designed to provide students with the opportunity to strengthen basic math skills and to support the curriculum in their current math course. Topics included are solving equations, graphing linear and quadratic equations, factoring polynomials, and data analysis. Students will take this course in addition to a math course for elective credit only. **Teacher approval/recommendation from 8<sup>th</sup> grade.**

### PROBABILITY (Sem. – ½ cr.)

**MXX1100**

This course focuses on the probability content standards with emphasis on developing probability concepts inherent in everyday situations experienced in investment, insurance, science, business, and technology. Emphasis is also placed on using probabilities in decision making. Laboratory experiences are provided. **Credit in Algebra 2.**

### STATISTICS (Sem. – ½ cr.)

**MXX1300**

This course 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. **Credit in Algebra 2.**

### TRIGONOMETRY (Sem. - ½ cr.)

**MCX1010**

Designed for students having a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, inverse trig. functions, applications, trig. & polar forms of complex numbers & DeMoivre's Theorem. **Credit in Algebra 2.**

## SCIENCE

In addition to the content standards specific for each science course, all science classes will address the following standards:

1. Science as Inquiry: Demonstrate the skills necessary to engage in scientific inquiry
2. Habits of Mind: Apply the values, attitudes, and commitments characteristic of an inquiring mind. Use concepts and themes such as a system, change, scale, and model to unify the disciplines and help them understand and explain the natural world.
3. Safety: Demonstrate the importance of safety by applying safety skills in all activities.
4. Science and Technology in Society: Use the problem-solving process to address current issues involving human adaptation in the environment.

Students who are planning to attend college should be aware that some courses that give you science credit for high school graduation are not accepted by certain colleges for their science requirements. If you are unsure whether the course you select is acceptable, you should check with your counselor or with the college.

The following shows three possible sequences for students with varying goals.

Three Years of Required Science (Four Required for Academic or STEM Honor Certificates)			
	Gr 9	Gr 10	Gr 11 & 12 Electives
General Student	Physical Science	Biology Y	Plants & Animals Earth Science Marine Science Environmental Science Chemistry Y
College Prep Student	Physical Science	Biology X	Chemistry X or Y Physics X or Y Human Physiology Botany AP Biology + Biology 2 AP Chemistry AP Environmental Science
Accelerated Student	Biology Honors	Chemistry	See above

### PHYSICAL SCIENCE (Yr. - 1 cr.)

**SPH2603**

This is a lab-oriented course which covers matter & its properties, forces, motion, & energy. Students will develop an awareness of the interdependence of science, mathematics, & technology in everyday activities. Students will also develop decision-making strategies through critical thinking & cooperative learning to become scientifically literate citizens. Students will relate science concepts learned to relevant local, national, & global issues. **Mandatory course for 9<sup>th</sup> graders not enrolled in Biology Honors.**

### BIOLOGY 1 Y (Yr. - 1 cr.)

**SLH2203Y**

This course is designed to "build" on the major concepts covered in 9<sup>th</sup> grade Physical Science - Matter & Energy. The 10<sup>th</sup> grade Biology curriculum spans the "continuum of organization" from subatomic particles to cells; through organisms & their relationship to the environment. Students will be able to demonstrate an awareness of the cell as a basic unit & an understanding for the relationship between structure & function; compare developmental patterns among groups of organisms; demonstrate an understanding that links biological diversity & the theory of genetics to reproduction; & an understanding of environmental changes that result in the production of new species & the extinction of existing species. The course will strive to encourage student thinking & action, using knowledge of biology as a basic tool for approaching a variety of problems.

### BIOLOGY 1 X (Yr. - 1 cr.)

**SLH2203X**

This lab-oriented course is geared towards the college-prep student. It will emphasize lab experiments which help develop students' investigative techniques. Students will demonstrate an understanding of the following major topics: cellular biology, reproduction, genetics, evolution, diversity, & ecology. They will also learn how biology applies to their everyday life. **Recommended for Grades 10-12. Teacher recommendation requested.**

### BIOLOGY - HONORS (Yr. - 1 cr.)

**SLH2203H**

This course is limited to 9<sup>th</sup> graders with stanines 8-9 & is geared towards the college-prep students who has a high interest in science. It will emphasize lab experiments which help develop students' investigative techniques. Students will demonstrate an understanding of the following major topics: biochemistry, cellular biology, reproduction, genetics, evolutions, diversity & ecology. Students will also examine the relationships between the major biological concepts & the human organism. **Recommended for Grade 9. Students must participate in a screening process to be admitted into the class.**

### AP BIOLOGY (Yr. - 1 cr.)

**SLH8003**

This is a college-level course in Biology based on the Adv. Placement Program of the College Entrance Examination Board. Emphasis is on extensive lab experience & further development of underlying principles of biology. Students will gain a thorough understanding of the following major concepts: cell structure & biochemistry, diversity of organisms, continuity in living things, evolutionary change, & ecological relationships. The course is geared towards preparing the student to take the AP Exam in May to earn college credit. It is highly recommended that students successfully complete the Chemistry CHEMS course before taking this course. **Prerequisite: Completion of Biology 1 & Chemistry, teacher recommendation, and concurrent registration in Biology 2.**

### BIOLOGY 2 (Yr. - 1 cr.)

**SLH2503**

This is a second year laboratory course in biology that is taken concurrently with AP Biology. More thorough and intensive study is given to specific areas such the cell, environmental biology, microbiology, structure and function of animals, anatomy and physiology, and growth and development of plants. Students will use current directions and technologies in individual and group investigation: inquiry utilizing controlled experimentation; and critical analysis of supplemental scientific texts and journals. Students are to meet all relevant benchmarks in Biological Science Content Standards 1-5. **Prerequisite: Completion of Biology 1 & Chemistry, teacher recommendation, and concurrent registration in AP Biology.**

**CHEMISTRY Y (Yr. - 1 cr.)****SPH3503Y**

This course is designed for the student who is interested in Chemistry, but does not want the rigor of the math requirement or the pace of the college-prep Chemistry. Students will demonstrate an understanding that matter is composed of atoms, which are unique for each element, and develop an understanding of changes associated with chemical reactions. The course includes the study of elements, compounds, chemical formulas, equations, stoichiometry, energy effects, gas laws, the Periodic Table, atomic structure, and chemical bonding. Lab experiments are also a part of this course.

**Recommended: Completion of Algebra 1**

**CHEMISTRY X (Yr. - 1 cr.)****SPH3503X**

This college prep course stresses basic principles of science which are used to explain the structure of matter and the changes it undergoes. Students will demonstrate an understanding that matter is composed of atoms which are unique to each element, analyze properties of matter, and develop an understanding of changes both at the macroscopic and microscopic levels. Lab experiments are an important part of this class. Some of the topics covered are: elements & compounds, chemical formulas and equations, stoichiometry, gas laws, nuclear reactions, the Periodic Table, atomic structure, chemical bonding, chemical kinetics, equilibrium, and acids & bases. **Recommended: Completion of Algebra 1 and Geometry with a "B" or better.**

**AP CHEMISTRY (Yr. – 1 cr.)****SPH5003**

This is a college-level course in Chemistry based on the Advanced Placement (AP) Program of the College Entrance Examination Board (<http://www.collegeboard.org/>). Emphasis is on extensive lab experience and further development of underlying principles of chemistry. Students will gain a thorough understanding of the following major concepts: the chemical elements are fundamental building blocks of matter, and all matter can be understood in terms of arrangement of atoms; chemical and physical properties of materials can be explained by the structure and arrangement of atoms, ions, or molecules and the forces between them; changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons; rates of chemical reactions are determined by details of the molecular collisions; the laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter; any bond or intermolecular attraction that can be formed can be broken, these two processes are in dynamic competition, sensitive to initial conditions and external perturbations. This course is geared towards preparing the student to take the AP Exam in May to earn college credit. It is highly recommended that students successfully complete Chemistry X, Biology 1 X, or AP Biology before taking this course. **Prerequisite: Teacher recommendation required and Dir Studies SAH3503 must be taken concurrently with this course.**

**DIRECTED STUDIES IN SCIENCE (Yr. – 1 cr.)****SAH3503**

This is a second year laboratory course in chemistry that must be taken concurrently with AP Chemistry. More thorough and intensive study is given to specific areas such as spectroscopy, spectrophotometry, gravimetric analysis, titration, chromatography, bonding in solids, stoichiometry, redox titration, physical & chemical changes, kinetics, calorimetry, equilibrium, acid–base titration, and buffering. Student will use current directions and technologies in individual and group investigation: guided–inquiry utilizing controlled experimentation. Students are to meet all relevant HCP3III Benchmarks in Chemistry Content Standards 1–8. **Prerequisites: Teacher recommendation required and AP Chemistry must be taken concurrently with this course.**

**HUMAN PHYSIOLOGY 1 (Yr. - 1 cr.)****SLH5503**

The human body, its anatomy, & functions of the various internal systems are studied. This course is designed for college-bound students interested in a health profession degree. Students will demonstrate knowledge of the levels of organization in living things & homeostatic mechanisms in the human body. They will utilize proper note-taking skills, develop dissection skills, conduct quality library researches, & practice problem-solving strategies. Students will acquire teaching skills as they educate peers. **Recommended: Successful completion of Chemistry course. Teacher recommendation requested.**

**MARINE SCIENCE (Yr. - 1 cr.)****SEH2503**

Marine Science is the study of the world's oceans. A range of topics (various science disciplines) will be covered including structure of the ocean, chemical & physical oceanography, plate tectonics, waves, tides, currents, & life in the ocean. Students will demonstrate an understanding of the relationship between biotic & abiotic factors in the ocean & will be able to describe how the ocean affects human activities & vice versa. Students will design & conduct scientific research that will culminate in a scientific research paper & presentation. Collaborative skills will be developed in group problem solving activities. **Recommended for grades 11-12.**

**PHYSICS Y (Yr. - 1 cr.)****SPH5603Y**

This course will utilize a 3-stage learning cycle of exploration, concept development, & application to investigate the basic principles of Physics. The course includes the study of mechanics, force & motion, energy changes, heat, wave motion, & electricity. Students will be able to identify physics principles in every day experiences, be able to predict resulting motion when forces are applied, & use lab experiences to determine how to solve problems rather than obtain a specific solution. **Recommended: Completion of Algebra 1 and Geometry.**

**PHYSICS X (Yr. - 1 cr.)****SPH5603X**

This college prep course investigates the relationship between matter & energy in terms of operational definitions. Students will be able to explain the effect of forces on matter, demonstrate that everything in the universe obeys the same laws of nature that apply to earth & derive mathematical relationships that verify that the total energy of the universe is constant. Students should be able to apply concepts learned to lab situations & to broader contexts. **Recommended: Completion of Trigonometry. Teacher recommendation requested.**

**BOTANY (Yr. – 1 cr.)****SLH5503**

Want to know how to make your own plants? Ever wondered how tea is made or how certain plants are used? This course may be for you! Plants have played an important role in human societies across the world since the dawn of civilization.

This lab-based introductory course is designed for college-bound students. The emphasis will be on edible plants with a goal of developing your understanding of and appreciation for the plant world. We will cover general plant parts, growth patterns, chemistry, and function and focus on plant organs such as leaves, stems, flowers, fruits, seeds, and roots that we use as food, beverages, medicine, and spices. We will discuss the history of plants dominating agriculture both here in Hawaii and around the world. You will be introduced to the taxonomy of major edible plant families of the world. The future ecological, economic and social implications of our dependency on edible plants will also be discussed in light of current threats to plants and their native habitats. **Recommended pre-requisite: Completion of Biology I. Teacher recommendation requested.**

**PLANTS & ANIMALS IN HAWAII (Yr. – 1 cr.) SLH4103**

This is an introductory course on the interdependence of flora and fauna found on Hawaii's land and in ocean environments. 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 to study organisms. This course is not considered a college prep course and may not meet certain college entrance requirements. Students are to meet all benchmarks in the Biological Science Content Standards 1-5. **Prerequisite: Completion of Physical Science or Biology I.**

**STEM CAPSTONE (Yr. – 1 cr.) XAT1000**

This elective course is self-directed, project-based, and is meant to be a graduation requirement course for a STEM Certificate. Students will apply the skills and knowledge gathered through completion of the STEM program in a culminating project. Students should develop professional and ethical methods of problem solving for the 21st century workplace. These methods should be refined through further enhancement of the research, analysis, teamwork, and project management skills that they have previously attained in the STEM program.

Students are expected to demonstrate skilled or masterful levels for all STEM competencies as they address the following major outcomes for the course:

1. Research: Conduct research to reflect upon and determine a project to address a specific community need.
2. Design: Design, build, test, refine, and deliver a solution to address the need.
3. Reflection: Engage in ongoing reflection throughout all levels of the project design and its impacts on the local and global community.
4. Technology: Learn to use technologies with the aid of online self-guided tutorials, student mentoring, and/or professional assistance arranged by the course facilitator. Accessible technology may include, but is not limited to; probeware, biotechnology, bio-agricultural systems, computer-aided design, 3-D modeling, architectural design, animation, games design, surveying and mapping (GPS), Geographic Information Systems, programming, database applications, web page design, digital photo and video editing.
5. Career Skills: Acquire career-building skills. Skills include reflection on and integration of personal values with career interests, strategic resume development, and enhancing job search capability.

**Prerequisite: Teacher recommendation required.**

**ENVIRONMENTAL SCIENCE (Yr. – 1 cr.) SIH3603**

This is a problem or issues-based course where students investigate environmental issues (e.g. watershed, forestry, global warming, introduction of new species of an environment, etc.) and problems of our technological society. Students analyze environmental issues, identify and evaluate alternate solutions, and take appropriate actions to help maintain or improve the quality of our sustainable environment. Emphasis is on the use of laboratory and fieldwork to study the local and global environment. Students are to meet all benchmarks in Biological Science Standards 1-5 and all relevant Earth Space Science Standards 1-5 and 8.

**AP ENVIRONMENTAL SCIENCE (Yr. – 1 cr.) SIH3903**

This is a college-level course in Environmental Science based on the Adv. Placement Program of the College Entrance Examination Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze both natural and human-induced environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary: it embraces a wide variety of topics from different areas of study. **Prerequisite: Completion of Biology I and Chemistry. Teacher recommendation requested.**

## SOCIAL STUDIES

To implement the Hawaii Content & Performance Standards II (HCPS II), the social studies department's courses are organized into "clusters" to insure that all students receive proper instruction in all of the standards.

**WORLD HISTORY & CULTURE (Yr. – 1 cr.) CHW1100**

Required for all 9<sup>th</sup> graders, this course is heterogeneously grouped, including stanines 1-9. It is a study of the historical development of civilization that have contributed to modern culture that provides a framework for understanding humankind & a perspective for viewing the diverse social, political, economical & technological developments development of the world we live in today. Students will develop the ability to use complex thinking & problem solving skills. They will be able to identify & compare major philosophies, religions, & value systems that have influenced different civilizations & cultures, identify the characteristics & causes of specific world conflicts of humankind & possible resolutions to their conflicts and demonstrate through their readings & writings a comprehension of the above outcomes. Students will participate in a variety of activities including cooperative learning strategies & a culminating global awareness unit in which students participate in a community service project that will promote socially responsible citizens.

**WORLD HISTORY & CULTURE – Honors (Yr. - 1 cr.) CHW1100H**

This course is designed for the serious, college-minded 9<sup>th</sup> grader with SAT stanines 8-9. A variety of activities from lectures, discussions, in-depth research, and projects which connect the world's historical past to current global issues utilizing different learning styles will be studied with significant emphasis given to oral and written communication skills. The course will focus on understanding the origin of cultures and its impact on the world today. Students will analyze different cultures from social, political, economic and aesthetic perspectives; will recognize the importance of cultural values and beliefs which have led to conflict and turmoil in our modern world, and will investigate ways to participate as global citizens who contribute and preserve world peace and harmony.

**U.S. HISTORY & GOVERNMENT (Yr. - 1 cr.)** **CHU1100**  
**U.S. HISTORY & GOVERNMENT – Honors (Yr. - 1 cr.)** **CHU1100H**  
Required for all 10th graders, this course is a study of the historical development of the United States from Reconstruction (1865) to present. Students will focus on the forces of change & continuity which have shaped the nation; will analyze key ideas, events, people, & movements in the United States history and develop their own personal, national & world views necessary to making decisions concerning the future of our country & world. Also included in this course is the study & practice of participatory citizenship. It provides a framework for understanding the effects of politics & law on our lives & future involvement. A.P. US History can be substituted for this course.

**MODERN HISTORY OF HAWAII (Sem. - ½ cr.)** **CHR1100**  
This required social studies course is taken during the junior year with Participation in Democracy. This course engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, economic, technological, and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. It examines contemporary Hawaii in the context of the complex interactions and interrelationships (historical, geographic, socio-political, economic, technological, and multi-cultural) that have shaped and continued to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study.

**PARTICIPATION IN DEMOCRACY (Sem. - ½ cr.)** **CGU1100**  
This required social studies course is taken during the junior year with Modern History of Hawaii. This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making processes, and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.

**AP U.S. HISTORY (Yr. – 1 cr.)** **CHA6100**  
**Equivalent to an introductory course in college,** students will develop the abilities to compare & contrast varying interpretations of historically significant events in United States history by noted historians in addition to making their own historic interpretations & justifying same in essay &/or oral format. This course helps students develop college level research skills & critical thinking abilities through case study of crucial events in American history and deals with all phases of United States history from the pre-history of America up to the present day. A satisfactory score on the College Entrance Examination Board AP exam held in May of each school year can exempt a student from taking the introductory U.S. History course in college; in addition, certain colleges grant college credits for satisfactory results on the AP exam (see college catalogues for individual institutional requirements).

**PACIFIC ISLAND CULTURES (Sem. - ½ cr.)** **CER2300**  
This course examines the cultural systems of the Pacific Islands, with a focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, historic and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and decision-making activities and uses the methodology of anthropologists to investigate issues.

**ECONOMICS (Sem. - ½ cr.)** **CSD2500**  
This course uses the economic concepts & analytical tools necessary to understand the major economic problems confronting the state, nation & the world today. Students will develop the abilities & dispositions to participate effectively in the process of social & political decision making; to make informed economic decisions which reflect one's values & beliefs in a democratic society; as well as to plan for their personal financial future. The course includes the study of the market economy, investments, family budgeting, tax policies, effective use of credit, government intervention, economic instabilities, monetary & fiscal policies, forms of American businesses, & more. Students will develop their listening, research (including Internet research), thinking & writing skills in this class.

**POLITICAL SCIENCE/GOVT (Sem. - ½ cr.)** **CGU2300**  
This course focuses on the principles, processes and foundation of the United States government and will be divided into five content areas: 1) Governance, Power and Authority; 2) Democracy and the Constitution; 3) Global Cooperation, conflict and interdependence; 4) Citizenship and Participation; and 5) Political Analysis. Students will learn the issues found in the political arena such as political parties, presidential elections, rights and responsibilities, civil liberties, role of the government in our lives, role of the media, the Congress and role of the courts. Students will be graded on exam performances, research papers, projects and other assessment tools deemed appropriate by the teacher.

**PSYCHOLOGY (Sem. - ½ cr.)** **CSD2200**  
This course helps students to understand the physiological and psychological basis for human behavior. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on the socio-psycholinguistic theory of learning and addresses such human learning theorists and educators such as Vygotsky, Dewey, Piaget and Whitehead as well as traditional behaviorists.

**SOCIOLOGY (Sem. - ½ cr.)** **CSD2300**  
Sociology emphasizes inquiry using sociological methodologies and practices. It will analyze issues of cultural assimilation from sociological perspectives of diverse ethnic & racial groups. It is designed to focus on the understanding of relationships among cultures, cultural change, and social institutions & conditions.

**INTRO TO GEOGRAPHY (Sem. - ½ cr.)** **CSD2100**  
This course introduces students to the continents and regions of the world, and the influences that climate and landforms have on human economic, political, and social activities. Students will gain an understanding of the different areas of geography through making and interpreting maps and charts, studying on-line global imaging systems. They will research how local and global economics are determined by climate and geographic location and how politics are shaped by these criteria.

## WORLD LANGUAGES

All foreign languages are offered as year courses of 2 semesters.

### SPANISH 1A/1B (2 Sem. - ½ cr. ea.)

WES1010/1020

"Speed Spanish" is used in this introductory course. This system teaches the student to speak basic Spanish by learning seven key speaking strategies that relate to our own English language. Basic greetings, colors, numbers, telling time, and the verbs *ser* and *estar*, in addition to cultural topics, are covered in the textbook, Avancemos 1.

### SPANISH 2A/2B (2 Sem. - ½ cr. ea.)

WES2010/2020

Spanish 2 begins with a quick review of the seven basic strategies of "Speed Spanish." The uses of the verbs *ser* and *estar* are practiced. The study of grammar deepens with the introduction of the conjugation of regular, irregular and stem-changing verbs in the present, preterite and imperfect past tenses to improve communication skills. **Successful completion of Level 1 with a "C" or better is recommended.**

### SPANISH 3A/3B (2 Sem. - ½ cr. ea.)

WES3010/3020

Spanish 3 begins with a review of the preterite and imperfect past tenses. The study of grammar intensifies with the comparison of the preterite and the imperfect, and the introduction of the future and conditional tenses which are required in order to understand different genre of authentic literature. The challenge is to incorporate these new grammatical structures in reading, writing and speaking. **Successful completion of Level 2 with a "C" or better is recommended.**

### SPANISH 4A/4B (2 Sem. - ½ cr. ea.)

WES4010/4020

The study of familiar and polite commands and the subjunctive mood dominate the fourth year of language. Literature includes different genre and adaptations of original works. Students will create short compositions or original poems. **Successful completion of Level 3 with a "C" or better is recommended.**

### HAWAIIAN 1A/1B (2 Sem. - ½ cr. ea.)

WPH1010/1020

This course begins with simple greetings, courtesy expressions and classroom expressions. Students learn through guided practice, pairings and group collaborations and will present what they learn on a variety of topics such as family, everyday life and self. Students will learn how to understand, speak, read and write the Hawaiian language and at the same time be immersed in the values and customs of the Hawaiian people.

### HAWAIIAN 2A/2B (2 Sem. - ½ cr. ea.)

WPH2010/2020

This course is a continuation of Level 1. Students will continue to build and enhance their Hawaiian language skills through the use of comparisons in order to understand the similarities and differences of the language with other languages. Students learn to communicate (orally/written) using memorized sentence patterns and practice their skills through hands on learning activities and games like the Makahiki. Students will participate in a Makahiki tournament between other classes this year. **Successful completion of Level 1 with a "C" or better is recommended.**

### HAWAIIAN 3A/3B (2 Sem. - ½ cr. ea.)

WPH3010/3020

This course is a continuation of Level 2 and includes topics such as career skills, community interaction, currency, etc. Students will strengthen their speaking, writing and understanding of the Hawaiian language through visits to Hawaiian immersion schools in the community. **Successful completion of Level 2 with a "C" or better is recommended.**

### HAWAIIAN 4A/4B (2 Sem. - ½ cr. ea.)

WPH4010/4020

This course is a continuation of Level 3 and includes topics such as travel, food, future goals, etc. Students will enhance their level of understanding and communication with the Hawaiian language while visiting Hawaiian immersion schools and Hawaiian based environments in the community. **Successful completion of Level 3 with a "C" or better is recommended.**

### JAPANESE 1A/1B (2 Sem. - ½ cr. ea.)

WAJ1010/1020

This course begins with simple greetings, classroom expressions, and two of the Japanese characters - katakana and hiragana. Students will help each other by working in pairs and by using mnemonic devices and total physical response. As the course progress students will learn simple sentence structures pertaining to their family, everyday life, and hobbies. Through reading, writing, speaking and listening, your language skill will be reinforced.

### JAPANESE 2A/2B (2 Sem. - ½ cr. ea.)

WAJ2010/2020

This is a continuation of Level 1. Students will learn the last of the Japanese writing systems, kanji. Topics include characteristics of people, school settings, and school life. Language skills will be reinforced and developed through reading, writing, speaking and listening. Students will continue to use hiragana and katakana daily. Students will learn 25 or more kanji by the end of the second semester. **Successful completion of Japanese 1 with a "C" or better is recommended.**

### JAPANESE 3A/3B (2 Sem. - ½ cr. ea.)

WAJ3010/3020

This is a continuation of Level 2. Topics include conversations about a day, shopping, eating out, and school rules. The focus of Level 3 is proficiency, fluency and comprehension through interaction with classmates and native Japanese speakers, oral tests, presentations and listening to questions and responding a correct response. Students will continue to use hiragana, katakana and kanji daily. **Successful completion of Japanese 2 with a "C" or better is recommended.**

### JAPANESE 4A/4B (2 Sem. - ½ cr. ea.)

WAJ4010/4020

This is a continuation of Level 3. Topics include driving, restaurant, health, life and careers. The focus of Level 4 is proficiency, fluency and comprehension through interaction with classmates and native Japanese speakers, oral tests, presentations and listening to questions and responding a correct response. Students will continue to use hiragana, katakana and kanji daily. **Successful completion of Japanese 3 with a "C" or better is recommended.**

## MULTIDISCIPLINARY

### LEADERSHIP TRAINING: SA (2 Sem. - ½ cr. ea.) XLP10151/XLP10152

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Students will not only learn leadership skills, but will also have the opportunity to apply the knowledge gained in the course to plan and coordinate various class and committee projects. This course may be repeated for elective credit. **SAC APPROVAL REQUIRED.**

### SCHOOL SERVICE

XTH40011/XTH40012

Students are given the opportunity to provide service to other students & the school and are based in the counseling department. There is NO credit for these courses. **COUNSELOR APPROVAL REQUIRED.**

## SPECIAL EDUCATION

The Special Education Department offers modified courses which fulfill the graduation requirements to eligible students. Course work allows for individual ability levels & follows prescribed individual educational plans.

The following modified courses are offered by the Special Education Department for Special Education students attempting to earn a DIPLOMA. For a more detailed description of the courses, see the course description by the subject department.

**ENGLISH 1 (S) (1 Yr. - 1 cr.)** LCY1010S  
**ENGLISH 2 (S) (1 Yr. - 1 cr.)** LCY2010S  
**EXPOS WRITG 1/ AM LIT (S) (2 Sem. – 1 cr.)** LWH5213S/LTH5130S  
**ENGLISH 4 (S) (1 Yr. - 1 cr.)** LCY4010S  
**ENGLISH LAB 1A/B (S) (Sem. – ½ cr. each)** LLH1013/1014S  
English Lab course will be required for all 9<sup>th</sup> grade Special Education students who do not meet a given criteria and whose IEP Least Restrictive Environment (LRE) statement includes English 1 (S).

**W HIST & CULT (S) (1 Yr. - 1 cr.)** CHW1100S  
**US HIST & GOV'T (S) (1 Yr. - 1 cr.)** CHU1100S  
**MOD HIST HI (S) (Sem. - ½ cr.)** CHR1100S  
**PARTICIPATION IN DEMOCRACY (S) (Sem. - ½ cr.)** CGU1100S  
**GLOBAL STUDIES (S) (Sem. - ½ cr.)** CGW2400S  
**GEOGRAPHY (S) (Sem. - ½ cr.)** CSD2100S

**ALGEBRA 1 (S) (1 Yr. - 1 cr.)** MAX1100S  
**GEOMETRY (S) (1 Yr. - 1 cr.)** MGX1100S  
**MODELLING OUR WORLD II (S) (1 Yr. - 1 cr.)** MAX1180S  
**MATH WORKSHOP 9 (Sem. – ½ cr. each)** MSW10091S/MSW10092S  
Math Workshop course will be required for all 9<sup>th</sup> grade Special Education students who do not meet a given criteria and whose IEP Least Restrictive Environment (LRE) statement includes Math (S).

**PHYSICAL SCIENCE (S) (1 Yr. - 1 cr.)** SPH2603S  
**BIOLOGY Y (S) (1 Yr. - 1 cr.)** SLH2003S  
**PLANTS & ANIMALS OF HAWAII (S) (1 Yr. - 1 cr.)** SLH4103S

**STUDY SKILLS (S) (1 Sem. – 1/2 cr.)** XAG1011S  
**CAREER & LIFE PLANNING (S) (1 Sem.– 1/2 cr.)** TGG1100S  
Study Skills and Career & Life Planning must be taken together. They are required for all 11<sup>th</sup> grade Special Education students who have not completed their Personal Transition Plan (PTP) prior to the start of their junior year. Study Skills will focus on completing the PTP and meeting graduation requirements. Career & Life Planning will focus on transition from high school to college, work, or the military.

### CERTIFICATE OF COMPLETION

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

The Special Education Department offers modified courses for students attempting to earn a Certificate of Completion of an Individually Prescribed Program (IPP).

*All special program students will be registered for courses by their case manager/teacher. These programs include: SCIL, IPP, CBI-work, & CBI-severe.*

## ARMY JROTC

All JROTC courses must be taken in sequence, with the exception of Army JROTC Leadership, with the instructor's approval.

**ARMY JROTC 1 (Yr. – 1 cr.)** TJR1000  
**ARMY JROTC 2 (Yr. – 1 cr.)** TJR2000  
**ARMY JROTC 3 (Yr. – 1 cr.)** TJR3000  
**ARMY JROTC 4 (Yr. – 1 cr.)** TJR4000  
**ARMY JROTC LEADERSHIP 1 (Sem. - ½ cr.)** TJR9010  
**ARMY JROTC LEADERSHIP 2 (Sem. - ½ cr.)** TJR9020  
**Leadership Training JROTC (2Sem. - ½ cr. each)** XLP10151R/10152R

The Junior Reserve Officer Training Corps (JROTC) program is a cooperative effort on the part of the Army and Hilo High School to provide students with training and experience in positive leadership and citizenship, as well as other subjects, which provide all-around development. The courses are supplemented by a variety of activities, such as Academic Team, Color Guard, Drill Team, Adventure Training (Raider), field training exercises and parades, to broaden the high school experience. **Content standard:** JROTC supports most of the benchmarks within the Career and Technical Education content standards. This program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation.

**TJR1000 – Army JROTC 1 (Leader Education Training I)** The mission of Leadership Education and Training (LET) is to motivate first year JROTC cadets to be better citizens. To accomplish this purpose, the course content includes citizenship, leadership, and a number of other topics designed to help the cadets succeed in high school and after graduation. Cadets wear uniforms one time each week. Extracurricular activities include: providing color guards, participating in community parades, drill and rifle teams.

**TJR2000 – Army JROTC 2 (Leader Education Training II)** The second year of Leadership Education and Training provides more details about leadership situations. The program is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the U.S. Army. The wearing of the uniform and extracurricular activities are the same as for LET I.

**TJR3000 – Army JROTC 3 (Leader Education Training III)** The third year of Leadership Education and Training provides still more leadership situations. In this year student will not only be more involved as teacher and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET I.

**TJR4000 – Army JROTC 4 (Leader Education Training IV)** Fourth year cadets are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in some subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as the military ball or the annual awards banquet.

**TJR9010 - Army JROTC Leader 1 (Leader Training)**

**TJR9020 - Army JROTC Leader 2 (Leader Training)**

A special course designed for the motivated student, who is anxious to expand his knowledge and skill in JROTC Leadership subjects.

**TEACHER APPROVAL REQUIRED.**

## PALC

The Performing Arts Learning Center, in operation since 1987, is a theatre arts program open to all students in grades 9-12. New students entering the program must audition or interview at the PALC registration sessions offered at the start of each semester. Returning students may register for courses in advance, but should check with the PALC Coordinator to insure they are following the proper course sequence. **All PALC courses meet after school and on some weekends.** Students must have their own transportation to and from all activities. The PALC program is recognized as a Center of Excellence by the Department of Education.

### **PLAY PRODUCTION 1A/1B (2 sem. – ½ cr. each)      FTP1100L/1200L**

In this course, students will learn about the various aspects of performing a play for an audience through developing skills in acting, singing, and dancing. Understanding the basic principles of play production and theatre is achieved through active participation in public performances.

### **PLAY PRODUCTION 2A/2B (2 sem. – ½ cr. each)      FTP2100L/2200L**

This course is designed to provide students who have completed Play Production 1 with opportunities to assume directorial responsibilities in producing a play for an audience and participate in various aspects of theatre arts, including production, promotion, and critiquing activities. Students develop leadership skills and perform production duties beyond the scheduled rehearsal times.

### **PLAY PRODUCTION 3A/3B (2 sem. – ½ cr. each)      FTP3100L/3200L**

This course is designed to provide students who have completed Play Production 2 with opportunities to further develop leadership skills and perform production duties at a more in-depth level.

### **PLAY PRODUCTION 4A/4B (2 sem. – ½ cr. each)      FTP4100L/4200L**

This course is designed to provide students who have completed Play Production 3 with opportunities to assume central responsibilities in producing a play for an audience. Students demonstrate leadership skills and perform production duties through intensive participation in program activities as well as involvement in community and university projects.

### **THEATER CRAFT 1A/1B (2 sem. – ½ cr. each)      FTC1100L/1200L**

This is an introductory course covering the study of design and production of sets, costumes, props, and other technical elements of the performing arts. Students experience theatre productions through hands-on support of plays.

### **THEATER CRAFT 2A/2B (2 sem. – ½ cr. each)      FTC2100L/2200L**

This is an intermediate course in techniques of production design and stage construction. Students work closely with the technical designer and stage manager to learn about creative effects, types of stage design, and the use of lighting and sound. Students directly apply knowledge to plays and projects, and apprentice leadership roles in running a show.

### **THEATRE ARTS A/B (2 sem. – ½ cr. Each)      FTP5100L/5200L**

This course will focus on the study and performance of drama and theatre. Students will review a wide range of scripted materials, such as plays, screenplays, teleplays, and Readers Theatre scripts. Students will analyze dramatic criticism, creation of original dramatic works and the role of dramatic arts in society. In addition, students will work collaboratively on performances.

Student Name: \_\_\_\_\_

CLASS OF \_\_\_\_\_

**REGISTRATION CHECKLIST**

<u>FRESHMAN</u>	<u>CREDITS EARNED</u>
English 1	_____
World History & Culture	_____
Math _____	_____
Science _____	_____
PE	_____
Trans to High School	_____
Specified POS _____	_____
Elective _____	_____
<i>CREDIT TOTAL</i>	_____

<u>SOPHOMORE</u>	<u>CREDITS EARNED</u>
English 2	_____
U. S. History & Government	_____
Math _____	_____
Science _____	_____
PE	_____
Health	_____
Specified POS _____	_____
Elective _____	_____
<i>CREDIT TOTAL</i>	_____

<u>JUNIOR</u>	<u>CREDITS EARNED</u>
Expository Writing 1/American Literature	_____
Modern History of Hawaii	_____
Participation in Democracy	_____
Math _____	_____
Science _____	_____
Electives: _____	_____
_____	_____
_____	_____
<i>CREDIT TOTAL</i>	_____

<u>SENIOR</u>	<u>CREDITS EARNED</u>
English 4 or Expository Writing 2/British Lit	_____
Social Studies Elective	_____
Social Studies Elective	_____
Electives: _____	_____
_____	_____
_____	_____
_____	_____
<i>CREDIT TOTAL</i>	_____



**REGISTRATION WORKSHEET**

Student Name: \_\_\_\_\_

	<u>ACCN #</u>	<u>Course Title</u>
English	_____	_____
Social Studies	_____	_____
_____	_____	_____
Soc. St. Alternate	_____	_____
_____	_____	_____
Other Required Courses	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Electives	_____	_____
_____	_____	_____

	<u>ACCN #</u>	<u>Course Title</u>
Electives (cont.)	_____	_____
_____	_____	_____
_____	_____	_____
Alternates for Electives (List in order of preference):		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
After School	_____	_____