



KEALAKEHE HIGH SCHOOL

COURSE GUIDE 2018-2019

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A Hawaii High School Diploma shall be issued to students who meet the following minimum course and credit requirements (Board of Education [Policy 102-15](#)):

SUBJECT	HIGH SCHOOL DIPLOMA
English	4 credits including: English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit); Expository Writing* (0.5 credit); and Common Core aligned language arts electives or proficiency based equivalents [ELA basic electives (1.5 credits)]
Social Studies	4 credits including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
Mathematics	3 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit)
Science	3 credits including: Biology 1 (1.0 credit); and science basic electives (2.0 credits)
World Language <small>(note 1)</small> Fine Arts <small>(note 2)</small> Career and Technical Education / JROTC <small>(note 3)</small>	2 credits in one of the specified programs of study.
Physical Education (P.E.)	1 credit including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)
Health	0.5 credit in Health Today and Tomorrow
Personal Transition Plan	0.5 credit
Electives (Any Subject Area)	6 credits
TOTAL:	24 credits

**Or equivalent course.*

Notes:

1. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
2. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.

3. CTE: Two credits need to be in a single [career pathway program of study](#) sequence. JROTC: Two consecutive JROTC courses fulfill CTE two credits for diploma requirements.

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, students must attain a cumulative GPA of 3.0 or above to qualify for a honors recognition certificate in one or more of the honors described below.

- **Academic Honors:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. AND
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses. AND
 - 2 credits minimum must be from AP/IB/Running Start courses (equivalent to credits for two college courses).
- **CTE Honors:**
 - Completes [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
- **STEM Honors:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent AP or IB or Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. AND
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.
 - Successful completion of a [STEM Capstone Project](#) in one of the approved ACCN courses.

Grade Point Average

This cumulative grade point average applies to all graduates:

- Cum Laude with a GPA of 3.0 to 3.5
- Magna Cum Laude with a GPA of 3.5+ to 3.8, and
- Summa Cum Laude with a GPA of 3.8+ and above.

Valedictorian Designation

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

- GPA of 4.0; and
- Earned and met the requirements of one of the Honor Recognition Certificates.

Valedictorians will be named after the third quarter.

Commencement Exercises

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

1. meet the requirements for a diploma or 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.

This course is designed to assist students with college preparatory course work with emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking and research.

TGG8090 **AVID GRADE 9** **1 CREDIT**

****GENERAL COURSE, DOES NOT COUNT TOWARDS THE 2 CTE CREDIT REQUIREMENT BUT COUNTS AS AN ELECTIVE CREDIT EFFECTIVE SY 2015-16**** This course is for elective credit, generally for 9th graders. The course is designed to assist students with college and career exploration through college preparatory course work with emphasis on analytical writing, study and test taking skills, note taking and research. It is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

TGG8100 **AVID GRADE 10** **1 CREDIT**

****GENERAL COURSE, DOES NOT COUNT TOWARDS THE 2 CTE CREDIT REQUIREMENT BUT COUNTS AS AN ELECTIVE CREDIT EFFECTIVE SY 2015-16**** This course is for elective credit, generally for 10th graders. The course is designed to follow the 9th grade course. Students refine and adjust their academic and learning goal, expand their writing portfolio, begin to narrow college and career choices based on personal interests and goals. It is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

TGG8110 **AVID GRADE 11** **1 CREDIT**

****GENERAL COURSE, DOES NOT COUNT TOWARDS THE 2 CTE CREDIT REQUIREMENT BUT COUNTS AS AN ELECTIVE CREDIT EFFECTIVE SY 2015-16**** This course is for elective credit, generally for 11th graders. The course is designed to follow the 10th grade course. This course is the first part of a junior/senior seminar that focuses on writing and critical thinking expected of a first year college student. Students begin to confirm postsecondary plans and participate in college-bound activities. It is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

TGG8120 **AVID GRADE 12** **1 CREDIT**

****GENERAL COURSE, DOES NOT COUNT TOWARDS THE 2 CTE CREDIT REQUIREMENT BUT COUNTS AS AN ELECTIVE CREDIT EFFECTIVE SY 2015-16**** This course is for elective credit, generally for 12th graders. The course is designed to follow the 11th grade course. This course is the second part of a junior/senior seminar that focuses on writing and critical thinking. Students complete a final research essay project and develop and present a portfolio representing their years of work in high school. Students also apply to colleges of their choice and submit personal essays. It is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

TJR1000 **JROTC 1** **1 CREDIT**

Army JROTC 1 teaches cadets career and life skills necessary for lifelong success as contributing citizens. Cadets are introduced to the military chain of command, structure, and discipline that provide the foundation for learning and allow cadets to explore military service as a potential career choice. Content

areas studied include foundations for success; American history and government; leadership, military drill, and the awareness of civic responsibilities. Cadets are required to wear a military uniform.

TJR2000 **JROTC 2** **1 CREDIT**

Army JROTC 2 builds on the previous course. Cadets develop basic leadership skills using the military chain of command, drill, and discipline. Cadets acquire knowledge of citizenship through the study of American history and government. Cadets participate in community service and service learning activities. Cadets must demonstrate increased responsibility for self and others with emphasis on wellness, health, and physical fitness.

Recommended Prerequisite: Completion of TJR1000 ARMY JROTC 1.

TJR3000 **JROTC 3** **1 CREDIT**

Army JROTC 3 builds on previous courses and is an advanced program focused on cadet leadership and management of the cadet corps. Cadets are selected for leadership positions based on previous successful participation in cadet activities and demonstrated leadership and personal discipline. Cadets participate in community service and service learning activities. Cadets continue to study career and life skills; personal and financial management; college admissions; military careers, and job search techniques.

Recommended Prerequisite: Completion of TJR2000 ARMY JROTC 2.

TJR4000 **JROTC 4** **1 CREDIT**

Army JROTC 4 builds on previous courses. Cadets apply leadership theory and skills. Cadets demonstrate increased proficiency as a cadet leader and apply knowledge gained as an assistant instructor. Financial planning for lifelong success is introduced. Cadets plan and coordinate community and service learning activities. Cadets continue to study career and life skills; personal and financial management; college admissions; military careers, and job search techniques.

Recommended Prerequisite: Completion of TJR3000 ARMY JROTC 3.

TIC5010 **INDUSTRIAL AND ENGINEERING TECH CORE** **1 CREDIT**

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

TIN5210 **METALS TECHNOLOGY 1** **1 CREDIT**

Metals Technology 1 introduces the metal industry, its organization, materials, occupations, processes, products, and problems through demonstrations of, experimenting with, designing, fabricating, constructing, and testing of metals and devices. Learning experiences include the study of tools, materials, processes, systems, and products used in various facets of the metal industry.

Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core.

TIN5216 METALS TECHNOLOGY 2 1 CREDIT

This course provides advanced learning experiences designed to prepare a well-rounded metal worker capable of fabrication and assembling a variety of products in various industries.

Instruction includes layout; sequence of operations; setting up and operating fabricating machines; positioning, aligning, fitting, and welding parts together; and designing and constructing templates and fixtures. Simulated class experiences are included.

Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIU5210 Metals Technology 1.

TIN5419 AUTO TECH 2 1 CREDIT

This course provides classroom and laboratory experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the use of technical manuals, computer-based equipment and a variety of hand and power tools. Instruction and practice are provided in the diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacement of parts involving the engine, ignition and computer command control systems, fuel systems, brakes, transmissions, and suspension systems.

Automotive body repair and painting are also included.

Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core and TIN5410 Automotive Technology 1.

TIU5310 DESIGN TECH 1 1 CREDIT

This course provides classroom learning experiences that are found in drafting technology. Learning activities include: design, spatial visualization and techniques, sketching and use of digital tools, shape and size description, auxiliaries, rotation, pictorial drawings, computer aided design, and the creation of two dimensional and three dimensional models for problem solution. Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core.

TIU5410 AUTO TECH 1 1 CREDIT

Auto Tech 1 provides organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission, and control of power. The study of computer command control systems and the use of computer based equipment will

TPC7010 PUBLIC AND HUMAN SERVICE SERVICE 1 CREDIT

This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Using an interdisciplinary approach, the following concepts will be covered: 1) Creation and management of organizational systems to promote quality service, 2) Communication skills, 3) Safety and healthy workplace behaviors, and 4) Legal and ethical principles. This course is a recommended prerequisite for students pursuing Public and Human Services programs of study.

TPU7216 CULINARY 1 1 CREDIT

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

TPU7416 HOTEL OPERATIONS 1 CREDIT

This course is designed to introduce students to the organizational structure of hotels, and the roles and responsibilities of various employees involved in day-to-day operations. Students will examine the impact of internal and external factors on the industry; and acquire the skills and strategies needed to provide quality service and demonstrate hospitality.

Recommended prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core.

TPU7510 HOSPITALITY & TOURISM 1 CREDIT

The purpose of this course is to give students an in-depth view of each major sector in the hospitality and tourism industry--travel & tourism, hotel & lodging, cruises, food & beverage outlets, attractions, meetings & conventions and special events--focusing on how they interrelate to create the ultimate experience for leisure (FIT) and business travelers. In addition, students will learn about career and management opportunities, job qualifications and benefits within these sectors of hospitality and tourism industry.

TPN7223 CULINARY 2 1 CREDIT

This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences place an emphasis on quantity food preparation and service, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment.

Recommended Prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core, and TPU7216 Culinary 1.

XLP1015A/B**LEADERSHIP TRAINING****.5 CREDIT**

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in and conducting effective meetings, setting individual and group goals, recognizing and producing quality products and performance, cooperative planning and learning, sharing responsibilities, taking positive action, and working with people from diverse backgrounds. Emphasis is on authentic learning with student participation and involvement with real school and student concerns as a means of understanding levels of organization, levels of authority, and communication and management techniques. Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time. This course may be repeated for elective credit.

THC4010**HEALTH SERVICES CAREER PATHWAY****1 CREDIT**

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

THU4027**CLINICAL HEALTH****1 CREDIT**

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

Recommended Prerequisite: Completion of THC4010 Health Services Career Pathway Core.

TBC3010**BUSINESS, MANAGEMENT, & TECH CORE****1 CREDIT**

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

TBU3510**MARKETING-PRIN/APPL****1 CREDIT**

Marketing immerses 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 or international community, and that promotes a product, service, idea or organization that is sensitive to societal and industry ethics. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core.

TBU3610**OFFICE/ADMIN TECH****1 CREDIT**

Office and Administrative Technology provides instruction and experience in developing technical, problem-solving, and decision-making skills essential for office and/or administrative occupations. 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 TBC3010 Business Career Pathway Core.

TBN3810**ENTREPRENEURSHIP****1 CREDIT**

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. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and a Business Pathway Cluster-Level Course.

ENGLISH LANGUAGE ARTS

LAY6100

ADVANCED PLACEMENT LIT AND COMP

1 CREDIT

This course engages students in the careful reading and critical analysis of literary texts. All language arts benchmarks are addressed in this course. Students read representative works from various genres and periods, concentrating on works of recognized literary merit. In discussions and in their writing, students experience, interpret, and evaluate what they have read.

LAY6010

ADVANCED PLACEMENT LANGUAGE

1 CREDIT

This course engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college.

LCY1010

ENGLISH LANGUAGE ARTS 1

1 CREDIT

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

LCY2010

ENGLISH LANGUAGE ARTS 2

1 CREDIT

This course provides a balanced program of reading, writing, and oral communication. All the tenth-grade benchmarks are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Texts include a wide variety of works that contribute to an understanding of our common culture and the culture of others and that reflect themes uniting all cultures. The study of language includes the description of language and its role in communication as well as the construction of meaning.

LCY3010**ENGLISH LANGUAGE ARTS 3****1 CREDIT**

This course provides a balanced program of reading, writing, and oral communication. All the eleventh-grade benchmarks are addressed in this course. Students learn to become strategic users of the language processes by developing knowledge of specific strategies within these processes and implementing and evaluating the effectiveness of their choice of strategies. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Selections are not restricted to British and American authors and include the writings of minorities and other cultures. The study of language includes both the description of language and its role in communication as well as the construction of meaning.

LCY4010**ENGLISH LANGUAGE ARTS 4****1 CREDIT**

This course provides a balanced program of reading, writing, and oral communication. All the twelfth-grade benchmarks are addressed in this course. Students refine their knowledge of specific strategies within these strands and implement and evaluate the effectiveness of their choice of strategies. They develop greater precision and refinement in their use of written and spoken language. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Literary selections reflect a rich history of perceptions and ideas expressed by writers of the past and present. The study of language includes knowledge of its underlying principles and an understanding of how language functions in and is affected by social systems.

LWH5235**CREATIVE WRITING****.5 CREDIT**

This course emphasizes use of the writing process to stimulate and develop students' creative expression. Students shape their ideas into a variety of forms and styles utilized in fiction, poetry, drama, and personal narrative. Students read literary selections in several genres for enjoyment and inspiration, and, most importantly, as a springboard for ideas and a source of models of good writing.

LWH8101**WRITING WORKSHOP****.5 CREDIT**

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

LWH5212**EXPOSITORY WRITING 2****.5 CREDIT**

Students continue to develop as writers of expository prose and explore strategies within the writing process. Students may revisit the same forms of writing as in Expository Writing 1, but are expected to demonstrate increasingly complex levels of thought, imagination, and sophistication in their writing.

Students also demonstrate a wider range of choice and control over organization, resources of language, style, and the conventions of writing.

LWH5213

EXPOSITORY WRITING

.5 CREDIT

In this course, students focus on expository prose in the form of descriptive, analytical, and persuasive papers. They learn to discover and refine ideas, research information, compose and revise their thoughts, and edit their papers for sharing. They explore strategies to solve writing problems and learn to adjust their writing for diverse audiences. In addition, students engage in reading and discussion related to their writing. They develop the ability to look critically at their own work and the work of other writers. 4540 Graduation Policy requires a semester of the Expository Writing.

Other courses student can take in lieu of Expository Writing are:

LAY6010 Advanced Placement English Language and Composition

LAY6100 Advanced Placement English Language and Literature

LCY3010 Eng Lang Arts 3 GR 11

LCY4010 Eng Lang Arts 4 GR 12

LIY9000 International Baccalaureate Language A1 Standard 1

LIY9010 International Baccalaureate Language A1 Standard 2

LIY9020 International Baccalaureate Language A1 Higher 1

LIY9030 International Baccalaureate Language A1 Higher 2

LIY9045 International Baccalaureate English A - Language and Literature HL -Year 1

LIY9050 International Baccalaureate English A – Language and Literature HL – Year 2

ZLS1001 Running Start English 100

FINE ARTS

FDP1000

POLY DANCE 1

1 CREDIT

This beginning course is designed to provide students with the opportunities to learn various Polynesian dances that may include those of Western Polynesia (Samoa and Tonga), Eastern Polynesia (Tahiti, New Zealand, Marquesas, Hawaii and Easter Island), and Central Polynesia (Cook Islands). The course will also cover the cultural, social, historical, and expressive significance of these dances. Emphasis will be on foot and body movement as well as authenticity and costume.

FDP2000

POLY DANCE 2

1 CREDIT

This continuing course provides further opportunity for students to expand and strengthen their dancing skills in Polynesian Dance. Students will be expected to perform more complex routines with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances while keeping with the conventions and traditions, as appropriate, of the various Polynesian cultures. Emphasis will also be placed on the cultural and historical contexts in which the dances were developed.

FDP3000

POLY DANCE 3

1 CREDIT

This is an advanced course for students to expand and strengthen their dancing skills in Polynesian Dance. Students will be expected to perform more complex routines with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances while keeping with the conventions and traditions, as appropriate, of the various Polynesian cultures. Emphasis will also be placed on the cultural and historical contexts in which the dances were developed.

FMA 1000

Music Appreciation

Music Appreciation is designed especially for students who want to learn more about how music works. This course is designed to provide all students with the opportunity to explore the world of music and develop an understanding of the importance of music in their lives. Students will develop listening skill through studying and applying the basic elements of music. Special activities include guest speakers and performances, hands-on activities, writing and group performance on simple instruments. Students will apply their new knowledge by listening to and analyzing popular music. Students will also study music of other cultures of the world and how music relates to their own culture. Upon successfully completing the course, students will listen to music with greater understanding and enjoyment. Students will also be given the opportunity to teach us about music they also like and listen to.

FMB2000**BAND 1****1 CREDIT**

The Band 1 course is designed for students who have fulfilled the requirements of Beginning Band or its equivalent. Continued development of skills and understanding is maintained through studying of complex exercises and performing appropriate music literature. Students develop listening skills to increase understanding of tonality, style, dynamic nuances, and interpretation of various styles of music (including contemporary, avant-garde, and ethnic music). Performances for school and public are an integral part of the program. Original band literature, arrangements, and orchestral transcription from Grades I to IV are included for study and performance.

FMB3000**BAND 2****1 CREDIT**

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

FMB4000**BAND 3****1 CREDIT**

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

FMB5000**BAND 4****1 CREDIT**

The Band 4 course is designed for students who have fulfilled the requirements of Band 3. Development of appropriate and higher-level musicianship qualities is emphasized and taught. Band literature from Grades I to VI is studied for performance. The course will include discussion on performance anxiety, auditioning for solos, and aesthetics. The course will provide opportunities for school and community performances.

FMC1000**CHORUS 1****1 CREDIT**

Chorus 1 is designed for students to develop performance skills, knowledge, and understanding of vocal music. Musical arrangements from a variety of styles and periods are sung in unison and two-part harmony. Solo and ensemble singing are performed.

FMC2000**CHORUS 2****1 CREDIT**

The Chorus 2 course is designed for students who have completed Chorus 1 or its equivalent. Music of various styles, periods, and cultures will be performed and studied. Students listen to recordings, live performers, and choral groups to increase understanding of musical concepts. Students match pitches, take rhythmic dictation, and demonstrate the use of notational symbols. Solo, two-part, three-part and four-part harmonies are introduced.

FMC3000 **CHORUS 3** **1 CREDIT**

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

FMC4000 **CHORUS 4** **1 CREDIT**

The Chorus 4 course is designed for students who have fulfilled the requirements of Chorus 3 or its equivalent. Students develop musical skills and techniques through the performance of various solo, ensemble, a cappella, and appropriate choral literature. Students are able to perform Grades I to VI choral literature.

FMF1000 **GUITAR 1** **1 CREDIT**

The Guitar 1 course is designed to help students develop basic guitar performance skills that address the DOE music standard and benchmarks. Students develop basic guitar techniques such as picking and strumming accompaniments to popular music. They may perform in ensembles while integrating a variety of national music standards that include analyzing, singing, listening to, and evaluating music.

FMF2000 **GUITAR 2** **1 CREDIT**

The Guitar 2 course is designed for students who have fulfilled the requirements of Guitar 1. Students develop guitar performance skills while learning various national music standards. They also learn a variety of picking and strumming patterns to accompany folk, classical, and pop music. Students perform as soloists and in ensembles to learn national music standards that include analyzing, singing, listening and evaluating music.

FMF3000 **GUITAR 3** **1 CREDIT**

The Guitar 3 course is designed for students who have fulfilled the requirements of Guitar 2. Students continue to develop classical guitar techniques through performance of selections and musical exercises. They also learn a variety of picking and strumming patterns to accompany folk, classical, jazz, and pop music. Students perform as soloists and in ensembles to learn national music standards that include analyzing, singing, composing, listening and evaluating music.

FMF4000 **GUITAR 4** **1 CREDIT**

The Guitar 4 course is designed for students who have completed the requirements of Guitar 3. Students develop classical and other guitar performance techniques and skills. Students can focus on mastering classical guitar techniques by playing etudes, two-octave scales, and compositions from the solo guitar repertoire. They learn picking and strumming patterns using major, minor and seventh chords in various keys to accompany folk, classical, jazz, and pop music. Students perform as soloists and in ensembles and learn about music standards that include analyzing, composing, arranging, improvising and evaluating music.

FML1000 **UKULELE 1** **1 CREDIT**

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

FML2000 **UKULELE 2** **1 CREDIT**

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

FML3000 **UKULELE 3** **1 CREDIT**

This course is a continuation of the Ukulele 2 course or its equivalent. Students develop appropriate higher-level skills in ukulele playing, with a focus on analyzing and improvising music. Performing as a soloist and in groups for the school community is an important part of the course. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

FML4000 **UKULELE 4** **1 CREDIT**

This course is a continuation of the Ukulele 3 course or its equivalent. Students develop advanced skills in ukulele playing with a focus on analyzing, improvising, and recording music. Students work independently while performing as soloist or in groups for school and community events. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards.

FMN1000 **ENSEMBLE 1** **1 CREDIT**

The ensemble is drawn together by a common interest in a particular kind of music or instrumentation (for example, ukulele, piano, guitar, steel guitar, hand bells, vocal, etc.). The ensemble can be regrouped into smaller units, such as quartets and quintets comprised of various instrumental and/or vocal combinations. In addition to the Fine Arts music standard and benchmarks, the instructor may select other national music standards appropriate for students and may integrate other Fine Arts standards. Each school may determine the particular type of ensemble.

FMN2000 **ENSEMBLE 2** **1 CREDIT**

The Ensemble 2 course is designed for students who have completed Ensemble 1 or its equivalent and who are drawn together by a common interest in a particular kind of music or instrumentation. The ensemble can be regrouped into smaller units such as quartets and quintets comprised of various instrumental and/or vocal combinations. The main focus of this course will be performing and developing advanced skills in music.

FTA1300 **BEGINNING ACTING** **1 CREDIT**
Beginning Acting focuses on pantomime, creative dramatics, and improvisations. Students are taught basic techniques of pantomime and practice these techniques through simple story dramatizations and improvisations. Body and vocal exercises are included, along with techniques of relaxation and increasing sensory awareness.

FVC1000 **ARTS/CRAFTS** **1 CREDIT**
This course focuses on the exploration of the arts and craft media and processes. The student will experience a variety of activities and will learn some cultural history regarding different arts & craft techniques.

FVP1000 **PHOTOGRAPHY 1** **1 CREDIT**
This is an introductory course on photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, film processing, contact printing, enlarging and print mounting either through traditional photographic techniques or through digital media. Darkroom safety procedures are introduced.

FVP2000 **PHOTOGRAPHY 2** **1 CREDIT**
This is an intermediate course covering advanced exposure techniques involving measured and controlled light and time, the use of filters, film development for specific requirements and basic color photography either through traditional photographic techniques or through digital media. Individual projects include experiences in print toning, action photos, architectural compositions, and photos for news coverage. Further darkroom techniques and procedures may be utilized.

PDP1420 **HAWAIIAN DANCE** **.5 CREDIT**
By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. Students will assess personal levels of physical fitness and physical activity to revisit and apply the students' four year personal fitness plan to reinforce physical activity in their daily lives. This course is designed for students to strengthen physical movement forms, concepts, principles, and skills through performing Hawaiian dances. Students learn to apply a variety of locomotor and non-locomotor movements in combinations to a range of Hawaiian music. The Hawaiian dance forms may include but are not limited to, ancient and modern hula. In addition, students will be taught appropriate Hawaiian tradition and culture in order to make connections to the dances they are learning. Dance etiquette should also be emphasized during this course. Students enrolled in this course will strengthen movement forms and fitness levels and improve musical interpretation and technique, while gaining an appreciation for Hawaiian dance as a lifetime physical fitness activity. Key features of this course: apply a variety of locomotor and non-locomotor movement skills, combine movement skills to different kinds of Hawaiian music, explore Hawaiian culture and tradition as it relates to Hawaiian dance.

HEALTH

HLE1000

HEALTH TODAY AND TOMORROW

.5 CREDIT

This standards-based course is required of all students in grades 9 or 10. Students in this required course develop and practice skills that will promote and protect the health of self and others. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content (topic) areas can include but are not limited to: Promote Mental and Emotional Health, Promote Healthy Eating and Physical Activity, Promote Personal Health and Wellness, Promote Safety and Prevent Unintentional Injury and Violence, Promote Tobacco-Free Life Styles, Promote Alcohol and other Drug-Free Life Style, and Promote Sexual Health and Responsibility. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in advocating for the health of others.

MAX1190 **MODELING WORLD 2A** **.5 CREDIT**

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

MAX1195 **MODELING WORLD 2B** **.5 CREDIT**

As a continuation of Modeling our World IIA, this course provides additional learning opportunities incorporating the use of modeling to represent both mathematical and real-world contexts. The focus on modeling engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear, exponential, quadratic, and rational functions, as well as geometry and statistics topics that require the use of mathematical modeling.

MAX1200 **ALGEBRA 2** **1 CREDIT**

The Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1B by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques and inverse functions. This course includes the following topics: quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and permutation and combinations.

MCA1050 **ADVANCED PLACEMENT STATS** **1 CREDIT**

This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making statistical inferences. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.

MCA1040 **ADVANCED PLACEMENT CALCULUS** **1 CREDIT**

The Advanced Placement (AP) Calculus course has two alternative designs: Calculus AB and Calculus BC. Calculus AB includes elementary functions and assumes that students have strong backgrounds in algebra, geometry, trigonometry, and analytic geometry. Calculus BC addresses all of the topics contained in Calculus AB, as well as other topics such as infinite series. Both designs should be implemented using the recommended course syllabi provided through the Advanced Placement program of the College Board.

MCX1010 **TRIGONOMETRY** **.5 CREDIT**

Designed for students who have a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g., graphing calculators and computer applications).

MCX1020 **PRECALCULUS** **.5 CREDIT**

This course extends the study of elementary functions. Graphs and properties of algebraic functions, transcendental functions, and the conics are studied. Graphing with polar coordinates is included. Additional emphasis is placed on integration of appropriate technology (e.g., graphing calculators and computer applications).

MGX1150 **GEOMETRY** **1 CREDIT**

The emphasis of this course is on understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Concepts and processes are further developed and extended to include the following content: right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations.

MIC1200 **INTRODUCTION TO COLLEGE MATH** **1 CREDIT**

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

This course is to be used by only those schools officially participating in the pilot of the Hawaii P-20 Math Acceleration project. This course is for 12th graders who have been identified as students who are intending to go to college but could benefit from intensive coursework to ensure their preparation for credit-bearing mathematics courses. This course is classified as a Basic Elective; it will fulfill one of the 3 mathematics credits required for the high school diploma. This course is NOT a graduation requirement. This course WILL fulfill the 4th year mathematics credit that is required for the Honors designation for the high school diploma.

MSW1009A**MATH WORKSHOP GRADE 9****.5 CREDIT**

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

MSW1010A**MATH WORKSHOP GRADE 10****.5 CREDIT**

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

MAX1100**PROBABILITY****.5 CREDIT**

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.

MX1300**STATISTICS****.5 CREDIT**

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.

PHYSICAL EDUCATION

PEP1005 PHYSICAL EDUCATION LIFETIME FITNESS .5 CREDIT

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. This standards-based course is designed to build on intermediate or middle school Physical Education course experiences. The intent of this course is to integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in their school and community. Students will self-assess their personal fitness level, document their physical activity and develop a Four-year personal fitness plan, which will project the student's personal fitness activity through grade twelve. The content of this course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. All classes include general conditioning principles and concepts as well as activity specific conditioning principles and concepts. Classes, when appropriate, will utilize technology. This technology may include but not be limited to: Pedometers, Heart Rate Monitors, Body Composition Analyzers, Computers, and other technology used for individualizing student feedback. Instructors will select and offer activities from the following suggested list of highly regarded lifetime activities: Badminton, Tennis, Paddle Tennis, Soft Tennis, Pickle Ball, Table Tennis, Eclipse Ball, Swimming, Water Aerobics, Water Activities, Snorkeling, Kayaking, Fishing, Paddle Boarding, Hiking, Orienteering, Recreational Walking and/or Jogging, Bicycling, Adventure Activities, Trampoline, In-line Skating, Archery, Bowling, Golf, Shuffleboard, Horseshoes, Fencing, Bocce Ball, Lawn Bowling, Croquet, Frisbee Activities, Aerobics, Dance, Pilates, Yoga, Tai Chi, Functional Core Fitness, Stability Ball, Non-Contact Martial Arts.

PEP1010 PHYSICAL EDUCATION LIFETIME ACTIVITIES .5 CREDIT

By successfully completing this course, students will meet benchmarks for the Physical Education Hawaii Content and Performance Standards III. This course develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, field, invasion, and aquatic sports and games. Students will assess personal levels of physical fitness that reinforce these physical activities in their daily lives. Students should develop and apply a variety of locomotor and non-locomotor movement skills throughout the course to a range of modified games and lead-up activities. The content of this course should empower learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. Instruction should reintroduce sport activities which could include, but are not limited to: outdoor adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, water polo, ultimate Frisbee, golf, wrestling, and weight and resistance training. Key features of this course: a revisit and application of the students' four-year personal fitness plan, acquisition and application of skills, understanding of rules and strategies, importance of fair play, and the transfer of skills into lifetime activity situations.

PGP1510**GYMNASTICS****.5 CREDIT**

This course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of modified and adapted gymnastic activities. Students explore a variety of locomotor and non-locomotor movement forms (turning, twisting, balancing, rolling, jumping, landing, jumping, and leaping) and apply them in combinations and routines. Students will apply movement skills while performing modified gymnastic activities which can include a variety of experiences with a wide range of apparatus and manipulatives, including, but not limited to: mats, hula hoops, balls, ribbons, balance beam, uneven parallel bars, parallel bars, pommel horse, trampoline, vault, and rings (depending on the resources available). As a result of this course, students should attain competence in many critical skill elements and techniques, improve cardiorespiratory endurance, muscular strength and endurance as well as body composition and flexibility. Students will also see the long-term benefits associated with gymnastics and how they affect maintaining a physically active lifestyle. Key features of this course: explore and apply a variety of movement skills in combinations, use manipulatives and apparatus to emphasize movement skills, and increase physical fitness components.

PGP1520**TUMBLING****.5 CREDIT**

This course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of tumbling activities. Students explore a variety of locomotor and non-locomotor movement forms and apply them, in combinations, to modified tumbling activities. The activities could include floor exercises and creative routines performed to music. The activities presented should be performed on mats and padded surfaces to reinforce safety. Instruction should focus on injury awareness and proper stretching and warm-up. As a result of this course, students will combine movement skills to create and perform routines, increase flexibility and other physical fitness components, and foster creativity through a variety of tumbling activities. Students will also learn to appreciate the long-term benefits associated with tumbling. Key features of this course: explore and apply a variety of movement skills in combinations to modified tumbling activities, perform floor exercises and tumbling routines, and increase creativity and improve physical fitness components.

PWP1210**WEIGHT AND RESISTANCE TRAINING 1A****.5 CREDIT**

This course is designed to introduce and/or reintroduce weight and resistance training safety and etiquette as well as define muscular strength and endurance. Topics related to safety and etiquette could include, but are not limited to: breathing, proper footwear, posture, technique, spotting, proper use of equipment, proper procedures, etc. Instruction should define and reinforce development of muscular strength and endurance through modified weight and resistance training exercises including: plyometrics, free weights, universal apparatus, own body weight (as resistance), resistance bands and/or tubing, pulleys, medicine balls, weighted ropes, etc. Students will be required to develop and implement a training program not only geared to improve their muscular strength and conditioning, but also to increase their overall flexibility and body composition. Weight and resistance training exercises should target muscle groups including muscles of the head and neck, trunk, lower and upper extremities, and combinations of these muscle groups. Instruction in this course will emphasize and reinforce safety and etiquette when participating in weight and resistance training activities, as well as

PWP1240**WEIGHT AND RESISTANCE TRAINING 2B****.5 CREDIT**

It is strongly recommended that a student complete PWP 1230 – Weight and Resistance Training 2A as a prerequisite for taking this course. This course is designed to introduce circuit training into the weight and resistance program and students will apply it to their training in order to increase effectiveness of their workouts. After completing an initial assessment of muscular strength and endurance, flexibility, and body composition (pull-ups, modified push-ups, vertical hang, sit-and-reach, modified crunches, body fat percentage, etc.), instruction will emphasize the use of circuit training, which reinforces both aerobic and anaerobic exercises, to develop or update individualized weight and resistance training programs. Students should perform activities that combine a high energy aerobic workout with weight and resistance exercises. Periodically throughout this course, students should assess their heart rate levels and body composition and modify their training program as needed to reinforce their personal goals. Appropriate technology should be used if available. Key features of this course: introduce circuit training and apply it to a personal weight and resistance training program; reinforce both aerobic and anaerobic exercises, and assess and re-assess and make adjustments to personal weight and resistance training programs.

SCIENCE

SAH3003

INTRO TO FORENSIC SCIENCE

1 CREDIT

Forensic science offers students opportunities to apply scientific principles and procedures to material evidence in order to be of use in a court of law. The focus of this course is to conduct forensic investigations, analyze evidence, gain exposure to related careers, and meet experts in the field. Recommended Prerequisite: Course in Chemistry and Human Physiology.

SEH2503

MARINE SCIENCE

1 CREDIT

Marine Science offers students opportunities to expand their understanding of the physical and biological sciences through interactions and experience with the ocean and its inhabitants. Students will learn about processes that influence the hydrosphere, as well as the influence of the hydrosphere on the environment. This course emphasizes the use of laboratory and field investigation to collect data on structure, function, and interactions of the diverse marine organisms and ultimately explore issues involving human impact on the marine environment. Students are to meet all benchmarks in Biological Science (B.S.) Standards 1-5 and all relevant benchmarks in Earth Space Science (E.S.) Standards 1, 2, and 8.

SLH2203

BIOLOGY 1

1 CREDIT

Biology 1 is a laboratory course to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. Students are to meet all benchmarks in Biological Science (B.S.) Content Standards 1-5.
NOTE: SLH8003 Advance Placement (AP) Biology can be substituted for SLH2203 Biology 1.

SLH6503

ZOOLOGY

1 CREDIT

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

SLH8003 **ADVANCED PLACEMENT BIOLOGY** **1 CREDIT**

AP biology is comparable to a first year college-level course that emphasizes developing an understanding of concepts and science as a process, recognizing unifying themes that integrate and apply critical thinking to environmental and social concerns, and using extensive laboratory experience to clarify underlying principles of biology. This rigorous course helps to prepare students for the Advanced Placement Examination, which is three hours in length and is administered in May. The laboratory work done by AP students is equivalent to work completed by college students and is an integral part of the course for deep understanding of concepts in unity and diversity among organisms, connections between form and function, genetics and evolutionary change, energy and matter essential for life, biochemistry, microbiology, and ecological interactions. Examples of topics include: molecules and cells, heredity and evolution, and organisms and populations. Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5.

Recommended Pre-requisite: Course in Biology.

NOTE: SLH8003 Advance Placement (AP) Biology can be substituted for SLH2003 Biology 1.

NOTE: SLH8003 Advance Placement (AP) Biology can be substituted for SLH2203 Biology 1.

SPH2603 **PHYSICAL SCIENCE** **1 CREDIT**

Physical Science is a laboratory course that integrates major theories traditionally learned separately in Chemistry, Physics, and Earth Systems Science. Students use scientific investigation and study relationships between science, technology, and society to understand chemistry concepts that include physical and chemical properties of matter, the physical and chemical changes of matter, and the conservation of matter and energy; physics concepts focus on different forms of energy and energy transformations, relationships between force, mass and motion of objects and understanding the major natural forces of gravitational, electrical and magnetism. Students are to meet all benchmarks in Physical Science (P.S.) Content Standards 1, 2, 6, and 7.

SPH7505 **ADVANCED PLACEMENT PHYSICS** **1 CREDIT**

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

Recommended Prerequisite: One course in high school Physics and Trigonometry.

SPH3503 **CHEMISTRY** **1 CREDIT**

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

CSD2300**SOCIOLOGY****.5 CREDIT**

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

CER2200**HAWAIIAN STUDIES****.5 CREDIT**

This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues.

CER2300**PACIFIC ISLAND CULTURES****.5 CREDIT**

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, 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.

CSD2500**ECONOMICS****.5 CREDIT**

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

SPECIAL PROGRAMS

NSC1015

COMMUNITY BASED INSTRUCTION

0 CREDIT

COMMUNITY BASED INSTRUCTION: The purposes of this program are to provide students with functional, standards-based knowledge and skills to use to access and utilize the resources in their community. In addition, the student outcomes for this series of courses include, but are not limited to (a) the ability to self-advocate, (b) the development of daily living and social skills, appropriate behaviors and attitudes, and (c) demonstrate increased independence and mobility in their community. The activities must be linked to the students' goals and objectives and should support the students' post-school outcomes of the transition plan in the IEP. They must be authentic, challenging and age-appropriate and are not field trips. The course descriptions below are general and not meant to limit planning to specifically what is described; the scope of the activities is dependent on the readiness level of each student as determined by the IEP.

NEI1020

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

.5 CREDIT

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

XMT1028A

CINEMA AND VIDEO

.5 CREDIT

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

WORLD LANGUAGES

WAJ1010

JAPANESE 1A

.5 CREDIT

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

WAJ1020

JAPANESE 1B

.5 CREDIT

This is the continuation of a two-semester sequence. Students apply skills developed in 1A to engage in daily life situations using simple oral exchanges. Reading and writing skills are developed to support a limited range of written exchanges in familiar situations using the writing system of the language studied. Classroom instruction and projects provide a general introduction to some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Together 1A and 1B courses are the Beginning of Stage I and include the grade Year 1 benchmarks.

WAJ2010

JAPANESE 2A

.5 CREDIT

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

WAJ2020

JAPANESE 2B

.5 CREDIT

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

WAJ3010 **JAPANESE 3A** **.5 CREDIT**

The courses above begin Level 3 of all Asian language courses. Students enrolled in these courses have either successfully completed the Level 2 courses at the high school or middle school or have placed out of Level 2 due to previous language study or other language learning experiences. These courses provide students with additional opportunities to expand their listening, speaking, reading, and writing proficiencies so that they can create with language. They can initiate and maintain face-to-face interactions to satisfy communication and social interaction demands.

WAJ3020 **JAPANESE 3B** **.5 CREDIT**

This is the continuation of a two-semester sequence in which students focus on increasing proficiency in applying skills accumulated in prior courses. They can identify main ideas and significant details in oral and written presentations, and read and interpret simplified authentic materials on familiar topics that have been adapted for classroom use. Students continue to refine their knowledge and understanding of the culture studied as well as their own, by demonstrating behaviors appropriate to the cultures. Grammar is integrated throughout the course and is selected according to the language needs. Together, 3A and 3B courses provide the transition to Stage II and therefore focus on completion of the Year 2 benchmarks as well on a basic understanding and command of the Year 3 benchmarks.

WAJ4010 **JAPANESE 4A** **.5 CREDIT**

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

WAJ4020 **JAPANESE 4B** **.5 CREDIT**

This is the continuation of a two-semester course intended to move students towards an intermediate level of proficiency. Students apply growing proficiency in narration and description to an increased cultural and literature focus. Short stories, poetry, excerpts from selected literary sources, and authentic materials are included for reading and discussion. Finer points of grammar are studied to refine oral and written communication. Topics and projects encourage connecting language study to other disciplines and use of the language inside and outside of the classroom setting. Together, 4A and 4B develop Stage II proficiencies and therefore focus on the review and completion of the Year 3 benchmarks as well as on a basic understanding and command of the Year 4 benchmarks.

WES1010 **SPANISH 1A** **.5 CREDIT**

Students begin the study of Spanish and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of a daily and recurring nature. Emphasis is placed upon development of basic listening, speaking, reading, and writing skills.

WES1020**SPANISH 1B****.5 CREDIT**

This is the continuation of a two-semester sequence. Students apply skills developed in 1A to engage in daily life situations using simple oral and written exchanges. Classroom instruction and projects integrate some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Together, 1A and 1B are the Beginning of Stage I and therefore must include all Year 1 benchmarks as the essential core of the course.

WES2010**SPANISH 2A****.5 CREDIT**

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

WES2020**SPANISH 2B****.5 CREDIT**

This is the continuation of a two-semester sequence in which students expand their skills and begin to operate with some variety by combining familiar and new material. Emphasis is on moving toward more open-ended activities in which students apply new structures to satisfy basic survival needs and to interact in areas of general interest and daily need. Students begin to write and understand selections that use related sentences to narrate, describe, and compare familiar topics, events, and ideas. Grammar is integrated throughout the two courses and is selected according to language needs. Together, 2A and 2B lead to the completion of Stage I and therefore must include all Year 1 and 2 benchmarks.

WES3010**SPANISH 3A****.5 CREDIT**

The courses listed above are Level 3 of European and Hawaiian language courses. Students enrolled in these courses have either successfully completed the Level 2 course at the high school or middle school or have placed out of Level 2 due to previous language study or language learning experiences. These courses provide students with additional opportunities to move on to Stage II proficiencies. In Stage II, students are able to expand their listening, speaking, reading, and writing proficiencies so that they can create with language and access short literary texts, authentic materials, and media on generally familiar topics. They can initiate and maintain face-to-face interactions to satisfy communication and social interaction demands.

WES3020**SPANISH 3B****.5 CREDIT**

This is the continuation of a two-semester sequence intended to help students progress in Stage II proficiencies. Students apply previously-developed content and skills to identify main ideas and significant details in oral and written presentations, read and interpret authentic materials, and narrate and describe in sentences or groups of related sentences. Students continue to refine their knowledge and understanding of the culture studied as well as their own by demonstrating behaviors appropriate to the culture. Grammar is integrated throughout this two-course sequence and is selected according to the language needs. Together 3A and 3B provide the transition to Stage II and therefore must address the Year 3 benchmarks.

WES4010**SPANISH 4A****.5 CREDIT**

The courses above are Level 4 of all European and Hawaiian language courses. Students enrolled in these courses have either successfully completed the Level 3 course or have placed out of Level 3 due to previous language study or language learning experiences. Increasing vocabulary and knowledge of finer points of grammar enable students to refine oral and written communication. Topics and projects are carefully selected to help students broaden the range of situations in which they can operate, connect language study to other disciplines and use the language inside and outside of the classroom setting.

WES4020**SPANISH 4B****.5 CREDIT**

This is a continuation of a two-semester sequence intended for students who are continuing the development of intermediate (Stage II) levels of proficiency. A major focus of this course is to enable students to communicate, in writing and in extended oral exchanges, on a variety of topics and begin to adjust communication to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. There is an increased cultural and literature focus as short stories, poetry, excerpts from various literary sources, and authentic materials are included for reading and discussion. Together, 4A and 4B lead to the completion of Stage II and therefore must focus on completion of all of the Year 4 benchmarks.

WPH1010**HAWAIIAN 1A****.5 CREDIT**

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

WPH1020**HAWAIIAN 1B****.5 CREDIT**

This is the continuation of a two-semester sequence. Students apply skills developed in 1A to engage in daily life situations using simple oral and written exchanges. Classroom instruction and projects integrate some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language

needs. Together, 1A and 1B are the Beginning of Stage I and therefore must include all Year 1 benchmarks as the essential core of the course.