




2023-2024 CURRICULUM GUIDE



**LEILEHUA
HIGH SCHOOL**
Proud Home of the Thirty Mules

 (808) 305 - 3000

 www.leilehua.k12.hi.us

1515 California Avenue
Wahiawa, Hawai'i 96786

General Information

Leilehua High School, a nationally recognized school of excellence, was founded in 1924 and is accredited by the Western Association of Schools and Colleges. It is one of the six high schools in the Central Oahu District. It is located on 31 acres of land in the suburban community of Wahiawa, approximately 25 miles north of the state capital, Honolulu.

The Common Core Standards serve as the basis for a comprehensive educational program at Leilehua High School. The State General Learner Outcomes are an integral part of Leilehua's culture and are demonstrated in daily classroom instruction and assessments. The GLOs define what each student should know, understand, and be able to do upon graduation and also equip them with the knowledge, competencies and orientations needed for success. Leilehua High School's GLOs are as follows: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator and Effective and Ethical User of Technology.

DOE Policy on Non-Discrimination

Students have equal access to courses, programs and services at Leilehua High School regardless of race, color, national origin, sex, religion or disability. Inquiries concerning the application of Title VI of the Civil Rights Act of 1964, Title IX of the Rehabilitation Act of 1973 as amended and the regulations there under, may be referred to the principal. If the matter cannot be resolved at the school level, students and/or parents are encouraged to make use of the Department of Education's Civil Rights Complaint Procedure for Students and file a written complaint with the District Superintendent.

Directory Information

The following categories of information are designated as "directory information": the student's name, date and place of birth, address, telephone, dates of attendance, class level, major field of study, participation in officially recognized activities and sports, weight and height if member of an athletic team, awards received, graduation date and the most recent previous educational agency or institution attended. Parents who wish to withhold "directory information" on their child, must inform the school in writing. Requests to withhold directory information must be renewed annually.

Fee Payments

Fees for non-instructional activities may be collected for the purposes provided by law but not in excess of the authorized maximum for each subject as set forth in the Department of Education's regulations.

Class Dues (Mandatory) \$8.00 are used to subsidize the cost of class elections, special projects, informal social activities and for other class related activities.

Student Government Dues (Mandatory) \$10.00 are used to subsidize the cost of the student agenda, student I.D. cards, elections, state/national dues and representation, social activities, special projects and other student government related activities.

Athletic Activity Book \$25.00 provides for reduced student admission to both home and away regular season athletic events.

Graduation Fee (Mandatory for Graduates) \$25.00 subsidizes the cost of the graduation ceremony.

Yearbook \$60.00

Check Policy

Checks should be made payable to Leilehua High School, for the exact amount only. Please note your child's name in the memo line so that your child's account can be credited accordingly. The DOE shall assess and collect a service charge of \$25 for any returned check in accordance with Chapter 40-35.5 H.R.S.

Directory Assistance

Counseling Department

305-3070

Class of 2024

Administrator: Mr. Shawn Nakata	305-3000
A: Mrs. Lois Lozano	305-3040
B: Mrs. Carrine Higa	305-3053
C: Ms. Erin Chow	305-3071
D-E: Mrs. Lynn York	305-3062
F-H: Mr. Chad Jicha	305-3052
I-K: Mrs. Kimberly Townsend	305-3050
L-Z: Ms. Michele Sales	305-3063

Class of 2025

Administrator: Ms. Akenese Atonio-Figueroa	305-3000
A-K: Mr. Chad Jicha	305-3052
L-Z: Mrs. Kimberly Townsend	305-3050

Class of 2026

Administrator: Mrs. Shelley Ferrara	305-3000
A-K: Mrs. Lois Lozano	305-3040
L-Z: Mrs. Carrine Higa	305-3053

Class of 2027

Administrator: Mr. Shane Nakamura	305-3000
A-K: Mrs. Lynn York	305-3062
L-Z: Ms. Erin Chow	305-3071

Special Education

Ms. Kristie Sasamura	Student Services Coordinator	305-3072
Mr. Len Nakasone	Department Head	305-3142

Office of the Registrar

Ms. Dion Cabalce	Registrar	305-3103
Ms. Donna Ramo	Records Clerk	305-3101

Athletic Director

Mr. Nolan Tokuda	305-3143
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Principal

Mr. Jason Nakamoto	305-3000
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Graduation Information

Graduation Requirements

Course Requirements	Class of 2016 & Beyond High School Diploma
English	4.0 credits including: - English Language Arts 1 (1 cr); - English Language Arts 2 (1 cr); and - Expository Writing or approved equivalent course (.5 cr)
Social Studies	4.0 credits including: - World History (1 cr); - US History (1 cr); - Modern History of Hawaii (.5 cr); and - Participation in a Democracy (.5 cr)
Mathematics	3.0 credits including: - Algebra 1 (1 cr) - Geometry (1 cr)
Science	3.0 credits including: - Biology (1 cr) - Basic Lab Science (2 cr; Chemistry, Physics)
World Language; Fine Arts; Career & Technical Education	2.0 credits in one of the specified courses World Language: 2 credits taken consecutively in a single World Language Fine Arts: Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. (Credits do not need to be in a single discipline.) CTE: 2 credits in a single career pathway program of study sequence
Senior Project	*Required only for STEM Honors Diploma
Physical Education	1.0 credit
Health	0.5 credit
Personal Transition Plan	0.5 credit
Electives	6.0 credits

Honors Recognition Certificate Requirements

Academic Honors	CTE Honors	STEM Honors
<p>Cumulative GPA of 3.0 or above</p> <p>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, Pre-calculus.</p> <p>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</p> <p>Two credits minimum must be from AP/IB/Running Start courses (Equivalent to credits for 2 college courses)</p>	<p>Cumulative GPA of 3.0 or above</p> <p>Complete a two course sequence in an approved CTE Program or Program of Study</p> <p>- Earn B or better in each required program of study (coursework).</p> <p>- Meet or exceed proficiency on performance-based assessments for corresponding program of study.</p>	<p>Cumulative GPA of 3.0 or above</p> <p>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, Pre-calculus.</p> <p>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</p> <p>A STEM Capstone / STEM Senior Project.</p>

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

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).

Commencement Exercises: Students shall be permitted to participate in commencement exercises if they: 1) meet the requirements for a diploma or a certificate; 2) have fulfilled their financial obligations; and 3) satisfy other conditions that meet the standards of clarity, reasonableness, and justifiability, as established by the DOE.

Registration Information

Registration Information: Students transferring from another Hawaii public school must present a release packet from their previous school. Students transferring from an out-of-state or private school must provide:

- TB Clearance-documented proof of a negative tuberculin skin test or chest x-ray result must be submitted before admittance.
- Birth certificate or other proof of legal name and birth date.
- School records including unofficial transcript.
- Form 14 (Health Record indicating that a physical examination has been completed and immunization requirements met) or proof of a physical appointment must be submitted before admittance to school. Students under 18-years of age must be accompanied by their parent(s) or legally appointed guardian(s) at time of registration.
- Proof of residency. (Utility bill, lease, rental agreement)

Geographic Exceptions: Students are required to attend the school within the district in which their parents or legal guardians reside, however, attendance at a school in another district may be granted at the discretion of the Department of Education. To obtain a geographic exception form, parents must contact the administrator of the school the student wishes to attend.

Transfer to Another School: Parent authorization (Request for Release form) is required for any student who intends to withdraw from Leilehua High School. The student will be provided with a clearance form to complete and return to the Registrar's Office. The student will then be given a release packet that includes the necessary documents for enrollment at another school. Official records will be mailed to the receiving school upon receipt of written authorization.

Early Release With Credit: Students who withdraw from Leilehua High School prior to the end of the semester/year will not be awarded credit for the respective term. In the case of a military transfer, if a student must relocate prior to the end of the grading period and is unable to arrive at their sponsor's new duty station in time to enroll at another school, Department of Education regulations allow for early withdrawal with credit if a copy of the Permanent Change of Station (PCS) orders are submitted prior to approved withdrawal date. See counselor for details.

Promotion Policy: Each student must earn a minimum number of credits by the beginning of each school year to be promoted.

From grade 9 to 10: 5 credits

From grade 10 to 11: 11 credits

From grade 11 to 12: 17 credits

Mid-year promotions will only take place for a declared accelerated graduate who meets the minimum requirements of 17 credits after the first semester. At this time, he/she will be promoted to grade 12.

Schedule Changes: Program changes will be made for the following reasons only: scheduling error, summer school attendance, credit deficiencies, misplaced in ability level, medical waiver, Employment-Modified Schedule (seniors only). Schedule changes for elective classes shall occur within the first 2 weeks of the semester.

Advanced Placement (AP) Courses: Advanced Placement courses are open to any student seeking rigorous college level courses. Please refer to AP Course listing for more information.

Special Programs

Academically Accelerated Programs: For students requiring greater challenge, Leilehua High School offers the Gifted & Talented Program, Honors and Advanced Placement courses.

Gifted and Talented (GT) Program: Gifted and Talented (GT) students are those who, by virtue of exceptional abilities, are capable of high performance in various areas; Leilehua High School addresses the academically gifted. Students are welcome to apply for the program. After the screening process is completed, a selection committee determines whether GT placement is appropriate.

Honors (H): Honors courses are advanced courses with higher expectations for students who have maintained at least a 3.6 GPA, received only A's and B's in the current as well as previous marking period, and maintained a reading score of at least his/her current grade level. Interested students must apply for acceptance into the program before signing up for the Honors courses. Also, all students who qualify for the Honors program must maintain the entrance criteria mentioned above in order to continue to remain in the program.

The following courses are offered to our academically gifted and honors students:

English 1, English 2, World History & Culture, U.S. History & Government, Modern History of Hawaii/Participation in a Democracy, Biology, Chemistry, Geometry, Algebra 1

Advanced Placement (AP): Advanced Placement (AP) courses are college level courses based on the Advanced Placement Program of the College Entrance Examination Board. They are rigorous with very high expectations. The student is required to take the corresponding AP exam. Failure to do so will result in an unused test fee and course being reverted to a 4 point scale.

The AP courses available at Leilehua High School are:

English Language & Composition, Literature & Composition, World History, United States History, Psychology, US Government and Politics, Biology, Chemistry, PhysicsB, PhysicsC, Calculus AB, Calculus BC, Statistics, Spanish, Art History, Computer Science

*Grades for AP courses are weighted on a 5.0 scale. However, if the student fails to take the exam, grade will be based on a 4.0 scale.

Early College Program: The Early College Program is an exciting educational opportunity that provides college credit for our high school students here on our campus. The Early College Program is unique in its approach to early college:

* The college courses are offered online. Online courses eliminate the challenges high school students face while taking traditional college courses including: transportation issues, bell schedule conflicts and the desire to stay involved in school/sport activities after school. Computer access will be provided in the classroom, so Internet access at home is not required.

* Provides on site support for the students as they transition from high school to college level work and expectations. A Leilehua staff member will provide face-to-face support during a class period, in the school day. In addition, the teacher will team with the college instructor, to provide the resources to maximize our students' success.

* Prepares students for college online learning. Most colleges now offer online courses. Leilehua Early College Program focuses on helping students develop time management as well as the skill set needed to succeed in a virtual classroom.

Army JROTC Program: Army JROTC is a four-year elective program of instruction emphasizing leadership development, citizenship, self-discipline, character development and basic military subjects. It provides an orientation to the military as a career option and an opportunity for practical career and vocational educational experiences. Completion of JROTC may qualify students for a higher rank when they enlist in the armed forces or may lead to advance placement in the senior division ROTC at the college level. The JROTC program introduces students to all branches of the military without obligation to enlist.

Agricultural Learning Center: The Agricultural Learning Center at Leilehua High School is open to all interested students within the Central Oahu District and is designed for students who have an interest in the exploration of Agriculture. Tillage of soil, propagation, animal science, welding, masonry, small engine repair, and hydroponics are covered in-depth including practical applications. Students attend the Learning Center after school hours.

ELL Program: The English Language Learners (ELL) program is designed to assist non-English and limited-English speakers to acquire basic English language & "real life" skills so they can adjust and function successfully in regular classes. The main objective is to increase basic skills: listening, speaking, reading, & writing. Classroom activities focus on helping students feel good about themselves and others, to learn about their community, Hawaii, the United States and other world cultures.

Special Education: The Special Education program is designed to provide a free and appropriate educational program that will enable students with special needs to achieve their fullest potential. All students in the program must be certified by the Hawaii State Department of Education. An Individualized Education Program (IEP) is created specifically for each student; along with courses that are designed to meet the needs of the special education certified students.

SWANS: The SWANS (Students Wanting a New Start) Learning Center is an on-campus option which serves students who are alienated and unable to cope with the traditional classroom setting. In addition to individualized educational programs to improve academic proficiency and experience, social and personal development are emphasized.

Student Support

Tutoring: Tutoring services are available to all students. Contact your child's counselor for further details.

SMARTS (Students Maximizing Academic Resources & Tutoring Services): Certified teachers in core subject areas are available every Tuesday and Thursday evenings from 6:00 - 8:00 pm in the Library. Students must present an ID to enter. Tutoring services are free.

TIPS (Tutorial Instructional Program for Students): Free tutoring services available for all core subject areas. Days, times and location to be determined at a later date.

Co-Curricular Activities: Leilehua offers many co-curricular activities in which students can participate, including service and special interest clubs. By getting involved, students make new friends and learn valuable life-long skills. Visit the Student Activities Room (28) or the Athletic Office (Gym) for more information.

Student Government Opportunities: LHSSA Student Council and Class Councils

Chartered Clubs: Archery, Best Buddies, College Club, Family Career & Community Leaders of America (FCCLA), Future Farmers of America (FFA), Hiking, Inspire, Interact, Key, Leilehua Action Sports Enthusiasts Club (LASEC), Leo, Los Amigos, National Honor Society, Nakayoshi Kai, Oceania, STEM, Speech & Debate

Athletics: The athletic program at Leilehua High School attempts to meet the needs and interests of our students. As a charter member of the O.I.A. (Oahu Interscholastic Association), Leilehua High School participates in the following sports under the direction of the Athletic Director:

Fall: Air Riflery, Bowling, Cheerleading, Cross Country, Football, Soft Tennis, JV Softball, Girls Volleyball

Winter: JV Baseball, Boys Basketball, Girls Basketball, Paddling, Soccer, Swimming, Girls JV Tennis, Wrestling

Spring: Vars Baseball, Golf, Judo, Vars Softball, Vars Tennis, Track & Field, Boys Vars Volleyball, Girls Vars Water Polo

Effective September 1986, students must maintain a 2.0 or "C" average and pass all courses required for graduation in order to participate in athletics or other co-curricular activities.

Parent-School Communication

Reports to Parents: The academic progress of each student is reported at the end of each quarter through a report card. Mid-term progress reports are also provided for each student. All report cards are mailed home. Mid-term progress reports are hand carried for the first and third quarters while the second and fourth quarter progress reports are mailed home. Parents should contact their child's counselor if they (1) fail to receive a report card or mid-term progress report or (2) wish to obtain an attendance report or (3) wish to schedule conferences with their child's teachers. If you wish to contact your child's teacher via e-mail, simply log on to our website at www.leilehua.k12.hi.us and click on Faculty and Teachers by Department.

SchoolMessenger: SchoolMessenger is the automated phone messaging system that allows us to contact parents whenever a student is marked absent in their classes. In addition, SchoolMessenger is used to communicate any reminders or important announcements via phone call, email and or text messaging. If you feel you are not receiving these messages, please check with the Registrar's office to make sure that your phone number and email address is current in the system.

Continuous Notice

The Hawaii State Department of Education (HSDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion, or disability in its programs and activities and provides equal access to designated youth groups, including the Boy Scouts. Please direct inquiries regarding HSDOE nondiscrimination policies as follows:

Core Curriculum: English Language Arts

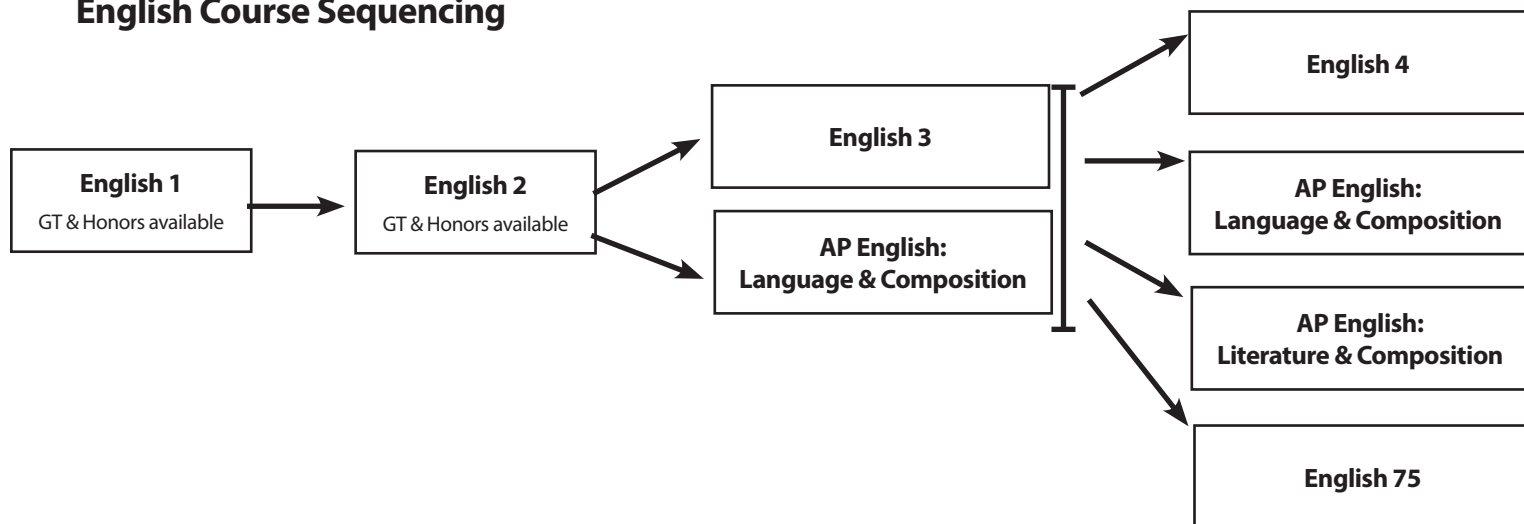
Title	ACCN Code	Grades	Credit	Prerequisite / Approval needed?
English Language Arts 1	LCY1010	09	1	none
English Language Arts 2	LCY2010	10	1	
English Language Arts 3	LCY3010	11	1	
English Language Arts 4	LCY4010	12	1	

The courses in the Comprehensive Language Arts Program provide students a balanced program of reading, writing, oral communication, literature, and language study. All of the high school content standards and benchmarks for Language Arts are addressed.

Expository Reading & Writing (Eng 75)	LCY5000	12	1	Current teacher recommendation
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The course curriculum emphasizes focused reading, writing, speaking and listening, and research work based on Hawaii's Common Core State Standards, CCSS-ELA. This course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards' additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition.

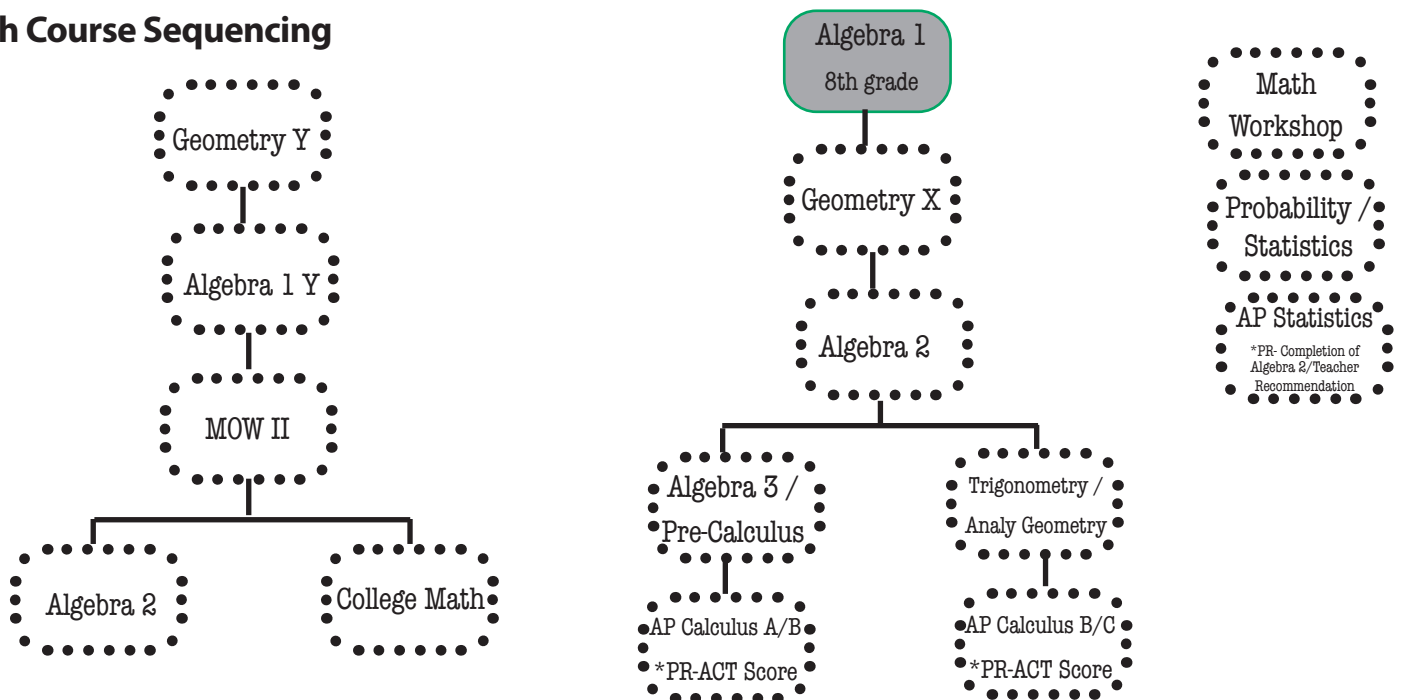
English Course Sequencing



Core Curriculum: Mathematics

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Geometry	MGX1100	09 10 11 12	1	none
The first semester of Geometry focuses on the understanding and use of relationships among points, lines, and figures including concepts such as parallelism, congruency, similarity and rigid motion. Second semester the topics are extended to include right triangle relationships, trigonometric ratios, areas and volumes of three-dimensional figures and circle relationships.				
Algebra 1	MAX1155	09 10 11 12	1	none
This course is designed to help students in quantitatively oriented programs. Topics include the real number system, first-degree equations, and inequalities in one and two variables, polynomials, and graphs. Second semester topics include products and factors of polynomials, quadratic equations, and rational and irrational numbers.				
Mathematics: Modeling Our World 2 (MOW2)	MAX1180	11	1	none
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. <i>This course does not meet NCAA eligibility requirement.</i>				
Algebra 2	MAX1200	10 11 12	1	Current teacher recommendation
Algebra 2 extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, exposing the students to various algebraic and graphing techniques and functions. The students will also be exposed to quadratic relations, exponents and logarithms, matrices and determinants.				
Algebra 3 Pre-Calculus	MAX1310 MCX1020	11 12	0.5 0.5	Current teacher recommendation
Algebra 3 provides opportunities for students to strengthen their algebraic skills through working with linear and polynomial equations, sequences and series and real and complex numbers. Pre-Calculus extends the study of elementary functions including the graphs and properties of algebraic, transcendental and conical functions.				
Trigonometry Analytical Geometry	MCX1010 MCX1030	11 12	0.5 0.5	Current teacher recommendation
Trigonometry provides an intensive study of trigonometric functions, fundamental identities, trigonometric equations, and inverse trigonometric functions. Analytical Geometry is designed for students who are preparing to study calculus, and includes the study of rectangular and polar coordinates, curve sketching, conics and parametric equations.				
Probability Statistics	MXX1100 MXX1300	11 12	0.5 0.5	Completion of Algebra 1; Current teacher recommendation
Probability focuses on developing probability concepts inherent in everyday situations as seen in investment, insurance, science, business and technology. Statistics introduces students to statistical issues and concerns and presents strategies for analyzing and interpreting data.				
Math Workshop (Algebra 1)	MSW1010 MSW1011	10 11	1 1	Current teacher recommendation
This semester course is designed for students who need to strengthen their understanding of mathematical concepts in each of the math strands with an emphasis on developing critical thinking skills. (This course is an elective credit only and does not meet the Mathematics graduation requirement. It is repeatable for credit and must be taken for the full year.)				
Introduction to College Math	MIC1200	11 12	1	Current teacher recommendation; Completion of MOW 2 or higher
This course prepares students for any non-STEM college level math. Introduction to College Mathematics will focus upon topics from 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 pure mathematical contexts.				

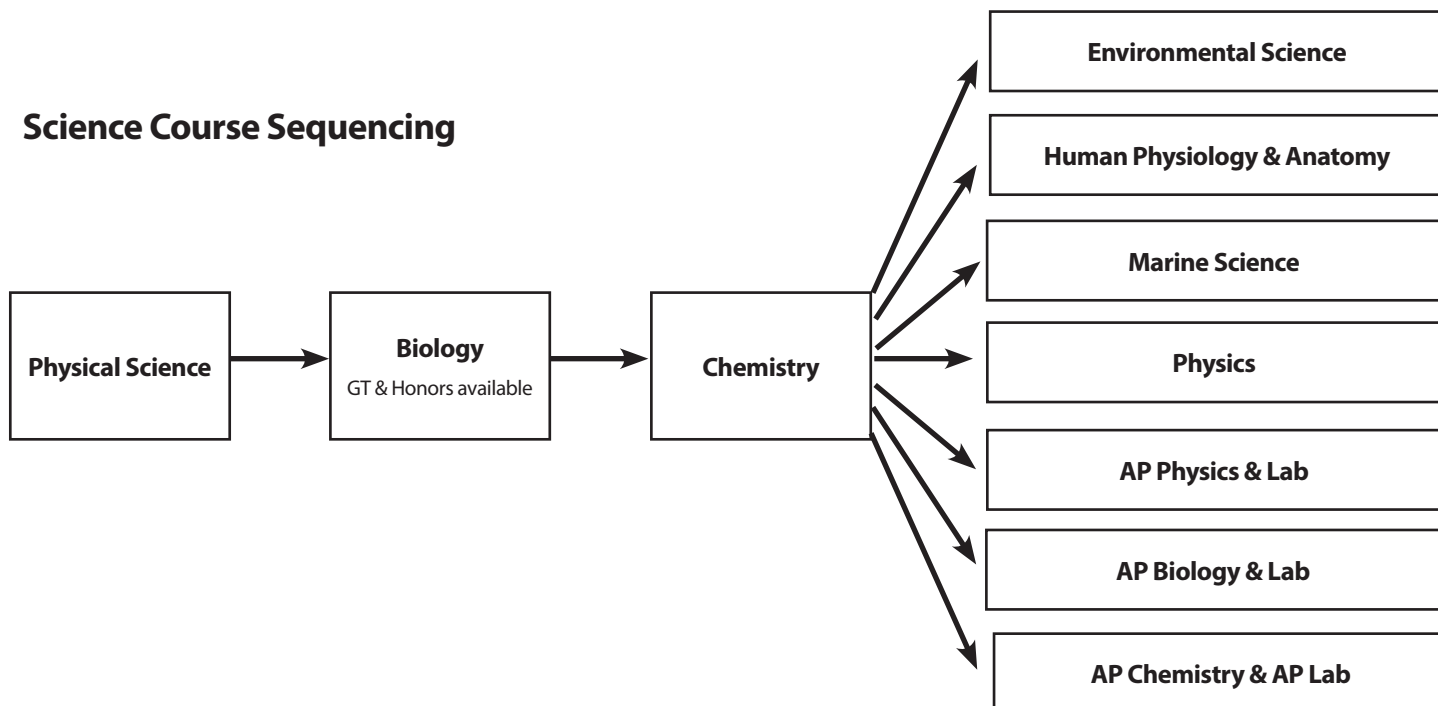
Math Course Sequencing



Core Curriculum: Science

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Physical Science	SPH2603	09	1	none
This course is an NGSS based introductory course to the courses of Chemistry and Physics. It is guided by the focus of the NGSS on their selected topics in Chemistry and Physics.				
Biology	SLH2203	10	1	none
This laboratory course uses biological themes to develop inquiry skills using exploratory and investigative experiences. Topics covered included the structure and function found in organisms, genetics, ecology and biodiversity, conservation of resources, and environmental problems.				
Chemistry	SPH3503	11 12	1	none
This laboratory course facilitates the NGSS relevant to the topics of structure and properties of matter and chemical reactions of high school physical sciences, which includes the core ideas of periodic properties of the elements, atomic theory, chemical bonding, and the rates and mechanisms behind chemical reactions.				
Environmental Science	SIH3603	11 12	1	none
This introductory lab course is for students who wish to study topics relating to the environment. Environmental science is the study of the natural sciences in an interdisciplinary context that includes consideration of people and how they have influenced various systems around them. It includes many aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for the Earth and its natural resources.				
Human Physiology 1	SLH7503	11 12	1	Biology, Current teacher approval
This second year biology laboratory course covers in depth the study of the anatomy and physiology of humans. The various human body systems are studied in terms of inter-relatedness of the body's internal environment. Students are provided with extended opportunities to study issues, topics and themes in greater depth. Coursework also involves rigorous hands-on laboratory experiments and research projects.				
Marine Science	SEH2503	11 12	1	none
This laboratory course uses the marine environment as a focus to cover biology, chemistry, physics and geology. Students will study topics such as the responsible use and sustainability of our ocean and coastal resources, waves and currents, marine related ecological issues, and the biology of various marine animals and plants.				
Physics	SPH5603	11 12	1	none
This laboratory course facilitates the NGSS relevant to the topics of forces and interactions, energy, waves and electromagnetic radiation and related technologies, and nuclear processes.				

Science Course Sequencing



Core Curriculum: Social Studies

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
World History and Culture	CHW1100	09	1	none

This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, sociopolitical, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events.

U.S. History and Government	CHU1100	10	1	none
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This course examines the development of the United States through historical concepts of change, continuity, and causality; and concepts of governance, democracy, conflict, and cooperation. This course requires students to examine and understand the past within the context of the time period and allow students to examine key ideas, events, people, and movements in the United States assisting them in developing their own views.

Modern History of Hawaii Participation in a Democracy	CHR1100 CGU1100	11 12	0.5 0.5	none
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Modern History of Hawaii engages students in in-depth historical inquiry focusing on the historic, geographic, sociopolitical, economic, technological, and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines Hawaii in the context of the interactions and interrelationships that have shaped and continue to influence major decisions here. Participation in a Democracy provides opportunities for students to actively engage in civic discourse. 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.

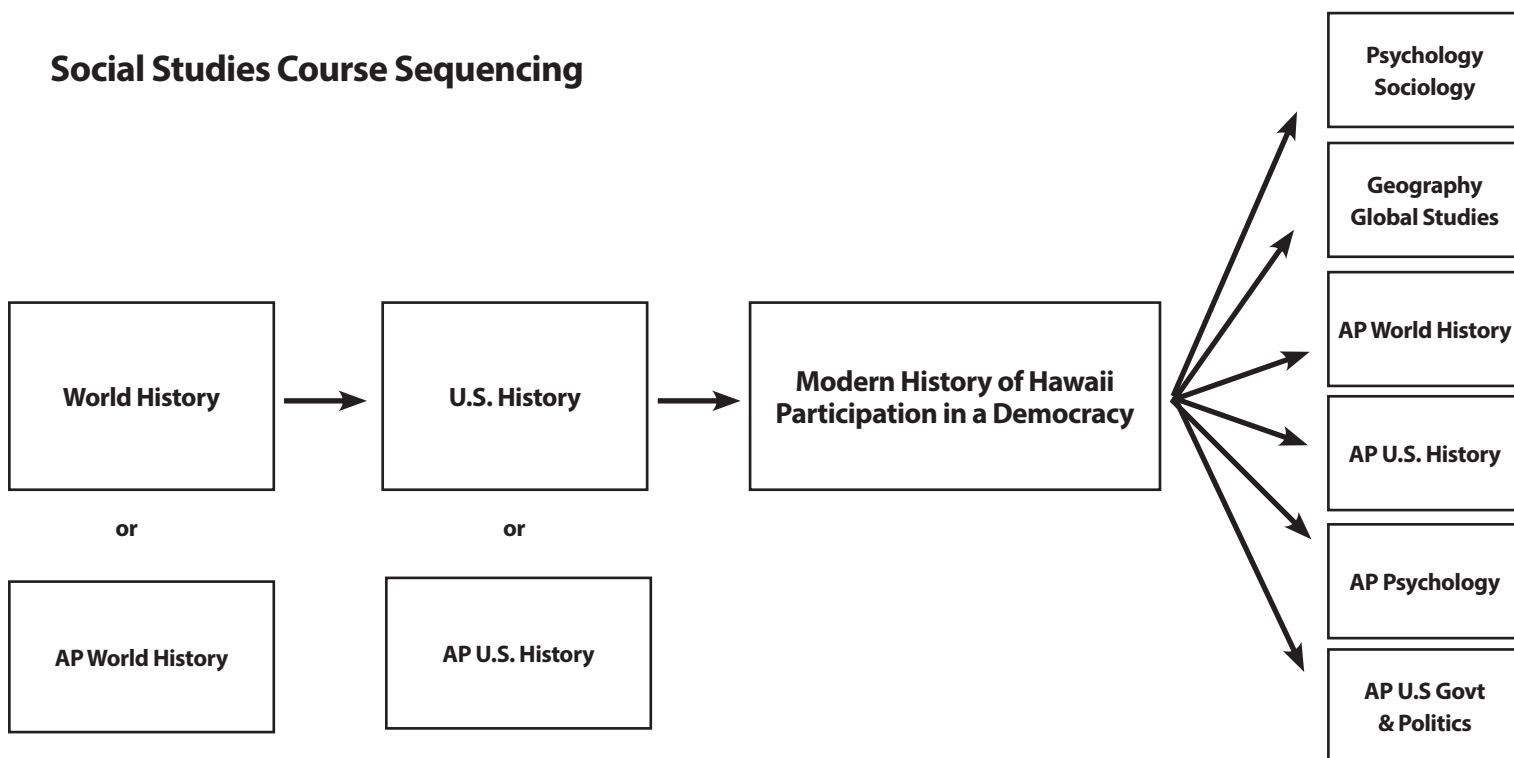
Psychology Sociology	CSD2200 CSD2300	11 12	0.5 0.5	none
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Psychology helps students to understand the physical and psychological basis of human behavior. Students learn about the origin of psychology, biology of the brain and how it affects human behavior, theories of learning, states of consciousness, human development, and abnormal psychology. In Sociology, students learn about human society and social behavior. Sociology emphasizes inquiry, using sociological methods to analyze behavior. Students learn about the origins of sociology, components of culture, research methods, adolescence, and crime and deviance. **Required material: 2 inch binder or 8.5" x 11" 3 subject spiral bound notebook.**

Geography Global Studies	CSD2100 CGW2400	11 12	0.5 0.5	none
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Geography is a study of geographic concepts of spatial terms, places and regions, physical and human systems, and the environment. Students will examine past and present societies using the tools and methodologies of geographers to evaluate the earth and its people. Global Studies addresses global issues that have social, economic, political, cultural, technological, and ecological significance. Studies will be made of: the interdependence of countries, perceptions of people and countries, human rights around the globe, conflict and conflict resolutions, and change in the future.

Social Studies Course Sequencing



AP COURSES: (Advanced Placement)

Advanced Placement courses are open to any student seeking rigorous college level courses. Student must agree to the following conditions:

- Students are only allowed to withdraw from the course by mid-quarter of Quarter 1. Once the withdrawal period has ended, students may not drop the course and it will remain on their transcript.
- Students must take the AP exam at the end of the year to be eligible for the 5.0 scale. Cost of the AP exam is \$93 (*Fees subject to change by CollegeBoard without notice*). Students who qualify for free/reduced lunch are eligible for a fee reduction. Failure to take exam will result in an unused test fee and course will be reverted to a 4.0 grading scale.

AP Study Hall (Non-Credit Course)	XT-----	09 10 11 12	0	2 or more AP/College Level courses
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Under supervision of an adult, this course is designed to provide additional study time for students that have elected to enroll in multiple college level or AP courses. Students can use this time to study in the library, conduct research pertaining to AP/college level courses or discuss college/career options with a counselor.

EDUCATION TECHNOLOGY

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Computer Science Principles	ECS9800	11 12	1	Current teacher recommendation; Completion of Algebra 1

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structure), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

ENGLISH

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) English Language & Composition	LAY6010	11 12	1	Recommend C or better in English 2 or 3, Ms. Yoshitake, rm 41

This is a college level course based on the Advanced Placement Program of the College Board. The course aims to develop students' awareness that a particular set of language conventions defines standard written English, the preferred dialect for academic discourse, to deepen and expand their understanding of how written language functions rhetorically through the critical reading of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports), and to deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). This course stresses training in the reading and analysis of discursive prose and the writing of synthesis, rhetorical analysis, and argument essays. Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.

Advanced Placement (AP) English Literature & Composition	LAY6100	12	1	Recommend C or better in English 3 or AP Lang&Comp Ms. Noda, rm 34
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This course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytic, and argumentative essays that require students to analyze and interpret literary works. Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.

FINE ARTS

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Art History	FVA2000	9 10 11 12	1	Mr. Gruzinsky, rm 43

This is an Advanced Placement course designed for the serious art student wishing to develop an understanding of art history. Emphasis is on understanding and enjoying architecture, sculpture, painting, and other art forms within a historical and cultural context. Students will learn to look at works of art critically, and to articulate what they see. Teachers are to follow the official College Board Advance Placement course description.

MATH

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Calculus AB	MCA1040AB	11 12	1	Current teacher recommendation; Completion of Alg 3/Pre-Calc; Mrs. Hottle, rm 13

AP Calculus AB is comparable to a semester college-level course. There will be an emphasis on limits, derivatives, and integrals. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course prepares the student for the College Board AP Calculus (AB) examination administered in May. Prerequisite: Algebra 3/Pre-Calculus

Advanced Placement (AP) Calculus BC	MCA1040BC	11 12	1	Current teacher recommendation; Completion of Trig/Analyt Geo; Mrs. Hottle, rm 13
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AP Calculus BC is comparable to a full year college-level course. This is a course for students with extremely strong backgrounds in algebra, geometry, trigonometry and analytic geometry. Calculus BC addresses all topics covered in Calculus AB as well as other topics such as infinite series, vectors, and calculus of polar functions. Students are required to purchase their own graphing calculator (TI-83 Plus or higher, or other brands such as HP or Casio). Students are expected to take the Advanced Placement Exam for college credit. Prerequisite: "B" or higher in Trigonometry/Analytic Geometry or current teacher recommendation.

Advanced Placement (AP) Statistics	MCA1050	11 12	1	Current teacher recommendation; Completion of Trig/Analyt Geo; Mr. Togashi, rm 1
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AP Statistics involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. Upon entering this course, students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

AP COURSES: (Advanced Placement) con't

SCIENCE

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Biology Advanced Placement (AP) Biology Lab (Directed Studies)	SLH8003 SAH3503B	10 11 12	1 1	Concurrent enrollment w AP Science Lab Mr. Roque-Dangaran, rm N106

This is a college-level course in biology based on the AP Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying principles of biology. In-depth conceptual developments include diversity among organisms, relations between form and function, evolutionary change, energy essential for life, biochemistry, continuity of living things, and ecological relations. Concurrent enrollment in the AP Science Lab where students will engage in inquiry-based experiments and activities.

Advanced Placement (AP) Chemistry Advanced Placement (AP) Chemistry Lab (Directed Studies)	SPH5003 SAH3503C	11 12	1 1	Concurrent enrollment w AP Science Lab Mrs. Keane, rm 48
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This is a college-level course in chemistry based on the AP Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying principles of chemistry. In-depth conceptual developments include stoichiometry, electrochemistry, thermochemistry and thermodynamics, kinetics, general equilibrium, acid and base equilibrium, atomic structure & periodicity, chemical bonding, gases, states of matter, and solution chemistry. Concurrent enrollment in the AP Science Lab where students will engage in inquiry-based experiments and activities.

Advanced Placement (AP) Physics I: Algebra-Based Advanced Placement (AP) Physics Lab (Directed Studies)	SPH7503 SAH3503P	11 12	1 1	Concurrent enrollment w AP Science Lab C or better in Algebra 2; Mr. Yim, rm N206
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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. Concurrent enrollment in the AP Science Lab where students will engage in inquiry-based experiments and activities.

Advanced Placement (AP) Physics C: Mechanics Advanced Placement (AP) Physics C: Electy/Magnet Advanced Placement (AP) Physics Lab (Directed Studies)	SPH7801 SPH7802 SAH3503P	11 12	0.5 0.5 1	Concurrent enrollment w AP Science Lab C or better in Algebra 2;; Mr. Yim, rm N206
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AP Physics C: Mechanics will provide instruction in each of the following six content areas to meet College Board objectives: kinematics; Newton's law of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. In addition, the following content areas will be provided to address state standards: heat, thermodynamics, waves, and optics. AP Physics C: Electricity and Magnetism will provide instructions in each of the following five content areas to meet College Board objectives: electrostatics, conductors and dielectrics; electric circuits; magnetic fields; and electromagnetism. In addition, the following content areas will be provided to address state standards: relativity and quantum physics. Guided inquiry and student-centered laboratory learning will be utilized to foster the development of critical thinking skills. Introductory differential and integral calculus will be applied throughout the course. Concurrent enrollment in the AP Science Lab where students will engage in inquiry-based experiments and activities.

SOCIAL STUDIES

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Psychology	CSA2500	11 12	1	Mr. Iwamasa, rm 6

AP Psychology is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. This semester/semester course introduces students to a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are required to pay for and take the AP Psychology exam in the 4th quarter. AP instructor approval required.

Directed Studies-SS: AP Psychology Lab	CDI5100P	11 12	1	Concurrent enrollment in AP Psychology; Teacher Recommendation
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The AP Psychology lab is an elective course designed to supplement student knowledge in the AP Psychology class. Emphasis is on student-teacher interaction, class discussions, and small group learning. Students will be provided with guidance on psychological concepts, examples for application process, test taking strategies, and practice mock exams for multiple choice and free response sections.

Advanced Placement (AP) US Government / Politics	CGA6100	11 12	1	Mr. Hamilton, rm 5
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AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Advanced Placement (AP) U.S History	CHA6100	10 11 12	1	Mr. Cantero, rm P1
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This AP U.S. History course focuses on exploration and settlement of the New World, colonial society and the Revolution, the establishment of the Constitution and the New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction, and industrialization. The second semester emphasis is on the 19th-20th Century intellectual and cultural movements, national politics, foreign policy, and the post-war period under Eisenhower, Kennedy, Johnson, Nixon, and Reagan. Emphasis is on analysis and interpretation of primary sources, which includes the use of documentary material, maps, statistical tables, and pictures to write analytical papers. This course is intended for students working to complete studies equivalent to a college introductory course in this field. NOTE: This course can be taken in place of the required course, CHU1100 U.S. History and Government

Advanced Placement (AP) World History	CHA6300	9 10 11 12	1	Mr. Hamilton, rm 5 A/B in regular World History recommended
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AP World History is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The AP World History course is a yearlong course based on a survey of the history of the world from ancient civilizations to the contemporary era with an emphasis on non-Western history. Economic, social, cultural-intellectual, as well as the traditional political and diplomatic themes are emphasized. Students are required to pay for and take the AP World History exam in the 4th quarter.

WORLD LANGUAGE

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Advanced Placement (AP) Spanish	WES6000	11 12	1	Mrs. Aguirre, rm N102

Students who enroll in Advanced Placement (AP) World Language courses should already have a good command of the grammar and vocabulary and have competence in listening, reading, speaking, and writing in the target language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course emphasizes the use of language for active communication.

Other Required Curriculum

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Physical Education : Lifetime Fitness (Required credit)	PEP1005	09	0.5	none
Career and Life Planning (Elective credit)	TGG1100		0.5	

PEP1005 is designed to build on prior experiences and to further develop and strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, field and invasion games. Students assess personal levels of physical fitness and physical activity and apply scientific principles to improving and or maintaining a healthy lifestyle. The Career and Life Planning course is designed to support the student in career development and guidance. It provides students knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. **All PE courses require students to purchase and wear a uniform top. The Dri-Fit uniform cost is 1 for \$10.00. Uniforms from previous years may be used. If families need assistance with this purchase, teachers can work with families to work out a payment plan. NOTE: Effective SY 2011-2012, JROTC 1 will no longer satisfy the Physical Education credit requirement for graduation. Refer to the JROTC course descriptions for specific details.**

Physical Education: Lifetime Activities (PE elective)	PEP1010	10	0.5	none
Health: Today & Tomorrow (Required credit)	HLE1000		0.5	

PEP1010 develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences. Students will assess personal levels of physical fitness that reinforce these physical activities in their daily lives. 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. Health is required of all students in grade 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. **All PE courses require students to purchase and wear a uniform top. The Dri-Fit uniform cost is 1 for \$10.00. Uniforms from previous years may be used. If families need assistance with this purchase, teachers can work with families to work out a payment plan. Note: PEP1010 satisfies the PE elective requirement. Individual/Dual Sports (PIP1610/1620) will also satisfy the PE elective requirement.**

Personal and Transition Plan	TGG1105	12	0.5	none
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This semester credit is required for graduation. It provides students with knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans. Students will take this as their Advisory class in their Senior year.

Elective Curriculum: College Readiness Courses

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
College Preparatory Skills-AVID	TGG8XXX	09 10 11 12	1	Previous AVID Elective Teacher; Approved Application Mrs. Alano, rm HH101

AVID is an internationally recognized program designed to help students prepare for and succeed in college and the workforce. Students in the program commit themselves to constant improvement and preparation for post-secondary options. AVID offers a rigorous program of instruction in academic "survival skills", college level entry skills, and workforce readiness skills. The AVID program teaches students how to study, manage time, prepare for exams, and create and monitor a post-high school plan. Students will participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. Junior and Senior AVID students will actively explore college and career options, with a focus on college and scholarship applications. AVID students are also expected to serve their school and community through various AVID sponsored projects. Students must have at least a 2.0 GPA; teacher/counselor/coach/administrator recommendation; and express commitment of achievement from the student and parent/guardian. Interested students should register for the course. Students will then be invited to complete an application. Placement in the course will be confirmed once your application has been approved.

Collegiate Athletic Prep Program -CAPP	TGG1101/ PTP1660	10 (if playing a varisty sport)	0.5	Mr. Kurisu, rm P-14 Teacher and coach recommendation 2.0 or higher GPA
	TGG1102/ PLP1710	11	0.5	
		12	0.5	

The Collegiate Athletic Prep Program (CAPP) is designed to create an environment where athletes are encouraged and guided to complete various tasks that will prepare them to be college ready and eligible for athletic participation at any level (Junior College, NAIA, NCAA DI, NCAA DII, NCAA DIII). Class sessions will allow students to enroll in a post-secondary institution, apply for scholarships, and actively participate in the recruiting process that will prepare them to play collegiate sports. **Students and parents must sign a committment contract. Removal from the class is an option if student fails to follow procedures.**

Leilehua Early College Program	XAG1030A2 XAG1030B2	09 10 11 12	0.5 0.5	Application; Teacher Approval Mrs. Cabralda, rm N203
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The Early College Program is open to students in grades 9-12. Students in this program have the opportunity to enroll in at least one college course (usually 3 college credits through Leeward Community College). The Leilehua teacher will collaborate with the college instructor(s) and provide face-to-face support for the students. Curriculum will include post high school college options and college visits/informational sessions. The students in this program will develop skills necessary to pass the University of Hawaii Community Colleges EdReady Placement Exam. Eligibility guidelines: iReady reading score at grade level or above; GPA of 2.5 or above; be in good academic standing based on previous performance; teacher recommendation.. **Student/Parent is responsible to pay for college tuition, books, and fees, if no school/state funding is available. Application and Teacher Approval Required.**

Elective Curriculum: Miscellaneous Courses

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
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Argumentation & Debate Argumentation & Debate Lab	LVH5370 LLH5371	09 10 11 12	0.5 0.5	none
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Experiences in this course help students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies.

Computer Science	EXS1300	09 10 11 12	1	C or better in Algebra 1 or Geometry; Mrs. Miyamoto, rm P3
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Intro to Computer Science, covers topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

Creative Writing Journal Writing / Publishing	LWH5235 LWY5250	10 11 12	0.5 0.5	Mrs. Lockhart, rm P-18
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Creative Writing 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.

In Journal Writing/Publishing, students develop writing in the context of publishing a newspaper, magazine, or other periodical. They develop specialized skills of researching, interviewing, producing copy, and editing. They engage in other activities that are part of the publication of a periodical such as layout, marketing, and graphics. Students also explore issues of ethics and responsibility related to their role as journalists.

Film as Art Media Lit	XMT1015 XMT1010	09 10 11 12	0.5 0.5	Mr. Gruzinsky, rm 43
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Film as Art introduces the visual and artistic techniques of film, traces the development of film periods and styles, defines the differences between and analyzes the effects of film types, and evaluates the film as an art form. Through guided observation and discussion of selected films and through individual student projects related to the course, students extend their awareness of the significance of this medium and its power to communicate.

In Media Lit, students will explore various types of media. They will monitor their media environment and share their findings. They will also engage in historical and geographical comparisons of media content and systems. Students will become more critical of the media and recognize ways they are influenced by it. This course is repeatable for elective credit.

Leadership Training - Junior, Senior, LHSSA	XLP1015	11 12	0.5 0.5	Approved Application Sr: Tom (21)/ Jr: Medrano-Santiago (N202) Gr10-12 LHSSA (by approval only): Flojo (28)
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This multidisciplinary course is 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. (Repeatable for credit).

School Service (NON-CREDIT COURSE)	XTH4001	12	0	Counselor/Teacher approval
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Under supervision of an adult, students participate in servicing other students and school. This may include keeping school files, learning to use the computer and multimedia equipment, assisting teachers, and tutoring younger students.

STEM Capstone	XAT1000	11 12	1	Mr. Tochiki, 53
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This elective course is self-directed and project based. Students are expected to demonstrate skilled or masterful levels for all STEM Competencies as they address the following major outcomes for the course: research, design, reflection, technology, and career skills. Project-based learning experiences will specifically address skills with STEM fields. Successful projects will integrate the practice and development of specific skills from all four areas -- Science, Technology, Engineering Design, and Mathematics. STEM Capstone projects will address all four areas of STEM and will directly reflect meet or exceed levels of all STEM Competencies.

Yearbook Production	XYY86--	10 11 12	1	Approved Application Mr. B. Sevilla, rm P25
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This course introduces students to planning and producing the school's yearbook. Writing of copy, captions, and headlines; typing; designing and completing layouts; working with photography; and meeting deadlines are included. Yearbook 2 students are assigned sections to edit, and plan and supervise the work of others on the sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done. Because of their experience, Yearbook 3 students will assume major responsibility for planning and producing a yearbook. **All yearbook students will be required to assist with sales, advertising and fundraising, amongst other things. Purchase of yearbook staff shirt is also required.**

Elective Curriculum: Fine Arts - Visual Arts

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Drawing & Painting 1	FVP1000	09 10 11 12	1	none
This is an introduction to drawing and painting in the secondary school. The elements and principles of art are explored in units that include life drawing, perspective, and color theory. Drawing and painting skills are refined to support personal interpretations and development of artistic style. Drawings and paintings of various cultures are introduced, aesthetically scanned, and further explored as investigative research. Material fee \$30.				
Drawing & Painting 2	FVP2000	10 11 12	1	Previous level; teacher recommendation Mrs. Fogarty, rm 37
Drawing and Painting 2 is designed to expand on skills, attitudes, and knowledge learned in Drawing and Painting 1. Experiences may emphasize a particular medium and specialized subject matter. The examination and study of artworks of various periods and cultures is encouraged. Material fee \$30.				
Drawing & Painting 3	FVP3000	11 12	1	Previous level; teacher recommendation Mrs. Fogarty, rm 37
This is an advanced course to further expand on skills, attitudes, and knowledge gained from Drawing and Painting 1/2. The emphasis is on developing a student's individual style of creative expression in one or more modes of expression. The course is designed to prepare students for continued study in an art school, college, or university. Material fee \$30.				
Directed Studies - Drawing and Painting	FVD1000P	11 12	1	C or better in previous level; teacher recommendation Mrs. Fogarty, rm 37
DS Drawing and Painting is for the serious art student who shows a strong understanding of the elements and principles of art, and who has the artistic talent and fortitude to pursue the completion of creating an art portfolio to be used for college applications, scholarships, and/or employment. Must have completed drawing and painting 1, 2, and 3 with at least a C average. Must have teacher approval. Material fee \$30.				
Ceramics 1	FVL1000	09 10 11 12	1	none
This introductory course uses clay as a medium of self-expression. Hand building techniques including pinch pot, coil, and slab construction are taught. Functional and nonfunctional pieces are created using these basic techniques. Glazes, underglazes, and acrylic paints are used to finish pieces, and other methods of surface decoration are explored. \$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.				
Ceramics 2	FVL2000	10 11 12	1	Previous level; teacher recommendation Mr. Hart, rm 30
This is an intermediate course offering students opportunities to refine methods in clay hand-building techniques, glazing, and surface decoration. Wheel throwing will also be taught. Students will be working on a conscious application of the elements and principles of art. \$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.				
Ceramics 3	FVL3000	11 12	1	Previous level; teacher recommendation Mr. Hart, rm 30
This is an advanced course in hand-building and wheel-throwing techniques requiring application of the elements and principles of art and design. Further experimentation in firing, glazing, and glaze is encouraged. A portfolio of ceramic and mixed media works is prepared. \$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.				
Directed Studies - Ceramics	FVD1000C	11 12	1	C or better in previous level; teacher recommendation Mr. Hart, rm 30
DS Ceramics is for the serious ceramic student who shows a strong understanding of the elements and principles of art, and who has the artistic talent and fortitude to pursue the completion of creating an art portfolio to be used for college applications, scholarships, and/or employment. Must have completed ceramics 1, 2, and 3 with at least a C average. Must have teacher approval. Material fee \$30				
(Digital) Photography 1	FVP1000	09 10 11 12	1	none
This is an introductory course to digital photography. Basic techniques taught are composition, exposure, lighting, elements of design, principles of design, camera care and operation. Students must provide their own digital camera.				
Photography 2	FVP2000	10 11 12	1	previous level; teacher recommendation Mr. Sasada, rm 31
This is an intermediate course in digital photography emphasizing communication and self-expression. It covers advanced exposure techniques involving measured and controlled light. Students learn to manipulate photography using Adobe Photoshop. Projects include photojournalism, special effects and commercial photography. Students must provide their own digital camera and USB storage device.				
Photography 3	FVP3000	11 12	1	previous level; teacher recommendation Mr. Sasada, rm 31
This is an advanced course that further develops skills and techniques in Photography 1 and 2 and offers new ideas and techniques utilized in contemporary photography. It is designed to emphasize the use of imaging processes as creative and vital forms of visual communication. Individualized studies will stress experimentation and research in specialized areas of interest, such as multi-media presentations. Additional experiences will relate photography to imaging processes in video, still and motion pictures, television, and advertising art either through traditional photographic techniques or through digital media. Development of a portfolio of images is strongly encouraged. Students must provide their own digital camera and USB storage device.				
Directed Studies - Photography	FVD1000P	11 12	1	C or better in previous level; teacher recommendation Mr. Sasada, rm 31
DS Photo is for the serious photography student who shows a strong understanding of the elements and principles of art, and who has the artistic talent and fortitude to pursue the completion of creating an art portfolio to be used for college applications, scholarships, and/or employment. Students must have their own digital camera and USB storage device. Must have completed photo 1, 2, and 3 with at least a C average. Must have teacher approval.				

Elective Curriculum: Fine Arts - Music

Performances for school and public are an integral part of the music education program. Except for Choir & Ukulele 1, instructor approval is required for all music courses.

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Band - Concert	FMB---C	09 10 11 12	1	1 year band experience; Ms. Hayashi, rm 108

This course is designed for incoming freshmen and students with at least one or more years of wind band experience. Students must be able to play Bb, Eb, F, Chromatic scales and play grade level 1 to 4 music. Students must be able to pay for the following items: \$20 Yellow Polo Shirt and \$35 White Dinkle Shoes. If full payment cannot be made, parents must make payment arrangements with the teacher. **Teacher's Approval Required.**

Band - Jazz	FMN3000	10 11 12	1	Teacher approval; Ms. Hayashi, rm 108
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The Jazz band course is designed for students who are interested in learning and performing jazz and other similar music. Basic improvisation, theory, and history of Jazz will be introduced in the course. Students will listen to various jazz musicians and learn about the potential to improvise music with their instrument.

Band - Symphonic	FMB---P	10 11 12	1	3+ years band experience; Ms. Hayashi, rm 108
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This course is designed for students with at least three or more years of wind band experience or private lessons equivalent thereof and meet the following criteria: Must be able to play F, Bb, Eb, Ab, Chromatic scales by memory and grade level 1 to 6 music; must be able to sight-read grade level 2 music proficiently. Students must be able to pay for the following items: \$35 White Dinkle Shoes. If full payment cannot be made, parents must make payment arrangements with the teacher. **Teacher's Approval Required.**

Band - Leadership	XLP1015	10 11 12	1	Ms. Hayashi, rm 108
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Students that wish to be a member of our Band Leadership are asked to be enrolled in this course. Students will learn how to plan, organize and implement events. Students will have hands-on training in the art of effective leadership and communication. Must be enrolled in a Band Class. **Teacher's Approval Required.**

Band - Marching (After School Course)	FMN----	09 10 11 12	1	1+ years band experience;
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This course is designed for all grade levels. Students must have one year prior experience playing a band instrument. Marching experience is not required however. It is also open to any student that wishes to be a member of the Color Guard team, no experience necessary. Students must be in good health as this course has high physical demands. Students must be able to attend classes (practices) and performances as posted on the band calendar. Rehearsals are held outside of the regular school day. There are various class uniform requirements and class fees. Please see Ms. Hayashi for more information. If full payment cannot be made, parents must make payment arrangements with the teacher. **Teacher's Approval Required.**

Chorus 1	FMC1000	9 10 11 12	1	none
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Chorus 1 is designed for students to develop an understanding of proper vocal technique and performance skills in vocal music. Students are introduced to musical arrangements from a variety of styles and periods in unison, two-part, and three-part harmony. Solo and ensemble songs are performed in front of an audience.

Chorus 2, 3, 4	FMC----	09 10 11 12	1	Previous choir level
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These courses are a continuation of the previous level. Students listen to recordings, live solo performers, and choral ensembles to increase their understanding of musical concepts. Students will learn to match pitch, take rhythmic dictation, and demonstrate the use of notational symbols. Solo, two-part, three-part, and four-part harmonies from various styles, time periods, and cultures are introduced and performed.

Piano 1	FMK1000	9 10 11 12	1	none
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This is an introductory course designed to provide students with the opportunity to develop skills in piano playing. Students will learn to listen to, evaluate, and perform piano music.

Piano 2	FMK2000	9 10 11 12	1	Previous piano level
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This intermediate course is a continuation of the Piano 1 course and provides students with the opportunity to further develop their skills on the piano. The course places greater emphasis on music theory and its application through performance. Students will study intermediate and advanced skills to evaluate and perform piano music from various time periods and genres.

Ukulele 1	FML1000	9 10 11 12	1	none
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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.

Ukulele 2, 3, 4	FML----	10 11 12	1	Previous ukulele level
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These courses are a continuation of the Ukulele 1 course. 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.

Elective Curriculum: Fine Arts - Dance/Drama

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Creative Dance 1	FDC1000	09 10 11 12	1	none

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

Creative Dance 2	FDC2000	10 11 12	1	previous level; teacher recommendation Ms. NJ, Gym
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After Creative Dance 1, students are provided with an opportunity to apply and demonstrate critical and creative thinking skills. Students will create a dance and revise it over time, articulating the reasons for artistic decisions and explain what was gained and lost by those decisions. Students will also make connections between dance and healthful living and will also be able to develop and use criteria for evaluating their own and others' performances. The vocational possibilities of dance are also explored.

Hawaiian Dance 1	FDK1000	09 10 11 12	1	none
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This beginning course is designed to provide students with the opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels. **Students will be required to pay a \$20 costume fee. If full payment cannot be made, parents must make payment arrangements with teacher.**

Hawaiian Dance 2	FDK2000	10 11 12	1	previous level; teacher recommendation Mrs. Anzai, P24
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This is an intermediate course which provides further opportunity for students to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed. **Students will be required to pay a \$20 costume fee. If full payment cannot be made, parents must make payment arrangements with teacher.**

Hawaiian Dance 3 Hawaiian Dance 4	FDK3000 FDK4000	11 12	1	previous level; teacher recommendation Mrs. Anzai, P24
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This is an advanced course in performance to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed. **Students will be required to pay a \$20 costume fee. If full payment cannot be made, parents must make payment arrangements with teacher.**

Explorations in Drama	FTE1000	09 10 11 12	1	none
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This introductory course is designed to enhance understanding of life through the study and performance of dramatic works. Emphasis is on developing students' ability to express themselves freely and establish personal criteria for critical evaluation of drama activities. Students will gain insight into a broad spectrum of theatre through study of various phases of play production.

Beginning Acting Intermediate Acting Advanced Acting	FTA----	10 11 12	1	previous level; teacher recommendation Ms. NJ, Gym
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Beginning Acting focuses on live and recorded acting. Students will learn the basic skills, concepts, and methods of modern realistic acting. Beyond that, however, the class will provide students the opportunity to strengthen those powers of concentration, focus, analysis, imagination, creativity and empathy that are critical to every art form. Students will also learn the role and responsibilities of a director in script development, pre-production, production, and post-production. Students learn to tell a story cinematically, use the camera as a tool, prepare a script analysis and engage in the casting and rehearsal process with actors.

Elective Curriculum: Physical Education

All PE elective courses require students to purchase and wear a uniform. Uniform cost is \$10.00.

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Body Conditioning 1A/1B	PBP1110/1120	11 12	0.5/0.5	PE 9 or PE 10 teacher recommendation

The content of this course empowers learner to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. This standards-based course is designed to introduce a range of aerobic training activities that could be incorporated into a total body conditioning program. Students will apply these aerobic activities to develop and/or update a training program that applies the Frequency, Intensity, Time and Type (FITT) principle and emphasizes total body conditioning. **NOTE: This course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

Individual and Dual Sports 1, 2, or 3 Team Sports 1, 2, or 3	PIP16XX PTP16XX	10 11 12	0.5 0.5	Level 1 - PE 9 or PE 10 teacher recommendation Level 2 and 3: Previous Level; Previous level teacher recommendation
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Individual and dual sports is an upper level course designed for students who have successfully completed a semester of a general physical education course (PEP1005). Student must be in good health as this course has high physical demands. This course is an introductory course to Team Sports as it focuses on strengthening physical movement forms, concepts, principles and skills through participation in a variety of team sports. **NOTE: Individual Dual Sports satisfies the 0.5 Physical Education elective requirement needed for graduation.**

Team Sports is designed to incorporate a greater understanding of physical movement, forms, concepts, principles and skills as previously covered by Individual/Dual Sports 1/2. Students will develop an awareness of team positions, roles and responsibilities through participation in team sports. Students will apply this knowledge to develop offensive and defensive strategies. **NOTE: Team Sports course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

Physical Fitness For Life 1A/1B	PFP1310/1320	11 12	0.5/0.5	LHS Coach Recommendation; Mr. Townsend, rm P-15
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The content of this course empowers learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. Students will learn to accurately assess personal fitness levels by completing a variety of measurement assessment activities. Instruction will introduce and/or reintroduce a variety of training principles (Frequency, Intensity, Time, and Type [FITT], progression, overload, etc.) that are required to improve personal fitness levels and they must develop and implement more than one personal fitness program based on these training principles. Instruction in this course should emphasize measuring improvements of personal fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) and the development, implementation and evaluation of personal fitness training programs. **NOTE: This course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

Weight & Resistance Training 1A/1B	PWP1210/1220	10 11 12	0.5/0.5	PE 9 or PE 10 teacher recommendation
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This standards-based course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of weight training activities. The emphasis is on the skills required to perform some movement forms at a basic level and mastery level. **NOTE: This course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

Weight & Resistance Training 2A/2B	PWP1230/1240	11 12	0.5/0.5	Previous Level; Previous level teacher recommendation
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This course builds on the skills and knowledge developed in Weight Training 1. Students acquire an extensive knowledge of muscular groups and skeletal sites defined by each lift. Students assess personal fitness levels and design a personal program to improve fitness components. Emphasis will be placed on attaining mastery of critical skill elements and techniques, and improvements of cardio-respiratory and muscular endurance systems. **NOTE: This course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

Elective Curriculum: World Languages

CONVERSATION & CULTURE COURSES

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Japanese Conversation & Culture	WAJ8000	09 10 11 12	1	none

This course focuses on cultural topics and a variety of very basic situational conversations. It may serve as an introductory phase of study leading to further language development through Japanese 1, 2, 3, 4. It may also serve as a vehicle for students with previous content knowledge and experience to improve their speaking skills, as well as increase their cultural knowledge. **NOTE: This course is a regular elective course and is not considered college-prep. It is not part of the sequential language courses, does not address all of the world language standards, and therefore does not meet most college and university entrance requirements for language study.**

COLLEGE PREP LANGUAGE COURSES

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
French 1 German 1 Hawaiian 1 Japanese 1 Spanish 1	W--1000	09 10 11 12	1	none

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 language and 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. Students apply skills developed to engage in daily life situations using simple oral exchanges. Reading and writing are developed to support a limited range of written exchanges in familiar situations using the writing system of the language studied.

French 2 German 2 Hawaiian 2 Japanese 2 Spanish 2	W--2000	10 11 12	1	Must demonstrate proficiency in the previous level and current teacher recommendation
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Students enrolled in these courses have either successfully completed the Level 1 courses or have placed out of Level 1 due to previous language study and language learning experiences. The first semester serves as a transitional stage in which students reinforce and draw upon earlier study and continue the development of their listening, speaking, reading, and writing proficiencies so 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. In the second semester, 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-course sequence and is selected according to language needs.

Hawaiian 3 Japanese 3 Spanish 3	W--3000	11 12	1	Must demonstrate proficiency in the previous level and current teacher recommendation
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Students enrolled in these courses have either successfully completed the Level 2 course or have placed out of Level 2 due to previous language study or 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 their communication and social interaction demands. In the second semester, students move towards an intermediate level of proficiency. Students apply previously developed content and skills to identify main ideas and significant details in oral and written presentations, read and interpret simplified 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 language needs.

Hawaiian 4 Japanese 4 Spanish 4	W--4000	11 12	1	Must demonstrate proficiency in the previous level and current teacher recommendation
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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 the 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, and use the language inside and outside of the classroom setting. A major focus of the second semester 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.

Career & Technical Ed (CTE):

Agriculture, Food, and Natural Resources Pathway

(jackie.freitas@k12.hi.us) - Room 56

Students learn to provide and cultivate products that integrate natural systems with human needs. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Agriculture, Food & Natural Resources	TAO1000	09 10 11 12	1	none

Foundations of Agriculture, Food, & Natural Resources is an introductory course designed to inform students about careers in agriculture and understand the important role that agriculture plays in the twenty-first century. This Level I course serves as the foundation course for the Animal Systems, Food Systems, Natural Resources Business, and Natural Resources Management programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various agriculture-related career fields, ecosystems, plant systems, animal systems, and the reproduction systems of plants and animals. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**



Small Animal Systems	TAS2000	10 11 12	1	Completion of Foundations
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Small Animal Systems is the second course in the Animal Systems program of study designed for students interested in pursuing a veterinarian, vet tech, vet assistant, or a variety of scientific, health, or animal-related professions. This course covers anatomy and physiological systems of different groups of small animals, specialty animals, as well as concepts of housing and animal care. Upon completion of this course, a proficient student will have foundational knowledge on the anatomy and physiological systems of different groups of large animals, the safety and care of animals, and the ethical treatment of animals. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Large Animal Systems	TAG3000	10 11 12	1	Completion of Small Animal Systems
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Large Animal Systems is the third course in the Animal Systems program of study designed for students interested in pursuing a veterinarian, vet tech, vet assistant, or a variety of scientific, health, or animal-related professions. This course covers anatomy and physiological systems of different groups of large animals, as well as concepts of housing and animal care. Upon completion of this course, a proficient student will have foundational knowledge on the anatomy and physiological systems of different groups of large animals, the safety and care of animals, and the ethical treatment of animals. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Animal Systems: Work-Based Learning (WBL)	TAI4100	11 12	1	Completion of Large Animal Systems
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Animal Systems: WBL is the capstone course in the Animal Systems program of study. It is intended to provide a work-based experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in animal science and agriculture. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in animal care or related fields, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**



Principles of Food Production	TAP2000	10 11 12	1	Completion of Foundations
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Principles of Food Production is the second course in the Food Systems program of study designed to inform students designed to provide students with the knowledge and skills pertaining to plant and animal structural anatomy, systems physiology, genetics, and biotechnology. Upon completion of this course, a proficient student will have developed basic skills and knowledge in the economics of production, and other management approaches associated with plant and animal production, including learning foundational Hawaiian traditions and values of honoring and conserving the land and its resources. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Food Products & Processing Systems 1	TAD3000	10 11 12	1	Completion of Principles of Food Production
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Food Products & Processing Systems 1 is the third course in the Food Systems program of study designed for students interested in being a part of the sustainability of Hawaii's food systems through plant and/or animal products. Upon completion of this course, a proficient student will have basic knowledge of the history of agriculture and food production and processing in Hawaii, the process of creating a sustainable product, the start-up process to creating a business, and the importance of food safety and sanitation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Food Products & Processing Systems 2	TAD4000	11 12	1	Completion of Principles of Food Prod & Sys 1
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Food Products & Processing Systems 2 is the fourth course in the Food Systems program of study designed to have students develop a project based in food production and sustainability. Students will utilize research, tools, and equipment in varying degrees of complexity. Upon completion of the course, a proficient student will have researched, grown/raised, harvested, and distributed a food product in support of the sustainability of Hawaii, and presented research to local professionals in the field. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**



Natural Resources & Wildlife Management 1	TAT2000	10 11 12	1	Completion of Foundations
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Natural Resources & Wildlife Management 1 is the second course in the Natural Resources Management program of study designed to inform students about the fundamental management of natural ecosystems. Upon completion of this course, a proficient student will have basic knowledge of resource management as it pertains to water, land, plant, and wildlife and the principles of environmental science. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Natural Resources & Wildlife Management 2	TAT3000	10 11 12	1	Completion of Natural Res & Wildlife Mgmt 1
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Natural Resources & Wildlife Management 2 is the third course in the Natural Resources Management program of study designed to inform students about the management of water, land, plant, and animal resources, including planning and conservation. Upon completion of this course, a proficient student will have working knowledge of management practices pertaining to water, minerals, land, plant, and wildlife and conservation practices. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Natural Resources & Wildlife Management: Work-Based Learning (WBL)	TAH4100	11 12	1	Completion of Natural Res & Wildlife Mgmt 2
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Natural Resources Management: WBL is the capstone course in the Natural Resources Management program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in natural resources management. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in natural resources management, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

Career & Technical Ed (CTE): Architectural Design and Engineering Pathway

(kevin.tochiki@k12.hi.us)

The Engineering program is designed for students interested in the various disciplines of engineering and engineering technology. Learning experiences allow for students to develop critical thinking skills and an understanding of engineering concepts and then apply these in conjunction with a multi-step engineering design process to solve real-world problems. If you have any questions, please contact CTE Department Chairperson (Mr. Brandon Hanagami) or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Engineering Technology	TAE1000	09 10 11 12	1	None
Foundations of Engineering Technology is an introductory course designed to inform students about careers in Engineering. This course serves as the foundation course for the Engineering program of study. Upon completion of this course, a proficient student will have foundational knowledge of the Engineering Design Process, sketching and technical drawing techniques, and foundational elements to Engineering and the role of Mathematics. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.				
Engineering Technology 1	TAE2000	10 11 12	1	Completion of Foundations; Mr. Tochiki, rm 53
Engineering Technology 1 is the second course in the Engineering program of study design to equip students with the knowledge and skills to be successful in various fields in Engineering. Upon completion of this course, a proficient student will have a foundational understanding of the role of statics and hydraulics in design, internal and external considerations in Engineering Design, and Civil and Mechanical engineering. Students will also demonstrate technical knowledge and skills through continued technical drawings and models of varying complexity. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.				
Engineering Technology 2	TAE3000	11 12	1	Completion of Engineering Tech I; Mr. Tochiki, rm 53
Engineering 2 is the third course in the Engineering program of study designed to provide students with the opportunity to apply skills learned in previous courses and continue to grow and strengthen their individual Engineering Design Process. Upon completion of the course, a proficient student will have additional concepts of engineering, such as kinematics and kinetics, electrical, advanced drawings, and the opportunity to apply learned knowledge and skills across design projects. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.				
Engineering Technology 3	TAE4000	11 12	1	Completion of Engineering Tech 2; Mr. Tochiki, rm 53
Engineering 3 is the fourth course in the Engineering program of study that provides students the opportunity to apply academic and technical skills learned in previous courses through individual and team projects. Upon completion of the course, a proficient student will be able to apply advanced technical drawing and Engineering Design techniques to various Engineering challenges. As part of the student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.				

Career & Technical Ed (CTE): Building and Construction Pathway

(curtis.goya@k12.hi.us)

This pathway focuses on technology that is used in the design, creation, and maintenance of everyday structures. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Construction	TCF1000	09 10 11 12	1	None

Foundations of Construction is an introductory course that introduces students to the following technologies: Design and Engineering Technology, Manufacturing Technology, Building and Construction Technology. This course will also inform students on the many careers in the building and construction industry, and outline the steps necessary to advance in specific construction careers. Students will develop problem-solving and decision-making skills, proper tool usage and safety skills, proper personal protection equipment etiquette, workplace communication skills, basic project/construction drawing interpretation, proper measurement skills, and basic math applications. This level 1 course serves as the foundation course for the Residential & Commercial Construction program of study. **Appropriate attire must be worn due to safety requirements (no baggy or loose clothing). Shoes are required to be worn at all times.**

Residential & Commercial Construction 1	TCR2000	10 11 12	1	Completion of Foundations, Mr. Goya, rm 54
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Residential & Commercial Construction 1 is the second course in the Residential & Commercial Construction program of study. This course introduces students to the wide range of career opportunities within the construction industry. Concepts of quality workmanship, safety practices, problem solving, positive work habits, math applications, and safe and proper use of tools and equipment are covered in this course. Upon completion of this course, students will be able to demonstrate knowledge and skills in the early phase of building and construction. Students participating in this course are enrolled in the Career Connections Pre-Apprenticeship Program sponsored by the Hawaii Carpenters Union and Trust Fund. This program is a partnership between the Hawaii Carpenters Union and the Hawaii State Department of Education, created to provide career pathways and opportunities for students interested in the building and construction industry. Upon completion of the course, students obtaining a grade of 80 percentile or better will receive a Certificate of Completion (recognized by the United Brotherhood of Carpenters - nationwide and Canada) and will have a direct entry opportunity to the Hawaii Carpenters Apprenticeship Program. **Appropriate attire must be worn due to safety requirements (no baggy or loose clothing). Shoes are required to be worn at all times.**

Residential & Commercial Construction 2	TCR3000	10 11 12	1	Completion of Residential & Commercial Construction 1; and receive Certificate of Completion of the Career Connections Pre-Apprenticeship Program Mr. Goya, rm 54
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Residential & Commercial Construction 2 is the third course in the Residential & Commercial Construction program of study. This level 3-course features advance study in construction technology. Students will develop a better understanding of the different phases of a construction project. Students are exposed to a variety of hands on projects that help further develop the skills required in the construction industry. Students participating in this course are enrolled in the Career Connections Pre-Apprenticeship program sponsored by the Hawaii Carpenters Apprenticeship and Trust Fund. This program is a partnership between the Hawaii Carpenters Apprenticeship Program and the Hawaii State Department of Education created to provide career pathways and opportunities for students interested in the building and construction industry. Upon completion of the course, students obtaining a grade of 80 percentile or better will receive a Certificate of Completion (recognized by the United Brotherhood of Carpenters – nationwide and Canada) and will have direct entry opportunity to the Hawaii Carpenters Apprenticeship Program. **Appropriate attire must be worn due to safety requirements (no baggy or loose clothing). Shoes are required to be worn at all times.**

Residential & Commercial Construction: WBL	TCR4000	11 12	1	Completion of Residential & Commercial Construction 2; and receive Certificate of Completion of the Career Connections Pre-Apprenticeship Program Mr. Goya, rm 54
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Residential & Commercial Construction: WBL is the Capstone course in the Residential & Commercial Construction program of study. This course will provide work based learning activities / experiences for students to develop a further understanding of professional/ ethical issues, develop and demonstrate employability skills, and demonstrate their academic and technical skills learned through this program of study. Work based learning experiences provide opportunities to apply and practice the knowledge and skills learned through this program of study. Upon completion of this course, students will be able to recognize multiple career pathways in the construction industry, take the necessary steps toward applying for post secondary vocational credential programs, take the necessary steps towards applying for apprenticeship programs or jobs. **Appropriate attire must be worn due to safety requirements (no baggy or loose clothing). Shoes are required to be worn at all times.**

Career & Technical Ed (CTE): Business Management, Finance and Marketing Pathway

(brandon.kon@k12.hi.us)

This pathway focuses on careers in the planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Business & Marketing	TBB1000	09 10 11 12	1	none

Foundations of Business & Marketing is an introductory course designed to inform students about careers in various sectors of business, as well as basic business concepts. This Level 1 course serves as the foundation course for the Business Management, Entrepreneurship, Financial Management, Marketing Management, and Supply Chain and Logistics Technology programs of study. Upon completion of the course, a proficient student will have foundational knowledge of business and business-related occupations and concepts, including management, finance, marketing, and entrepreneurship and how each intertwines. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.



Principles of Finance & Economics	TBP2000	10 11 12	1	Completion of Foundations, Mr. Kon, rm 33
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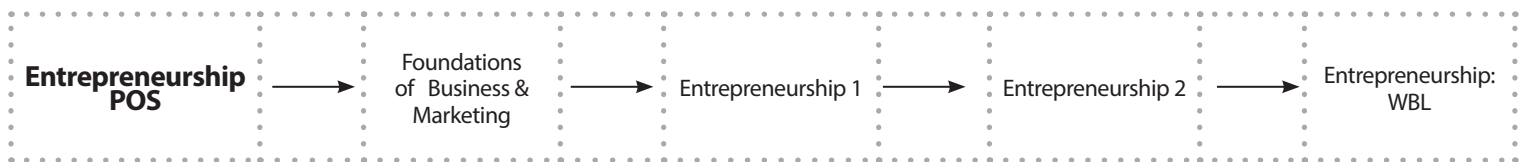
Principles of Finance & Economics is the second course for Financial Management program of study designed to inform students about the basics of economics, finance, and accounting. Upon completion of the course, a proficient student will have a basic knowledge of finance and economics, accounting principles and taxation issues, and consumer credit and protection. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.

Accounting	TBT3000	11 12	1	Completion of Prin. of Fin and Econ; Mr. Kon, rm 33
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Accounting is the third course in the Financial Management program of study designed to inform students about basic procedures of accounting. Upon completion of the course, a proficient student will demonstrate various accounting and basic business transactions, apply the full accounting cycle, analyze financial data, and explain ethical behavior in the accounting field. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. The spring semester will consist of an early college course facilitated through Leeward Community College under the supervision of the instructor. No fees required.

Financial Management	TBF4000	11 12	1	Completion of Accounting, Mr. Kon, rm 33
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Financial Management is the fourth course in the Financial Management program of study designed to inform students about investments and retirement planning. Students prepare for the world of financial investment by examining principles of investment portfolios, investment assets, and participating in a simulated investment challenge. Upon completion of the course, a proficient student will be able to create financial goals, explain multiple types of investments and associated risks, and create diverse investment portfolios based on investor goals and specific stages in life. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study.



Entrepreneurship 1	TBE2000	10 11 12	1	Completion of Foundations, Mr. Kon, rm 33
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Entrepreneurship 1 is the second course in the Entrepreneurship program of study designed to inform students about careers related to starting and running a business. Students prepare for the business world by examining basic principles in management, finance, and marketing as they apply to entrepreneurship. Upon completion of the course, a proficient student will be able to describe the foundations of small business operations and how entrepreneurship intertwines to create the fabric of the labor market. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Entrepreneurship 2	TBE3000	11 12	1	Completion of Entrepreneurship 1, Mr. Kon, rm 33
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Entrepreneurship 2 is the third course in the Entrepreneurship program of study designed to prepare for the world of small business by combining principles in operations, finance and accounting, marketing, and ethical practices. Upon completion of the course, a proficient student will be able to begin an internship with a small business owner or entrepreneurship incubator or lay the foundation for creating a small business using the ideas and proposal elements created in this course. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of the course standards and readiness to advance and complete the program of study.

Entrepreneurship: Work-Based Learning (WBL)	TBE4100	11 12	1	Completion of Entrepreneurship 2, Mr. Kon, rm 33
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Entrepreneurship: WBL is the capstone course in the Entrepreneurship program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to aspects of entrepreneurship and fields of business. Upon completion of the course, a proficient student will be able to discern multiple pathways to becoming an entrepreneur and owning a small business, necessary steps toward applying for a postsecondary program, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of program standards and readiness for postsecondary programs and the workforce.

Career & Technical Ed (CTE):

Cultural Arts, Media and Entertainment Pathway

Students in this area will focus on designing, producing, exhibiting, writing and publishing multimedia content including visual arts and design, and entertainment services. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Creative Media	TCC1000	09 10 11 12	1	none

Foundations of Creative Media is an introductory course designed to inform students about careers in creative media, including digital design and digital film production. This Level 1 course serves as the foundation course for both the Digital Design and Film & Media Production programs of study. Upon completion of the course, a proficient student will be able to explain what comprises the creative media industry sector, explain principles of digital design and its influences, demonstrate basic knowledge of digital camera and video equipment, and create a digital photo collection using design and equipment knowledge. A student will also be able to describe various occupations and outline the steps necessary to advance in specific careers. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.



Digital Design (*james.esteban@k12.hi.us - rm 52*)

The Digital Design program of study is designed to provide students with the knowledge and skills to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will also acquire project management and entrepreneurship knowledge and skills to support independent and small business operations.

Digital Design 1	TCD2000	10 11 12	1	Completion of Foundations
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Digital Design 1 is the second course in the Digital Design program of study designed to introduce students to the digital design process and the creation of basic design work and page layouts reflective of the process. Upon completion of the course, a proficient student will be able to explain artistic intent and influence, summarize ADA guidance, apply design software techniques, conceptualize and create photographs and illustrations of increasing complexity, and produce basic single and multipage layouts. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform shirt. Uniforms and covered shoes are required and must be worn daily to class.**

Digital Design 2	TCD3000	11 12	1	Completion of Design 1
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Digital Design 2 is the third course in the Digital Design program of study designed to prepare students for advanced design work in the field of digital design. Students will utilize various design software (development and editing) programs and camera/lighting equipment in varying degrees of complexity to create 3-dimensional works. Upon completion of the course, a proficient student will be able to develop and apply the principles of design in the creation of 3-dimensional models and produce a digital artwork collection to showcase. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform shirt. Uniforms and covered shoes are required and must be worn daily to class.**

Digital Design: Work-Based Learning (WBL)	TCD4100	11 12	1	Completion of Design 2
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Digital Design: WBL is the capstone course in the Digital Design program of study. Digital Design is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in the digital design industry. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in digital design, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.



Film and Media Production (*andrew.nishihara@k12.hi.us - rm 107*)

The Film and Media Production program is designed to provide students with the knowledge and skills to obtain an entry-level career in the industry and/or pursue advanced learning at the collegiate level. Students will learn the skills necessary for jobs within the industry (commercial studios, production companies, and television), including production, direction, artistry and set design, camera operation, script editing and supervision, etc.

Digital Video Technology	TCV2000	10 11 12	1	Completion of Foundations
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Digital Video Technology is the second course in the Film & Media Production program of study designed to introduce students to the post-production process for digital film/video. Upon completion of the course, a proficient student will be able to demonstrate basic digital video and audio recording skills, video and audio uploading and editing techniques, and explain the film production process from concept to completion. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform shirt. Uniforms and covered shoes are required and must be worn daily to class.**

Film and Media Production 1	TCP3000	11 12	1	Completion of Dig Video Tech
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Film & Media Production 1 is the third course in the Film & Media Production program of study designed to introduce students to industry and equipment skills used in film production. Upon completion of the course, a proficient student will demonstrate basic production plan process skills including script writing, storyboard creation, stage setting, lighting equipment, and video/audio recording and production editing. A proficient student will also demonstrate basic safety knowledge and protocols that are followed throughout a production process. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform shirt. Uniforms and covered shoes are required and must be worn daily to class.**

Film and Media Production 2	TCP4000	11 12	1	Completion of Film & Media Prod 1
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Film & Media Production 2 is the fourth course in the Film & Media Production program of study designed to have students produce an original digital short film. Students will utilize production equipment and editing software in varying degrees of complexity. Upon completion of the course, a proficient student will be able to create a script, design a storyboard, create a complete film production plan, and implement the plan to create an original creative work. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform shirt. Uniforms and covered shoes are required and must be worn daily to class.**

Film and Media Production: Work-Based Learning (WBL)	TCP4100	11 12	1	Completion of Film & Media Prod 1 or Concurrent enrollment w/ Film & Media 2
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Film & Media Production: WBL is the capstone course in the Film & Media Production program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in film and media production. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in film and media production, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

Career & Technical Ed (CTE):

Education Pathway

(cindy.abe@k12.hi.us)

This pathway focuses on teachers and trainers and their ability to communicate, inspire trust and confidence, motivate learners, as well as understand their educational and emotional needs. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
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Foundations of Education	TEF1000	09 10 11 12	1	None
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Foundations of Education is an introductory course designed to inform students about careers in education and learning support professions including teaching, counseling, and areas of specialization in education. This course serves as the foundation course for the Teaching as a Profession (PreK-12) (TAP) and Learning Support Professionals (LSP) programs of study. Upon completion of the course, a proficient student will have foundational knowledge of human development, understanding of course standards and curriculum, the history of public education, and required ethical and professional responsibilities. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Teaching as a Profession 1	TET2000	10 11 12	1	Completion of Foundations; Mrs. Abe, rm N205
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Teaching as a Profession 1 is the second course in the Teaching as a Profession (PreK-12) (TAP) program of study designed for students who are interested in teaching in the classroom. This course covers components on instruction, teaching strategies, student learning, English Learner and special populations, and educational technology. Upon completion of the course, a proficient student will have a fundamental understanding of the trajectory of learning and be prepared for the application of these concepts. As part of a student's program of study progression, the student will maintain a digital/hard copy program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase and wear a uniform.**

Teaching as a Profession 2	TET3000	11 12	1	Completion of Teaching 1; Mrs. Abe, rm N205
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Teaching as a Profession 2 is the third course in the Teaching as a Profession (PreK-12) (TAP) program of study designed for students who are interested in teaching in the classroom. This course covers components of instruction and student learning, classroom management, and concepts of higher-order thinking. As part of a student's program of study progression, the student will maintain a digital/hard copy program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase and wear a uniform.**

Teaching as a Profession Work-Based Learning	TET4100	11 12	1	Completion of Teaching 2; Mrs. Abe, rm N205
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Teaching as a Profession Work-Based Learning is the capstone course in the Teaching as a Profession (PreK-12) (TAP) program of study. It is intended to provide a practicum experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The practicum experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in PreK-12 education. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in PreK-12 education, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning Preparation placement, such as an internship. The student will finalize a digital/hard copy course portfolio providing evidence of mastery of program standards and readiness for postsecondary and the workforce. **Students are required to purchase and wear a uniform.**

Career & Technical Ed (CTE): Health Services Pathway

(jennine.tosaka@k12.hi.us)

This is a challenging program of study that is designed to prepare high school student for post high school education, training and employment in the health services industry. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Health Services	THF1000	09 10 11 12	1	none

This is an introductory course designed to inform students about careers in the Health Services field, as well as basic medical skills and terminology. Upon completion of the course, a proficient student will have foundational knowledge of various medical careers, foundational healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Advanced Health Services	THA2000	10 11 12	1	Completion of Foundations of Health Services; Ms. Tosaka, rm 29
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This is the second course for the Human Performance Therapeutic Services program of study. It is designed to develop student understanding of the structures and functions of the human body. Upon completion of the course, a proficient student will be able to characterize the functions of various organs and body systems and their interplay with one another in the human body. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Students are required to purchase a uniform (worn daily to class) and pay for HOSA fees.

Principles of Therapeutic Services	THP3000	11 12	1	Completion of Advanced Health Services; successful completion of skills exam; Ms. Tosaka, rm 29
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This is the third course in the Human Performance Therapeutics Services program of study designed to inform students about therapeutic services and various treatments and procedures. Upon completion of the course, a proficient student will be able to recognize disorders and/or injuries to the human body and create a basic treatment plan for the relevant issue using appropriate treatment modalities. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students will participate in a University of Hawaii online course for college credit.

Students are required to wear a uniform (purchased in Advanced Health Services) daily to class and pay for HOSA fees, CPR certification fees, college tuition and/or book fees.

Human Performance & Therapeutic Services: WBL	THT4100	12	1	Completion of Principles of Therapeutic Services; successful completion of college course; Ms. Tosaka, rm 29
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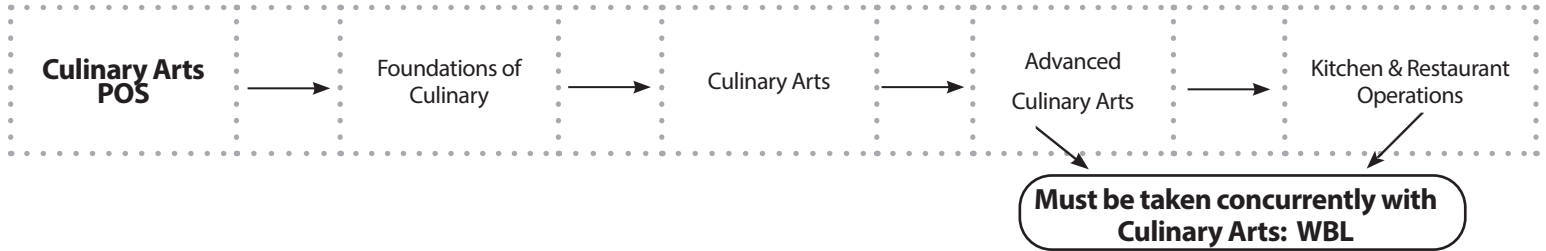
This is the capstone course in the Human Performance Therapeutic Services program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through this program of study. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Students will participate in a University of Hawaii online college course for college credit.

Students are required to wear a uniform (purchased in Advanced Health Services) daily to class and pay for HOSA fees, CPR certification fees, college tuition and/or book fees.

Career & Technical Ed (CTE): Culinary, Hospitality, Tourism and Recreation Pathway

(brandon.hanagami@k12.hi.us, brianna.souza@k12.hi.us)

This pathway is focused on the operation and management of restaurants and other foodservice and hospitality services. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of the requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Culinary	TTU1000	09 10 11 12	1	Ms. Souza, rm 25

Foundations of Culinary Arts is an introductory course designed to inform students about careers in the food prep and service industries or related fields, basic nutritional and cooking concepts, and the history and influence of culture on food. This level 1 course serves as the foundation course for the Culinary Arts program of study. Upon completion of the course, a proficient student will demonstrate proper safety protocols in a commercial kitchen and proper use of small and large equipment and supplies. The student will also be able to convert measurements and have foundational knowledge of nutrition and cooking techniques and of the role of culture in food creation. As part of a student's program of study progression, the student will create a program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

*Culinary Arts, Advanced Culinary Arts, Kitchen & Restaurant Operations, and Culinary Arts WBL are academy-structured courses that require the purchase of a uniform polo shirt for the school-based work site. Students are required to comply with policies and procedures specific to the Culinary Arts Academy.

Culinary Arts	TTP2000	10 11 12	1	Completion of Foundations, Mr. Hanagami, rm CUL
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Culinary Arts is the second course in the Culinary Arts program of study designed to inform and expose students to various basic food preparation methods and considerations found in commercial kitchens and restaurants. Upon completion of this course, a proficient student will possess a working knowledge of commercial kitchen safety and sanitation, menu planning, influence of culture on cuisine, basic cooking principles, food preparation skills and methods, and basic platter and table presentation. As part of a student's program of study progression, the student will maintain a program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform, an apron, and a binder. Uniforms and covered shoes are required and must be worn daily to class.**

Advanced Culinary Arts	TTV3000	11 12	1	Completion of Culinary Arts; and level Safety & Sanitation written and practical exams; Concurrent enrollment with WBL; Mr. Hanagami, rm Cul
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This third-level course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences provide an emphasis on quantity food prep and service, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment. As this is a work-based course that aims to provide students with a simulation of the culinary industry, students should expect to participate in curricular activities before and after school. **Students are required to purchase a uniform, an apron and a binder. Uniforms and covered shoes are required and must be worn daily to class.**

Kitchen & Restaurant Operations	TTR4000	12	1	Completion of Advanced Culinary Arts; and level Safety & Sanitation written and practical exams; Concurrent enrollment with WBL; Mr. Hanagami, rm Cul
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Kitchen & Restaurant Operations is the fourth course in the Culinary Arts program of study and designed to prepare students for entry into the field of foodservice and culinary cuisine. Upon completion of the course, a proficient student will demonstrate an understanding of risk management, front- and back-of-the-house operations, and the hypothetical management of a culinary event from start to finish. As part of a student's program of study progression, the student will create a program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. **Students are required to purchase a uniform, an apron, and a binder. Uniforms and covered shoes are required and must be worn daily to class.**

Culinary Arts: Work-Based Learning (WBL)	TTR4100	11 12	1	Concurrent enrollment with Adv Culinary and/or Kitchen & Restaurant Operations Mr. Hanagami, rm CUL
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Culinary Arts: WBL is the capstone course in the Culinary Arts program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in food service, restaurant operations, and related fields. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in culinary arts, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. **Students are required to purchase a uniform, an apron and a binder. Uniforms and covered shoes are required and must be worn daily to class.**

Career & Technical Ed (CTE): Information Technology and Digital Transformation Pathway

(brent.yamagata@k12.hi.us)

Focuses on entry level, technical and professional careers related to the design development, support and management of hardware, software, multimedia and systems integration services within computers. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Computer Systems & Technology	TIF1000	09 10 11 12	1	none

Foundations of Computer Systems and Technology is an introductory course designed to inform students about careers in the information technology sector and basic technologies. This Level 1 course serves as the foundation course for the Artificial Intelligence, Programming, Networking, Cybersecurity, Web Design & Development programs of study. Upon completion of the course, a proficient student will be able to describe various information technology occupations and outline the steps necessary to advance in specific careers, demonstrate basic knowledge of computer hardware components and processes, and distinguish foundational concepts in multiple information technology disciplines.



Networking 1	TIE2000	10 11 12	1	Completion of Foundations; Mr. Yamagata, rm 53B
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Networking 1 is the second course in the Networking program of study designed to introduce students to foundational elements within the networking field, including network concepts, network apparatuses and tools, network topographies and types, network services and network addressing. Students will also troubleshoot networking issues. Upon completion of the course, a proficient student will be able to explain networking concepts and the various components that comprise computer networks. A proficient student will also be able to explain and demonstrate network devices and connections, including routing, switching, and cabling, and demonstrate basic troubleshooting skills reflective of the knowledge and skills learned in the course.

Networking 2	TIE3000	11 12	1	Completion of Networking 1; Mr. Yamagata, rm 53B
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Networking 2 is the third course in the Networking program of study designed to continue student learning in network technologies, as well as introduce students to network operations and security, risk management, and professional ethics. Students will also continue to demonstrate install and configuration knowledge and skills, as well as troubleshoot types of networking issues. Upon completion of the course, a proficient student will be able to explain WAN and wireless networking technologies and professional ethics, explain and demonstrate advanced networking devices and network security risks and responses, as well as continue demonstrating connectivity and configuration knowledge and skills. A proficient student will also be able to demonstrate troubleshooting and problem-solving skills reflective of the knowledge and skills learned in the course.

Cloud Networking	TIO4000	11 12	1	Completion of Networking 2; Mr. Yamagata, rm 53B
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Cloud Networking is the fourth course in the Networking program of study designed to equip students with knowledge and skills on cloud computing, networking, storage, and technologies. Upon completion of the course, a proficient student will be able to explain the cloud landscape and demonstrate how various tools, platforms, and networks work together under this structure. A proficient student will also be able to demonstrate basic troubleshooting and problem-solving skills reflective of the knowledge and skills learned in the course. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Networking: Work-Based Learning (WBL)	TIE4100	11 12	1	Completion of Networking 2; Mr. Yamagata, rm 53B
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Networking: WBL is the capstone course in the Networking program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in networking and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to careers in networking, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.



Networking 1	TIE2000	10 11 12	1	Completion of Foundations; Mr. Yamagata, rm 53B
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Networking 1 is the second course in the Networking program of study designed to introduce students to foundational elements within the networking field, including network concepts, network apparatuses and tools, network topographies and types, network services and network addressing. Students will also troubleshoot networking issues. Upon completion of the course, a proficient student will be able to explain networking concepts and the various components that comprise computer networks. A proficient student will also be able to explain and demonstrate network devices and connections, including routing, switching, and cabling, and demonstrate basic troubleshooting skills reflective of the knowledge and skills learned in the course.

Cybersecurity 1	TIY2000	10 11 12	1	Completion of Networking 1; Mr. Yamagata, rm 53B
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Cybersecurity 1 is the second course in the Cybersecurity program of study designed to introduce students to foundational elements within the cybersecurity field, including cyber threats, network protocols, cryptography, and access and risk management. Upon completion of the course, a proficient student will be able to explain cybersecurity threats and areas of vulnerabilities and the role of Linux OS in cybersecurity, explain and demonstrate network services and protocols and types of cryptographic algorithms, summarize access management and controls and organizational risk management. A proficient student will also be able to demonstrate basic problem-solving skills to mitigate and/or remove a simulated cyber threat.

Cybersecurity 2	TIY3000	11 12	1	Completion of Cybersecurity 1; Mr. Yamagata, rm 53B
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Cybersecurity 2 is the third course in the Cybersecurity program of study designed to introduce students to various types of system and infrastructure security designs, testing, and methodologies and to further their skills in configuring network devices, appliances, and wares. Upon completion of the course, a proficient student will be able to explain potential internal and external threats to system and infrastructure security designs, approaches to evaluate security integrity using various processes and methodologies, and demonstrate varying levels of knowledge and skills in configuring, testing, scanning, and detection and prevention methods based on fictitious scenarios. A proficient student will also be able to demonstrate problem-solving skills to mitigate and/or remove a simulated cyber threat and/or attack.

Cybersecurity: Work-Based Learning (WBL)	TIY4100	11 12	1	Completion of Cybersecurity 1 or 2; Mr. Yamagata, rm 53B
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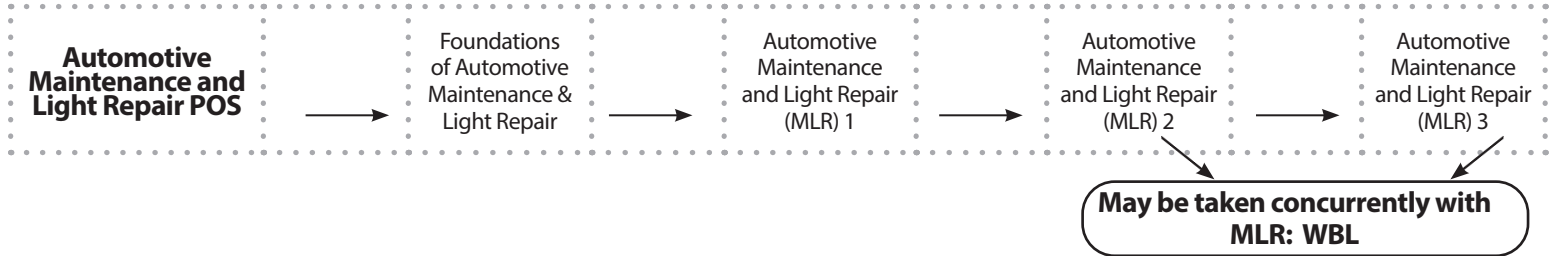
Cybersecurity: WBL is the capstone course in the Cybersecurity program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in cybersecurity and related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to careers in cybersecurity, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship. The student will finalize a digital course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

Career & Technical Ed (CTE):

Transportation Services Pathway

(isaac.sarsona@k12.hi.us)

This pathway focuses on technology that is used in the design, creation, and maintenance of everyday vehicles. Students are expected to meet dress/uniform, hygiene/grooming, and safety standards specific to these pathway courses. Please be aware of these requirements prior to registering for the course. If you have any questions please see the pathway instructor, CTE Department Chairperson (Mr. Brandon Hanagami), or CTE Coordinator (Mrs. Cindy Abe).



Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Foundations of Automotive Maintenance and Light Repair	TTF1000	09 10 11 12	1	none

Introduction to Automotive Maintenance and Light Repair (MLR) is an introductory course designed to inform students about careers in automotive repair, as well as basic safety and service skills. This course serves as the foundation course for the Automotive MLR program of study. Upon completion of the course, a proficient student will have foundational knowledge of safety in the workplace, technician service skills, and basic engine and tire maintenance. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study.

Automotive Maintenance and Light Repair (MLR) 1	TTA2000	10 11 12	1	Completion of Foundations, Mr. Sarsona, rm 53A
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The Maintenance and Light Repair (MLR) 1 course is the second course in the Automotive MLR program of study designed to inform students about suspension and steering systems and brake systems. Upon completion of the course, a proficient student will perform inspection services and service and/or repair vehicle suspension and steering systems and brake systems. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

Automotive Maintenance and Light Repair (MLR) 2	TTA3000	11 12	1	Completion of MLR 1, Mr. Sarsona, rm 53A
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The Maintenance and Light Repair (MLR) 2 course is the third course in the Automotive MLR program of study designed to inform students about automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Upon completion of the course, a proficient student will perform diagnostic services and service and/or repair vehicle electrical systems, electrical accessories, and charging systems. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

Automotive Maintenance and Light Repair (MLR) 3	TTA4000	11 12	1	Completion of MLR 2, Mr. Sarsona, rm 53A
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The Maintenance and Light Repair (MLR) 3 course is the fourth course in the Automotive MLR program of study designed to inform students about heating and A/C systems, engine performance systems, and transmission/transaxles. Upon completion of the course, a proficient student will perform inspection services and service and/or repair heating and A/C systems, engine performance systems, and automatic and manual transmission/transaxles. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

Automotive Maintenance and Light Repair (MLR): WBL	TTA4100	11 12	1	Completion of MLR 1, May be taken concurrently with MLR 2 or 3 Mr. Sarsona, rm 53A
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Automotive Maintenance and Light Repair (MLR): WBL is the capstone course in the Automotive MLR program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to occupations in the automotive and transportation industries. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in the automotive and transportation industries, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a work-based learning placement, such as an internship.

Career & Technical Ed (CTE): JROTC

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC)

The United States Army's JROTC Program at Leilehua High School is an active learning component designed to teach students the values of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self discipline. Our mission statement "Is to motivate young people to be better citizens".

- JROTC Grading procedures are 35% Uniform Wear/Personal Appearance, 35% Test and Exams, 20% Physical Training (PT), and 10% participation in community and school service programs. All cadets must wear their Uniform at least once per week. The JROTC Uniform is provided by Army Cadet Command at no cost to the student.
- There is a \$10 JROTC Battalion T-Shirt fee and \$5 Uniform name tag fee for all students taking JROTC. This is a one time fee unless the student needs to replace either the Battalion T-Shirt or Name tag during their participation in JROTC.
- Personal Appearance.** JROTC is a uniformed organization which is judged, in part, by how a Cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all Cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective Corps of Cadets.
 - Hair Styles. Many hairstyles are acceptable, as long as they are neat and conservative. Hair will be neatly groomed. The length and bulk of hair will not be excessive or present a ragged, unkempt, or extreme appearance. Hair will not fall over the eyebrows or extend below the bottom edge of the collar. Lines or designs will not be cut into the hair or scalp. If dyes, tints, or bleaches are used, colors used must be natural to human hair and not present an extreme appearance. Applied hair colors which are prohibited include, but are not limited to, purple, blue, pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of instructors to use good judgment in determining if applied colors are acceptable, based upon the overall effect on Cadets' appearance.
 - (1) Males. Sideburns will be neatly trimmed. The base will not be flared and will be a clean-shaven, horizontal line. Sideburns will not extend below the lowest part of the exterior ear opening. The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks (unkempt, twisted, matted, individual parts of hair) while in uniform. Hair that is clipped closely or shaved to the scalp is authorized.
 - (2) Females. Hairstyles will not interfere with proper wearing of military headgear. Hair holding ornaments (barrettes, pins, clips), if used, must be transparent or similar in color to hair, and will be inconspicuously placed. Beads or similar ornamental items are not authorized. Females may wear braids and cornrows as long as the braided style is conservative and the braids and cornrows lie snugly on the head. Hair will not fall over the eyebrows or extend below the bottom edge of the collar at any time during normal activity or when standing in formation. Long hair that falls naturally below the bottom edge of the collar, to include braids, will be neatly and inconspicuously fastened or pinned, so that no free-hanging hair is visible.
 - Fingernails. Cadets will keep fingernails clean and neatly trimmed so as not to interfere with performance of duty. Females may wear polish that is not exaggerated, faddish, or of extreme coloring (such as purple, gold, blue or white) while in uniform.
- Uniform Appearance
 - a. Uniforms must present a neat and clean appearance. Loose strings will be cut from the uniform. No jewelry, watch chain, combs, checkbooks, pens, pencils or similar items will appear exposed on uniforms. The Army uniform will not be mixed with civilian clothing.
- NOTE: Effective SY2011-2012, JROTC 1 may not be used to satisfy the 1 credit Physical Education graduation requirement. Students wanting to use JROTC to fulfill the 0.5 credit PE elective requirement must take JROTC 2PE. See course description below.**

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
Army JROTC 1	TJR1000	09 10 11 12	1	none

The Army JROTC 1 course provides cadets with an introduction to Army JROTC, knowledge of citizenship in action, Army JROTC rank and structure; personal appearance and uniform; military traditions, customs and courtesies; leadership theory and application; knowing yourself, learning how one learns, study skills, communication skills, conflict resolution and an introduction to the Presidential Fitness Challenge. Emphasis is placed on good citizenship.

Army JROTC 2 or Army JROTC 2 PE/2B	TJR2000 TJR2010/2025	10 11 12	1	JROTC 1; MSG Goodley, MSG Makaneole or LTC Spiridigliozzi
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The Army JROTC 2 course includes introduction to achieving a healthy lifestyle, first aid for emergency and non-emergency situations, drug awareness, and map reading skills. Cadets will study citizenship in American history and government by participating in group sessions, exploring the foundation of the American political system, creation of the U.S. constitution, citizen roles in American democracy; continuation of the Presidential Fitness Challenge Program; introduction to public speaking

Army JROTC 2 PE/2B: Successful completion of this course will enable JROTC students to meet the 0.5 Physical Education basic elective (PEP1010) credit requirement for graduation. This semester course must be taken in conjunction with JROTC 2A semester course to meet the second year JROTC requirement. Students not needing the 0.5 Physical Education credit should take JROTC 2 year course to receive the 1.0 CTE credit requirement.

Army JROTC 3	TJR3000	11 12	1	Previous levels, MSG Goodley, MSG Makaneole or LTC Spiridigliozzi
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The Army JROTC 3 course includes basic command and staff principles; leadership strategies; decision making and problem solving; leading others; presenting skills; managing conflicts; career planning and college preparation; planning skills and social responsibility; financial planning, critical thinking in citizenship, continuation of the Presidential Fitness Challenge Program.

Army JROTC 4	TJR4000	12	1	Previous levels, MSG Goodley, MSG Makaneole or LTC Spiridigliozzi
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The Army JROTC 4 includes practical exercises in command and leadership; exploring branches of the services; leadership principles; financial planning program; advanced methods of instruction which include presentation to lower level JROTC classes; self study in selected optional subjects; continuation of the Presidential Fitness Challenge.

Specially Designed Courses: Special Education

CORE CURRICULUM

The following are regular education credit courses taught by special education teachers to meet the unique needs of the special education student. While the standards addressed are identical to the regular education courses, special adaptations and modifications in the presentation of materials are made to meet the unique student needs. These courses are open only to certified special education students. See previous sections for course descriptions.

ENGLISH LANGUAGE ARTS

LCY1010S: ENGLISH LANGUAGE ARTS 1

LCY2010S: ENGLISH LANGUAGE ARTS 2

LCY3010S: ENGLISH LANGUAGE ARTS 3

LCY4010S: ENGLISH LANGUAGE ARTS 4

SCIENCE

SPH2603S: PHYSICAL SCIENCE

SLH2203S: BIOLOGY

SLH4103S: MARINE SCIENCE

SOCIAL STUDIES

CHW1100S: WORLD HISTORY AND CULTURE

CHU1100S: US HISTORY AND GOVERNMENT

CHR1100S/CGU1100S: MODERN HISTORY OF HAWAII/PARTICIPATION IN A DEMOCRACY

CSD2200S/CSD2300S: PSYCHOLOGY/SOCIOLOGY

MATHEMATICS

MAX1155S: ALGEBRA 1

MGX1100S: GEOMETRY

MAX1080S/MSW1011S: MOW 2 paired with MATH WORKSHOP (2 cr)

MXX1100S/MXX1300S: Probability and Statistics

Specially Designed Courses: English Language Learners

CORE CURRICULUM

The following are regular education credit courses taught by ELL teachers to meet the unique need of the ELL student. While the standards addressed are identical to the regular education courses, special adaptations and modifications in the presentation of materials are made to meet the unique student needs. These courses are open only to certified ELL students. See previous sections for course descriptions.

ENGLISH LANGUAGE ARTS

LCY1010J: ENGLISH LANGUAGE ARTS 1

LCY2010J: ENGLISH LANGUAGE ARTS 2

LCY3010J: ENGLISH LANGUAGE ARTS 3

LCY4010J: ENGLISH LANGUAGE ARTS 4

SCIENCE

SPH2603J: PHYSICAL SCIENCE

SLH2203J: BIOLOGY

SEH2003J: EARTH SCIENCE

SEH2503J: MARINE SCIENCE

SIH3603J: ENVIRONMENTAL SCIENCE

SOCIAL STUDIES

CHW1100J: WORLD HISTORY AND CULTURE

CHU1100J: US HISTORY AND GOVERNMENT

CHR1100J/CGU1100J: MODERN HISTORY OF HAWAII/PARTICIPATION IN A DEMOCRACY

CSD2100J/CGW2400J: GEOGRAPHY/GLOBAL STUDIES

MATHEMATICS

MGX1150J: GEOMETRY

MAX1155J/MSW1010J: ALGEBRA 1 paired with MATH WORKSHOP

MAX1180J: MODELING OUR WORLD II (MOW)

MAX1200J/MSW1011J: ALGEBRA 2 paired with MATH WORKSHOP

ELECTIVE CURRICULUM

Title	ACCN Code	Grades	Credit	Prerequisite / Comments
English for Speakers of Other Languages 1A/B	NEI1020J NEI1025J	09 10 11 12	0.5 0.5	ELL Teacher Approval

This course introduces the English language to the non-native English speaker. The emphasis of this beginning course is the development of listening skills necessary for the development of English oral proficiency which will improve the non-native English speaking student's basic interpersonal communication skills (BICS). Besides instruction to develop BICS, learning activities will also introduce and stimulate the student's cognitive academic language proficiency (CALP). Instruction in the second semester promotes the student's oral proficiency in English, but also introduces fundamental concepts in the processes of reading and writing. Instruction in this course continues to emphasize the goals of the first course, but at a higher level of difficulty.

English for Speakers of Other Languages 2A/B	NEI1030J NEI1035J	09 10 11 12	0.5 0.5	ELL Teacher Approval
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This course exposes the non-native English-speaking students to progressively complex aural/oral and literacy examples in the English language. The second semester further exposes the non-native English speaking students to more complex aural/oral and literary works. The core content-area concepts and materials may be used to develop the students' cognitive academic language proficiency. A variety of practical learning activities are planned and used in the instruction to provide students with a wide range of learning opportunities to practice oral English language skills and literacy. At this level, there is an emphasis on understanding some nuances and complexities of the English language and using them appropriately.