

# Leilehua

## High School



2019-2020

# Curriculum Catalog

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1515 California Ave, Wahiawa, HI 96786  
ph: 808.305.3000 [www.leilehua.k12.hi.us](http://www.leilehua.k12.hi.us)

# 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 \$50.00**

## ***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 2020

Administrator: Mr. Shawn Nakata	305-3000
A-K: Ms. Jennifer Martin	305-3060
L-Z: Ms. Michele Sales	305-3063

### Class of 2021

Adminstrator: Mrs. Geri Martin	305-3000
A-K: Mr. Chad Jicha	305-3052
L-Z: Mrs. Kimberly Townsend	305-3050

### Class of 2022

Administrator: Mrs. Jennifer Okuma	305-3000
A-K: Mr. Shane Nakamura	305-3061
L-Z: Mrs. Carrine Higa	305-3053

### Class of 2023

Administrator: Mr. Kerry Kawamura	305-3000
A-K: Mrs. Lynn York	305-3062
L-Z: Mrs. Darilyn Tonaki-Ige	305-3022

## **Special Education**

Ms. Kristie Sasamura	Student Services Coordinator	305-3072
Mrs. Shari Villaruz	Student Services Coordinator	305-3166
Mrs. Marlene Asuncion	Department Head	305-3234

## **Office of the Registrar**

Ms. Dion Cabalce	Registrar	305-3103
Ms. Donna Ramo	Records Clerk	305-3101
Mrs. Erin Yacapin	Attendance Clerk	305-3102

## **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
<b>English</b>	4.0 credits including: - English Language Arts 1 (1 cr); - English Language Arts 2 (1 cr); and - Expository Writing (.5 cr)
<b>Social Studies</b>	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)
<b>Mathematics</b>	3.0 credits including: - Algebra 1 (1 cr) - Geometry (1 cr)
<b>Science</b>	3.0 credits including: - Biology (1 cr) - Basic Lab Science (2 cr; Chemistry, Physics)
<b>World Language; Fine Arts; Career &amp; Technical Education</b>	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
<b>Senior Project</b>	*Required only for STEM Honors Diploma
<b>Physical Education</b>	1.0 credit
<b>Health</b>	0.5 credit
<b>Personal Transition Plan</b>	0.5 credit
<b>Electives</b>	6.0 credits

Honors Recognition Certificate Requirements		
Academic Honors	CTE Honors	STEM Honors
<p><b>Cumulative GPA of 3.0 or above</b></p> <p><b>4 credits of Math:</b> 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><b>4 credits of Science:</b> 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><b>Cumulative GPA of 3.0 or above</b></p> <p>Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement)</p> <ul style="list-style-type: none"> <li>- Earn B or better in each required program of study (coursework).</li> <li>- Meet or exceed proficiency on performance-based assessments for corresponding program of study.</li> </ul> <p>Completes one of the following for the corresponding program of study.</p> <ul style="list-style-type: none"> <li>- Earn at least 70% or better on each CTE course in the program of study; or</li> <li>- Earn a nationally-recognized certificate; or</li> <li>- Earn a 70% or better on a Dual Credit Articulated Program of Study written assessment</li> </ul>	<p><b>Cumulative GPA of 3.0 or above</b></p> <p><b>4 credits of Math:</b> 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><b>4 credits of Science:</b> 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)

**Registration Exception Requests:** Students wishing to enroll in a course for which they do not qualify must submit a Registration Exception request form. This form must include written parent authorization and be submitted at time of registration. This does not apply to the Honors, GT, or AP programs. Students who enroll in a course under this method may not withdraw from the course and may not elect the Satisfactory/Unsatisfactory grading option.

**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, been recommended by either a teacher, a parent, a counselor, or an administrator, and maintained a STAR 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

**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, Psychology, Biology, Chemistry, PhysicsB, Calculus AB, Calculus BC, Statistics, Spanish

\*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 every Tuesday & Thursday from 3:30pm- 4:30pm in room P-8.

**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:** Key Club, Nakayoshi Kai, National Honors Society, Los Amigos, Speech & Debate, ECO Club, Oceanic Club, Leo Club, Hiking Club, Future Farmers of America, Archery Club, Drama Club

**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](http://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:

### Section 504 Inquiries

Section 504 Education Specialist  
Comprehensive Student Support Services  
Hawaii State Department of Education  
475 22nd Avenue, Building 302, Room 204  
Honolulu, Hawaii 96816  
(808) 305-9787 or relay

### Title VI, Title IX, ADA and other Inquiries

Director  
Civil Rights Compliance Office  
Hawaii State Department of Education  
P.O. Box 2360  
Honolulu, Hawaii 96804  
(808) 586-3322 or relay

# Core Curriculum: English Language Arts

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>English Language Arts 1</b>	<b>LCY1010</b>	<b>09</b>	<b>1</b>	<b>none</b>
<b>English Language Arts 2</b>	<b>LCY2010</b>	<b>10</b>	<b>1</b>	
<b>English Language Arts 3</b>	<b>LCY3010</b>	<b>11</b>	<b>1</b>	
<b>English Language Arts 4</b>	<b>LCY4010</b>	<b>12</b>	<b>1</b>	

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.

<b>English Language Arts 2 Lab A/B</b>	<b>LLH2013</b> <b>LLH2014</b>	<b>10</b>	<b>0.5</b> <b>0.5</b>	<b>Recommendation of English 1 teacher</b>
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This course supports students who are enrolled in LCY2010. It provides additional instruction and support, where needed, to help students achieve the standards for language arts. The first semester will focus on reading skills. The second semester will focus on writing skills. (This course is for elective credit only and does not meet the English graduation requirement.)

<b>Creative Writing Writing Workshop A</b>	<b>LWH5235</b> <b>LLH8103</b>	<b>11 12</b>	<b>0.5</b> <b>0.5</b>	<b>Does not satisfy english elective credit requirement</b>
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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. Writing Workshop is the follow-up to Creative Writing, giving students a place and the time to continue developing as writers with a focus on publication via contests and other forms of calls for submissions, including the LHS Review: Impressions.

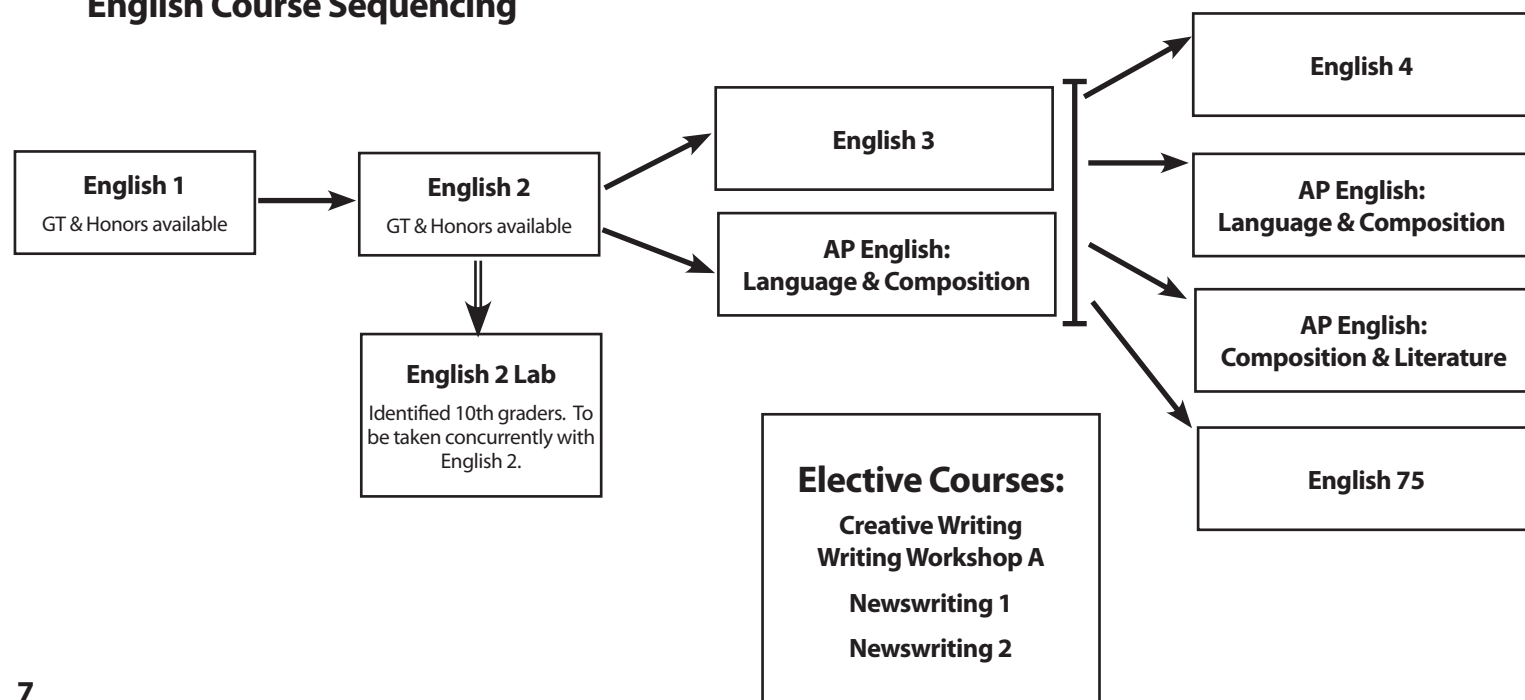
<b>Newswriting 1</b> <b>Newswriting 2</b>	<b>LJY8210</b> <b>LJY8300</b>	<b>09 10 11 12</b>	<b>1</b> <b>1</b>	<b>Level 1: none</b> <b>Level 2: Mr. Fukumoto, rm 202</b>
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This course is for students who are interested in participating as a member of the school newspaper staff. It covers study of the various parts of the newspaper, its major functions, and the responsibilities involved in newspaper production.

<b>Expository Reading &amp; Writing (Eng 75)</b>	<b>LCY5000</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation</b>
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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

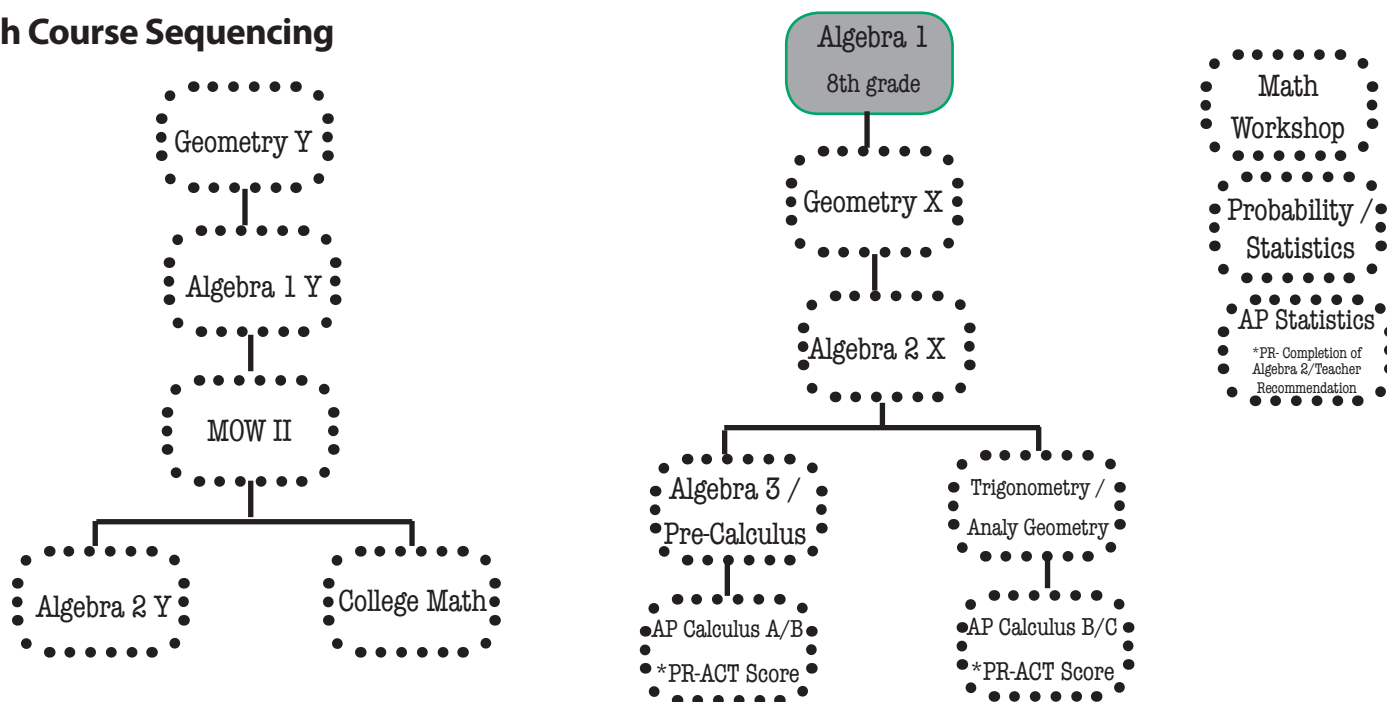




# Core Curriculum: Mathematics

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Geometry</b> 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.	<b>MGX1100</b>	<b>09 10 11 12</b>	<b>1</b>	<b>Current teacher recommendation</b>
<b>Algebra 1</b> 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.	<b>MAX1155</b>	<b>09 10 11 12</b>	<b>1</b>	<b>Current teacher recommendation</b>
<b>Algebra 2</b> 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.	<b>MAX1200</b>	<b>10 11 12</b>	<b>1</b>	<b>Current teacher recommendation</b>
<b>Mathematics: Modeling Our World 2 (MOW2)</b> 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>	<b>MAX1180</b>	<b>11</b>	<b>1</b>	<b>Current teacher recommendation</b>
<b>Algebra 3 Pre-Calculus</b> 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.	<b>MAX1310 MCX1020</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>Current teacher recommendation</b>
<b>Trigonometry Analytical Geometry</b> 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.	<b>MCX1010 MCX1030</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>Current teacher recommendation</b>
<b>Probability Statistics</b> 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.	<b>MX11100 MX11300</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>Completion of Algebra 1; Current teacher recommendation</b>
<b>Math Workshop (Algebra 1 &amp; Algebra 2)</b> 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.)	<b>MSW1010 MSW1011</b>	<b>10 11</b>	<b>1 1</b>	<b>Current teacher recommendation</b>
<b>Introduction to College Math</b> 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.	<b>MIC1200</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation; Completion of MOW 2 or higher</b>

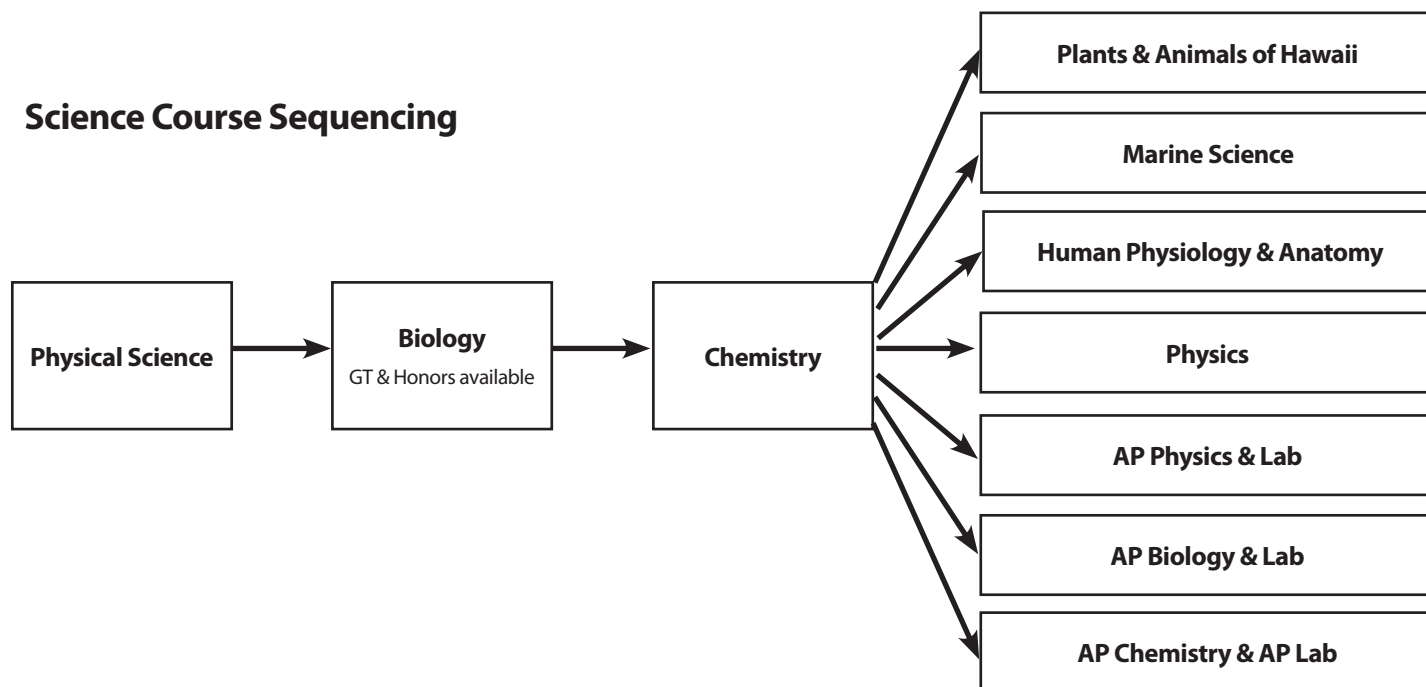
## Math Course Sequencing



# Core Curriculum: Science

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Physical Science</b>	<b>SPH2603</b>	<b>09</b>	<b>1</b>	<b>none</b>
This laboratory course covers the basic major topics learned in Chemistry and Physics. Concepts include nature of matter and the mechanics of motion.				
<b>Biology</b>	<b>SLH2203</b>	<b>10</b>	<b>1</b>	<b>none</b>
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.				
<b>Chemistry</b>	<b>SPH3503</b>	<b>11 12</b>	<b>1</b>	<b>none</b>
This laboratory course focuses on experimental science and laboratory investigations related to chemical nature of matter. Topics covered include atomic theory, chemical bonding, and the rates and mechanics behind reactions.				
<b>Physics</b>	<b>SPH5603</b>	<b>11 12</b>	<b>1</b>	<b>none</b>
This laboratory course focuses on laboratory investigations related to physics. The course focuses more on concepts rather than mathematical equations. Topics covered include motion, energy, gravitational interactions, waves, astronomy and electrical and magnetic forces.				
<b>Human Physiology 1</b>	<b>SLH7503</b>	<b>11 12</b>	<b>1</b>	<b>Biology, Current teacher approval</b>
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.				
<b>Marine Science</b>	<b>SEH2503</b>	<b>11 12</b>	<b>1</b>	<b>none</b>
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.				
<b>Plants and Animals in Hawaii</b>	<b>SLH4103</b>	<b>11 12</b>	<b>1</b>	<b>none</b>
This science course uses the animals and plants found in Hawaii's land and ocean to cover topics from physical science, biology and chemistry. Topics include identification, classification, adaptations, and conservation of organisms, and the nature of physical environments.				

## Science Course Sequencing



# Core Curriculum: Social Studies

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
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<b>World History and Culture</b>	<b>CHW1100</b>	<b>09</b>	<b>1</b>	<b>none</b>
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This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, 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.

<b>U.S. History and Government</b>	<b>CHU1100</b>	<b>10</b>	<b>1</b>	<b>none</b>
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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.

<b>Modern History of Hawaii Participation in a Democracy</b>	<b>CHR1100 CGU1100</b>	<b>11</b>	<b>0.5 0.5</b>	<b>none</b>
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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.

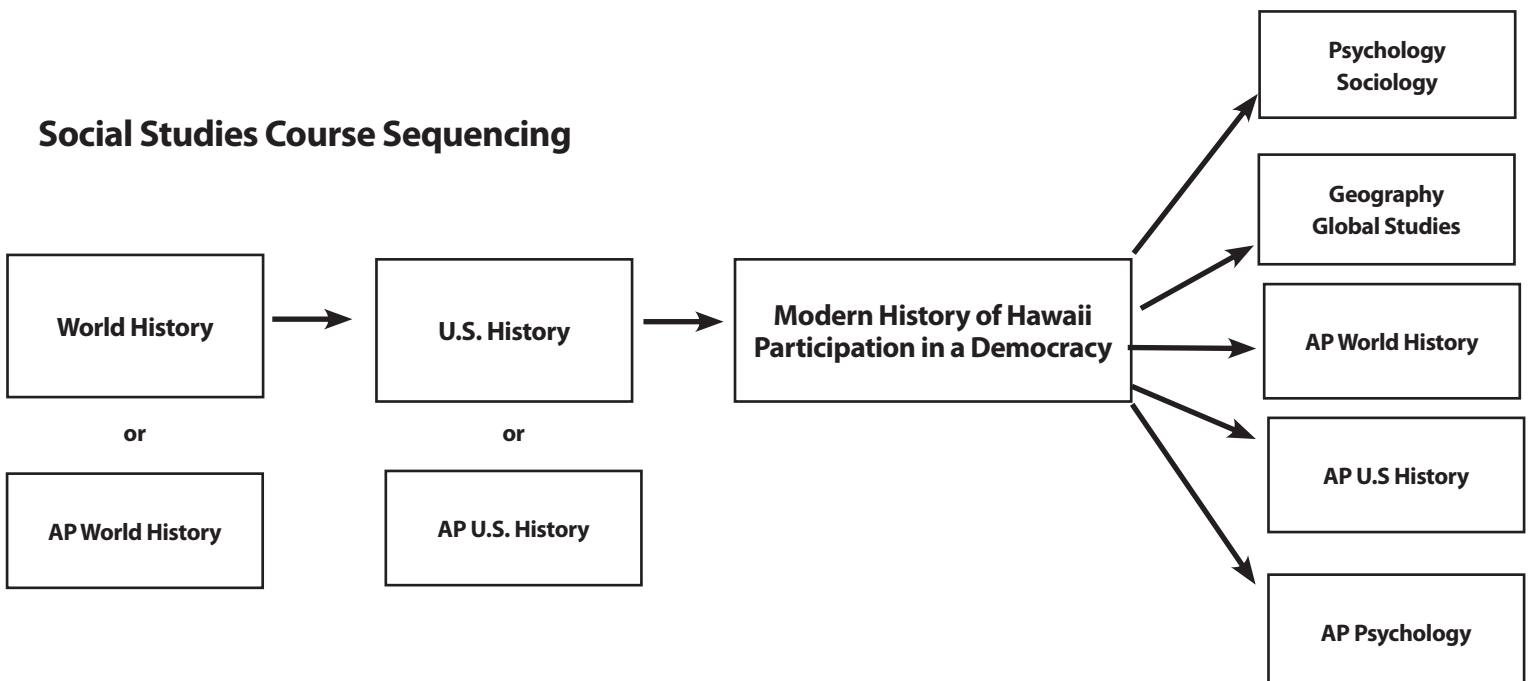
<b>Psychology Sociology</b>	<b>CSD2200 CSD2300</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>none</b>
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Psychology helps students to understand the physical and psychological basis of human behavior. Students learn about the origin of psychology, biology of the 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.**

<b>Geography Global Studies</b>	<b>CSD2100 CGW2400</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>none</b>
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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.
- STAR Test grade equivalent is recommended to be at 11.0 or higher

## EDUCATION TECHNOLOGY

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) Computer Science Principles</b>	<b>ECS9800</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation; Completion of Algebra 2</b>

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	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) English Language &amp; Composition</b>	<b>LAY6010</b>	<b>11, 12</b>	<b>1</b>	<b>Ms. Ishikawa rm P-20</b>

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.

<b>Advanced Placement (AP) English Composition &amp; Literature</b>	<b>LAY6100</b>	<b>12</b>	<b>1</b>	<b>Recommend B or higher in Expository Writing/AP Lang&amp;Comp Mr. Rodriguez, rm 32</b>
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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	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) Art History</b>	<b>FVA2000</b>	<b>9 10 11 12</b>	<b>1</b>	<b>Mr. Gruzinsky, rm 43</b>

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	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) Calculus AB</b>	<b>MCA1040AB</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation; Completion of Alg 3/Pre-Calc</b>

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

<b>Advanced Placement (AP) Calculus BC</b>	<b>MCA1040BC</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation; Completion of Trig/Analyt Geo</b>
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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.

<b>Advanced Placement (AP) Statistics</b>	<b>MCA1050</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation; Completion of Algebra 2</b>
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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	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) Biology</b> <b>Advanced Placement (AP) Biology Lab (Directed Studies)</b>	<b>SLH8003</b> <b>SAH3503B</b>	<b>10 11 12</b>	<b>1</b> <b>1</b>	<b>Mrs. Yamamoto, rm N106</b>

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. Integrated Science is designed specifically to provide AP Biology students with sufficient opportunities to complete required laboratory work.

<b>Advanced Placement (AP) Chemistry</b> <b>Advanced Placement (AP) Chemistry Lab (Directed Studies)</b>	<b>SPH5003</b> <b>SAH3503C</b>	<b>11 12</b>	<b>1</b> <b>1</b>	<b>Mrs. Keane, rm 48</b>
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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.

<b>Advanced Placement (AP) Physics I: Algebra-Based</b> <b>Advanced Placement (AP) Physics Lab (Directed Studies)</b>	<b>SPH7503</b> <b>SAH3503P</b>	<b>11 12</b>	<b>1</b> <b>1</b>	<b>C or better in Algebra 2;</b> <b>Mr. Yim, rm N206</b>
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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.

<b>Advanced Placement (AP) Physics C: Mechanics</b> <b>Advanced Placement (AP) Physics C: Electy/Magnet</b> <b>Advanced Placement (AP) Physics Lab (Directed Studies)</b>	<b>SPH7801</b> <b>SPH7802</b> <b>SAH3503P</b>	<b>11 12</b>	<b>0.5</b> <b>0.5</b> <b>1</b>	<b>C or better in Algebra 2;</b> <b>Mr. Yim, rm N206</b>
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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.

## SOCIAL STUDIES

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) World History</b>	<b>CHA6300</b>	<b>9 10 11 12</b>	<b>1</b>	<b>Ms. Chow, rm 5</b> <b>A/B in regular World History recommended</b>

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. Interested student must have already taken World history and passed with a B or higher. AP instructor approval required. **Required material: 2 inch binder with 8 Tabbed Index Dividers**

<b>Advanced Placement (AP) U.S History</b>	<b>CHA6100</b>	<b>9 10 11 12</b>	<b>1</b>	<b>Mr. Cantero, rm P1</b>
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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

<b>Advanced Placement (AP) Psychology</b>	<b>CSA2500</b>	<b>11 12</b>	<b>1</b>	<b>Current teacher recommendation</b>
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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. **Required materials: 50 Great Myths of Popular Psychology by Lilienfeld, S, Ruscio, J, Beyerstein, B and 2 inch binder or 8.5" x 11" 3 subject spiral bound notebook.**

<b>Dired Studies-SS: AP Psychology Lab</b>	<b>CDI5100P</b>	<b>11 12</b>	<b>1</b>	<b>Concurrent enrollment in AP Psychology; Teacher referral</b>
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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.

## WORLD LANGUAGE

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Advanced Placement (AP) Spanish</b>	<b>WES6000</b>	<b>11 12</b>	<b>1</b>	<b>Mrs. Aguirre, rm N102</b>

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	Pre-requisite? / Approval needed?
<b>Physical Education : Lifetime Fitness (Required credit)</b>	<b>PEP1005</b>	<b>09</b>	<b>0.5</b>	<b>none;</b>
<b>Career and Life Planning (Elective credit)</b>	<b>TGG1100</b>		<b>0.5</b>	<b>Mr. Ganiko, rm PE-4</b>

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.**

<b>Physical Education: Lifetime Activities (PE elective)</b>	<b>PEP1010</b>	<b>10</b>	<b>0.5</b>	<b>none;</b>
<b>Health: Today &amp; Tomorrow (Required credit)</b>	<b>HLE1000</b>		<b>0.5</b>	<b>Mr. Shiroma, rm PE-1</b>

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.**

<b>Personal and Transition Plan</b>	<b>TGG1105</b>	<b>12</b>	<b>0.5</b>	<b>none</b>
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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: Miscellaneous Courses

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Argumentation &amp; Debate</b>	<b>LVH5370</b>	<b>09 10 11 12</b>	<b>0.5</b>	<b>none</b>
<b>Argumentation &amp; Debate Lab</b>	<b>LLH5371</b>		<b>0.5</b>	

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.

<b>College Preparatory Skills-AVID</b>	<b>TGG1011</b>	<b>09 10 11 12</b>	<b>1</b>	<b>Previous AVID Elective Teacher; Approved Application Mr. Domingo, rm HH202</b>
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AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. AVID is an elective class that meets during the regular school day. **Students must have a 2.0-3.5 GPA; teacher and administrator recommendation; express commitment to achievement from the student and parents/guardians.**

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

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 commitment contract. Removal from the class is an option if student fails to follow procedures.**

<b>Computer Science</b>	<b>EXS1---</b>	<b>09 10 11 12</b>	<b>1</b>	<b>C or better in Algebra 1 or Geometry; Mrs. Miyamoto, rm P3</b>
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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.

<b>Directed Study - Registrar</b>	<b>TBK3930</b>	<b>11 12</b>	<b>1</b>	<b>Ms. Cabalce, Reg Office</b>
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Students will assist the registrar with such tasks as, typing, maintaining files, preparing registration materials, duplicating materials, answering the telephone, and processing student clearances. Students must enjoy working with others and be detail oriented, as this office is responsible for student registration, scheduling and student records.

# Elective Curriculum: Miscellaneous Courses

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Leilehua Early College Program Prep</b>	<b>XAG1030A XAG1030B</b>	<b>10</b>	<b>0.5 0.5</b>	<b>GPA of 2.5 or above Mr. Cabralda (53)</b>

This is the first course in a three year early college program. The students in this cohort will develop skills necessary to pass the University of Hawaii, Accuplacer Placement Test. Eligibility guidelines: ACT Explore score between 13-16; STAR score of 5.0 or above (can retake test); be in good academic standing based on previous performance; teacher recommendation. **Application Required**

<b>Leilehua Early College Program 1</b>	<b>XAG1030A2 XAG1030B2</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>GPA of 2.5 or above Mr. Cabralda (53)</b>
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This is the second course in a three year early college program. The LHS ECP 1 may be an official early college student enrolled in an online University of Hawaii course, earning a minimum of 3 college credits, and up to 6 college credits for the school year. The Leilehua teacher will collaborate with the University of Hawaii instructor and provide face-to-face support for the students. Curriculum will include post high school college options and application processes, local college visits, attending various college recruiting sessions, and preparing for college entrance exams (ACT/SAT). Eligibility guidelines: ACT Plan score between 14-17; STAR score of 6.0 or above (can retake test); GPA of 2.5 or above; be in good academic standing based on previous performance; teacher recommendation; **parents agree and plan to pay for college tuition, books and fees, if no grants are available.**

<b>Leilehua Early College Program 2</b>	<b>XAG1030A3 XAG1030B3</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>GPA of 2.5 or above Mr. Cabralda (53)</b>
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This is the third course in a three year early college program. The LHS ECP 2 cohort is an official early college student enrolled in a 100 level (or higher) on-line University of Hawaii course, earning a minimum of 3 college credits, and up to 6 college credits for the school year. The Leilehua teacher will collaborate with the University of Hawaii instructor and provide face-to-face support for the students. Curriculum will include post high school college options and application processes, local college visits, attending various college recruiting sessions, and preparing for college entrance exams (ACT/SAT). Eligibility guidelines: Qualifying ACT or SAT scores; GPA of 2.5 or above; be in good academic standing based on previous performance; teacher recommendation; **parents agree and plan to pay for college tuition, books and fees, if no grants are available.**

<b>Leadership Training - Junior, Senior, LHSSA</b>	<b>XLP1015</b>	<b>10 11 12</b>	<b>0.5 0.5</b>	<b>Sr: Togashi (1); Jr: Sasamura (HH105) LHSSA (by approval only): Yukumoto (28)</b>
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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). **Application required.**

<b>Library Research 1/2</b>	<b>XAL2010 XAL2020</b>	<b>10 11 12</b>	<b>0.5 0.5</b>	<b>Ms. Yamamoto, Library</b>
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This one semester course is designed develop 21st century information research skills. Based on the Hawaii Content and Performance Standards and the General Learner Outcomes, this integrated studies course focuses on the Library as an information center and the access of information to develop students as critical consumers of information. The course will provide opportunities for students to apply skills learned to their own studies and to impart the acquired information retrieval skills to other library patrons either on a one-to-one basis or as a presentation. Service Learning is an integral component of this course. The culminating activity for this course will be a library research project. Approval needed by librarian.

<b>Peer Support</b>	<b>HMP----</b>	<b>09 10 11 12</b>	<b>1</b>	<b>Approved Application Ms. Castillo, rm 104A</b>
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This standards-based advanced health course is offered as an elective for students in grades 9 to 12. The course is service-learning intensive and designed to give students standards-based health knowledge and skills needed to present information to a variety of audiences, including their peers. Student Peer Educators acquire extensive health knowledge on critical risk areas including personal and social skills development, AIDS and STD, substance abuse, teen suicide, teen pregnancy and sexual violence. They represent a cross-section of the school population and must be positive role models for healthy lifestyles. Emphasis is placed on the introduction of the peer helper skills outlined in the National Peer Helper Association Programmatic Standards. Students must obtain permission from the instructor to register for this course.

<b>School Service (NON-CREDIT COURSE)</b>	<b>XTH4001</b>	<b>12</b>	<b>0</b>	<b>Counselor/Teacher approval</b>
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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.

<b>STEM Capstone</b>	<b>XAT1000</b>	<b>11 12</b>	<b>1</b>	<b>Mrs. H. Paz, P-25</b>
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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.

<b>Yearbook Production</b>	<b>XYY86--</b>	<b>10 11 12</b>	<b>1</b>	<b>Approved Application Mr. J. Fukumoto, rm 202</b>
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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	Pre-requisite? / Approval needed?
<b>Drawing &amp; Painting 1</b>	<b>FVQ1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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.				
<b>Drawing &amp; Painting 2</b>	<b>FVQ2000</b>	<b>10 11 12</b>	<b>1</b>	<b>Previous level; teacher approval Ms. Kang-Abangan, rm 37</b>
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.				
<b>Drawing &amp; Painting 3</b>	<b>FVQ3000</b>	<b>11 12</b>	<b>1</b>	<b>Previous level; teacher approval Ms. Kang-Abangan, rm 37</b>
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.				
<b>Ceramics 1</b>	<b>FVL1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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. <b>\$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.</b>				
<b>Ceramics 2</b>	<b>FVL2000</b>	<b>10 11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mrs. Weeks, rm 30</b>
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. <b>\$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.</b>				
<b>Ceramics 3</b>	<b>FVL3000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mrs. Weeks, rm 30</b>
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. <b>\$30 material fee required. If full payment cannot be made, parents must make payment arrangements with the teacher.</b>				
<b>Metalwork and Jewelry 1</b>	<b>FVM1000</b>	<b>10 11 12</b>	<b>1</b>	<b>Mrs. Weeks, rm 30</b>
This course teaches students jewelry design and metal working techniques such as sawing, filing, soldering, fusing glass, hammer-forming metal, riveting, and resin casting. Traditional and nontraditional methods will be explored. Students will apply the principals and elements of art to their compositions.				
<b>Metalwork and Jewelry 2</b>	<b>FVM2000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mrs. Weeks, rm 30</b>
This course teaches students advanced levels of jewelry design and metalworking techniques. Students build on the techniques learned in the first year course and add new techniques such as synclastic and anticlastic forming, complex design, etc.. Students work towards a portfolio using the elements and principles of art and design. <b>\$35 class fee.</b>				
<b>(Digital) Photography 1</b>	<b>FVP1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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. <b>Students must provide their own digital camera.</b>				
<b>Photography 2</b>	<b>FVP2000</b>	<b>10 11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mr. Sasada, rm 31</b>
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. <b>Students must provide their own digital camera and USB storage device.</b>				
<b>Photography 3</b>	<b>FVP3000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mr. Sasada, rm 31</b>
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. <b>Students must provide their own digital camera and USB storage device.</b>				

# 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	Pre-requisite? / Approval needed?
<b>Chorus 1</b>	<b>FMC1000</b>	<b>9 10 11 12</b>	<b>1</b>	<b>none</b>

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

<b>Chorus 2, 3, 4</b>	<b>FMC----</b>	<b>09 10 11 12</b>	<b>1</b>	<b>Previous choir level, Ms. NJ, rm 51</b>
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These courses are the continuation from the previous level. Music of various styles, periods, and cultures will be performed and studied. Students listen to recordings, live performers, and choral groups to increase understanding of musical concepts. Students match pitches, take rhythmic dictation, and demonstrate the use of notational symbols. Solo, two-part, three-part and four-part harmonies are introduced and sung.

<b>Ukulele 1</b>	<b>FML1000</b>	<b>9 10 11 12</b>	<b>1</b>	<b>none</b>
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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.

<b>Ukulele 2, 3, 4</b>	<b>FML----</b>	<b>10 11 12</b>	<b>1</b>	<b>Previous ukulele level, Mr. Ginoza, rm 51</b>
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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.

<b>Introductory Band</b>	<b>FMB1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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This is an introductory course to wind band. Students must have little to no experience playing a wind instrument. Students may learn one of the following instruments: Flute, Oboe, Bassoon, Clarinet, Alto Saxophone, Tenor Saxophone, French Horn, Trumpet, Trombone, Baritone, Tuba and Percussion (primary focus on mallets). **Students will be required to pay a \$25 class fee. If full payment cannot be made, parents must make payment arrangements with the teacher . Please visit [www.leilehuaband.org](http://www.leilehuaband.org) for more details.**

<b>Concert Band</b>	<b>FMB----A</b>	<b>09 10 11 12</b>	<b>1</b>	<b>2+ years band experience; Ms. Hayashi, rm 108</b>
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This course is designed for incoming freshmen and students with at least two or more years of wind band experience or private lessons equivalent thereof. Students must be able to play Bb, Eb, F, Chromatic scales and play grade level 1 to 4 music. Students must provide their own equipment (instruments will be provided), supplies and books (Accent on Achievement 1 & 2). Please go to <http://www.leilehuaband.org> to view a list of recommended equipment and supplies. Students must be able to pay for the following items: \$20 Class fee, \$20 Yellow Polo Shirt, \$35 White Dinkle Shoes, you may visit the website and look at the Advanced Band Form. **If full payment cannot be made, parents must make payment arrangements with the teacher. Teacher's Approval Required.**

<b>Symphonic Band</b>	<b>FMB----P</b>	<b>10 11 12</b>	<b>1</b>	<b>3+ years band experience; Ms. Hayashi, rm 108</b>
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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 provide their own equipment (instruments will be provided), supplies and books (Accent on Achievement 2 & 3). Please go to <http://www.leilehuaband.org> to view a list of recommended equipment and supplies. Students must be able to pay for the following items: \$35 Class fee, \$20 Yellow Polo Shirt, \$35 White Dinkle Shoes, you may visit the website and look at the Symphonic Band Form. **If full payment cannot be made, parents must make payment arrangements with the teacher. Teacher's Approval Required.**

<b>Marching Band (After School Course)</b>	<b>FMN----</b>	<b>09 10 11 12</b>	<b>1</b>	<b>1+ years band experience; Mr. Roque-Dangaran, rm P12/P21</b>
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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 is course has high physical demands. Students must be able to attend classes (practices) and performances as posted on the band calendar. Please go to <http://www.leilehuaband.org> and look at the calendar to get an idea of the time requirements for this course. Currently classes are usually held on Monday's and Wednesday's from 6:30pm-8:30pm and Friday or Saturday 4:00pm-9:00pm (subject to change). There are various class uniform requirements and class fees. Please go to our website to view a more detailed itemization of costs. **If full payment cannot be made, parents must make payment arrangements with the teacher. Teacher's Approval Required.**

<b>Music Leadership</b>	<b>XLP1015B</b>	<b>10 11 12</b>	<b>1</b>	<b>Ms. Hayashi, rm 108</b>
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Students that wish to be a member of the Executive Board, Section Leader, Librarian or Quartermaster are required to take the class (Band & Choir). Students will learn how to plan, organize and implement events. Students will have hands on training in the art of effective leadership and communication. Students will be expected to meet time requirements that take place outside the school day. **Teacher's Approval Required. Must be enrolled in a Band or Choir Class.**



# Elective Curriculum: Fine Arts - Dance/Drama

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Creative Dance 1</b>	<b>FDC1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

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. The vocational possibilities of dance are also explored.

<b>Creative Dance 2</b>	<b>FDC2000</b>	<b>10 11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Ms. NJ, rm51</b>
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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.

<b>Hawaiian Dance 1</b>	<b>FDK1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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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.**

<b>Hawaiian Dance 2</b>	<b>FDK2000</b>	<b>10 11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mrs. Anzai, P24</b>
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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.**

<b>Hawaiian Dance 3 Hawaiian Dance 4</b>	<b>FDK3000 FDK4000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level; teacher approval Mrs. Anzai, P24</b>
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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.**

<b>Explorations in Drama</b>	<b>FTE1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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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.

<b>Beginning Acting</b>	<b>FTA1300</b>	<b>10 11 12</b>	<b>1</b>	<b>Previous level, Mr. Rodriguez, rm 32</b>
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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	Pre-requisite? / Approval needed?
<b>Body Conditioning 1A/1B</b>	<b>PBP1110/1120</b>	<b>11 12</b>	<b>0.5/0.5</b>	<b>C or better in PE 9/10; Mrs. Celebre, rm P-17</b>

The content of this course empowers learner to acutalize 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, Intesity, 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.**

<b>Individual and Dual Sports 1/2</b>	<b>PIP1610/1620</b>	<b>10 11 12</b>	<b>0.5/0.5</b>	<b>C or better in PEP1005; PE teacher</b>
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This 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: This course satisfies the 0.5 Physical Education elective requirement needed for graduation.**

<b>Physical Fitness For Life 1A/1B</b>	<b>PFP1310/1320</b>	<b>11 12</b>	<b>0.5/0.5</b>	<b>C or better in PE9/10; LHS Coach Recommendation Mr. Townsend, rm P-15</b>
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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.**

<b>Team Sports 1/2</b>	<b>PTP1640/1650</b>	<b>11 12</b>	<b>0.5/0.5</b>	<b>C or better in Ind/Dual Sports 1/2; Mr. Manley, rm PE-2</b>
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This course 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: This course does not meet the 0.5 Physical Education elective requirement needed for graduation.**

<b>Weight &amp; Resistance Training 1A/1B</b>	<b>PWP1210/1220</b>	<b>10 11 12</b>	<b>0.5/0.5</b>	<b>C or better in PE 9/10; Mr. Townsend, rm P-15</b>
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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.**

<b>Weight &amp; Resistance Training 2A/2B</b>	<b>PWP1230/1240</b>	<b>11 12</b>	<b>0.5/0.5</b>	<b>C or better in 1A/B; Mr. Kurisu, rm P-14</b>
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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	Pre-requisite? / Approval needed?
<b>Japanese Conversation &amp; Culture</b>	<b>WAJ8000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

This course focus 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 courses 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	Pre-requisite? / Approval needed?
<b>French 1</b> <b>German 1</b> <b>Hawaiian 1</b> <b>Japanese 1</b> <b>Spanish 1</b>	<b>WEF1000</b> <b>WEG1000</b> <b>WAH1000</b> <b>WAJ1000</b> <b>WES1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

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.

<b>French 2</b> <b>German 2</b> <b>Hawaiian 2</b> <b>Japanese 2</b> <b>Spanish 2</b>	<b>WEF2000</b> <b>WEG2000</b> <b>WAH2000</b> <b>WAJ2000</b> <b>WES2000</b>	<b>10 11 12</b>	<b>1</b>	<b>C or better in previous level and current teacher recommendation</b>
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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.

<b>Hawaiian 3</b> <b>Japanese 3</b> <b>Spanish 3</b>	<b>WPH3000</b> <b>WAJ3000</b> <b>WES3000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level and current teacher recommendation</b>
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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 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.

<b>Hawaiian 4</b> <b>Japanese 4</b> <b>Spanish 4</b>	<b>WPH4000</b> <b>WAJ4000</b> <b>WES4000</b>	<b>11 12</b>	<b>1</b>	<b>C or better in previous level and current teacher recommendation</b>
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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):Arts, & Communication Pathway

Included in this pathway are programs related to the humanities and to the performing, visual, literary, and media arts. Some examples are writing, illustrating, graphic designing, publishing, journalism, television broadcasting, photography, and advertising. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
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<b>Arts &amp; Communication Pathway Core</b>	<b>TAC2010</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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This course is designed for students who plan to pursue careers in the Arts & Communication Career Cluster. Students will be introduced to basic concepts in Visual and Media Arts. This course is a prerequisite for students pursuing a Career and Technology Education program of study in Arts and Communication. Students will spend one semester in Tech Images and the other semester in Cinema Tech. Basic concepts in graphic design and digital media will be introduced. **Students are required to purchase a uniform (worn daily to class).**

<b>Co-Operative Education: Arts &amp; Communication</b>	<b>TAK2910M TAK2910C</b>	<b>10 11 12</b>	<b>1</b>	<b>Cinema Tech: Mrs. Cabralda, rm 107 Tech Images: Mrs. Ohara, rm 52</b>
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Cooperative Arts and Communication provides on-the-job work experience. Cooperative Arts and Communication must be taken concurrently with another Arts and Communication cluster course.

<b>Directed Study in Arts &amp; Communication</b>	<b>TAK2930M TAK2930C</b>	<b>11 12</b>	<b>1</b>	<b>Cinema Tech: Mrs. Cabralda, rm 107 Tech Images: Mrs. Ohara, rm 52</b>
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This course is designed for the student who wants to further explore an interest through individual research and development activities. Emphasis is on arts and communication with opportunities to investigate, design, construct and evaluate solutions to problems in the arts or communication.

## TECH IMAGES ACADEMY

Graphic Communications and Graphic Communications Technology 1, 2 and Coop Education are Academy structure courses that assess fees for uniform shirt, and supplies required to perform in a school-based work site. Students are required to comply with policies and procedures specific to the Communication Technology Academy.

**Program of Study:** Graphic Design Tech I

**Required Courses:** AC Core, Graphic Design Tech I, Expository Writing

**Program of Study:** Graphic Design Tech II

**Required Courses:** AC Core, Graphic Design Tech II, Expository Writing

<b>Graphic Design Tech 1</b>	<b>TAU2124</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core; Optional enrollment with Co-op; Mrs. Ohara, rm 52</b>
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This course provides class and laboratory experiences in the major areas of the graphics industry including the study of the fundamentals of typography, layout and copy preparation, digital photography, printing by raster image process, screen process, bindery, computer aided designing and printing, and desktop publishing. Students are required to perform in a school-based work site. **Students in this course are required to purchase and wear a Tech Images uniform. Additional supply list given at the start of the course.**

<b>Graphic Design Tech 2</b>	<b>TAN2400</b>	<b>10 11 12</b>	<b>1</b>	<b>Design Tech 1; Optional enrollment with Co-op; Mrs. Ohara, rm 52</b>
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This course features advanced work through organized learning experiences with emphasis on computer aided layouts and design, composition, paper cutting, ink and color preparation, binding, and silk screen process. **Students in this course are required to purchase and wear a Tech Images uniform. Additional supply list given at the start of the course.**

## CINEMA TECH ACADEMY

Digital Media, Broadcast Media, Co-op Education, & Directed Studies are Academy structure courses that assess fees for uniform shirt and supplies, required to perform in a school-based work site. Students are required to comply with policies and procedures specific to the Communication Technology Academy. Students are required to do on-site filming of events outside of the classroom and beyond regular school hours.

**Program of Study:** Digital Media

**Required Courses:** AC Core, Digital Media, Expository Writing

**Program of Study:** Broadcast Media

**Required Courses:** AC Core, Digital Media, Broadcast Media, Expository Writing

<b>Digital Media Tech</b>	<b>TAU2210</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core; Optional enrollment with Co-op; Mrs. Cabralda, rm 107</b>
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This course is designed to equip students with the necessary skills to support and enhance their use of digital media technologies. Topics will include the creation of media content, its communicative abilities and the production process. Students in this course are required to purchase and wear a Cinema Tech Uniform and film school events beyond regular school hours. **Additional supply list given at the start of the course.**

<b>Broadcast Media</b>	<b>TAN2115</b>	<b>10 11 12</b>	<b>1</b>	<b>Digital Media Tech; Optional enrollment with Co-op; Mrs. Cabralda, rm 107</b>
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Broadcast Media is a course designed to give students hands-on opportunities in television news production. Through a variety of production experiences, students will exercise creativity and make critical thinking decisions. Students in this course will participate in the SkillsUSA State Convention are required to purchase and wear a Cinema Tech Uniform and film school events beyond regular school hours. **Additional supply list given at the start of the course.**

# Career & Technical Ed (CTE): Business Management & Technology Pathway

This pathway includes careers related to marketing, finance, accounting, information processing, and management of enterprises engaged in commerce. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
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<b>Business, Management &amp; Technology Core</b>	<b>TBC3010</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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This course is designed for students who plan to pursue careers in business, management and technology and/or related occupations. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Problem-based, real-world application of business concepts will be emphasized. Students will utilize technology for a variety of business applications and business communication; demonstrate effective customer service; and use accounting concepts to formulate, analyze and evaluate financial decisions in business.

<b>Directed Study in Business</b>	<b>TBK3930</b>	<b>11 12</b>	<b>1</b>	<b>Mr. Kon, rm 33</b>
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This course is designed for the student who wants to further explore an interest through individual research and development activities. Emphasis is focused on business and technology with opportunities to investigate, design, construct, and evaluate solutions to business problems.

## BUSINESS ACADEMY

**Program of Study:** Accounting I

**Required Courses:** Business Core, Accounting I, Economics

**Program of Study:** Finance

**Required Courses:** Business Core, Finance, Economics

**Program of Study:** Office Administration

**Required Courses:** Business Core, Office Administrative Tech, Economics

<b>Office/Administrative Technology (Computer Applications)</b>	<b>TBU3610</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mr. Kon, rm 33</b>
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Office/Administration Technology provides keyboarding instruction with an emphasis on increasing the accuracy and speed of typing ability. In addition, students will gain a working knowledge of the skills needed to perform office and administrative job duties. Students will learn professional business behavior, language, and attire. This course will also provide experience with Google Docs, Sheets, Slides, and Forms.

<b>Beginning Accounting</b>	<b>TBU3110</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mr. Kon, rm 33</b>
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Beginning Accounting emphasizes accounting principles as they relate to the basic understanding and skill required to keep manual and computerized financial records for a business. Emphasis is on providing students with entry level skills for the accounting profession and/or preparation for further study in accounting. **Purchase of workbook is required. Approximate cost is \$40.**

<b>Finance</b>	<b>TBU3310</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mr. Kon, rm 33</b>
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Finance provides students with the basic principles to make sound financial decisions. Students learn the skills and documentation needed to obtain a job, budgeting, investments, banking/credit unions, interest rates, fraud protection, and how to build credit. The content taught in this course is focused on being real-world applicable.

<b>Entrepreneurship Economics</b>	<b>TBN3811 CSD2500</b>	<b>11 12</b>	<b>0.5 0.5</b>	<b>Completion of Core AND Finance, Accounting or Office/Admin Tech; Mr. Kon, rm 33</b>
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Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Economics synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions. **Course is recommended to those wanting to complete a business pathway.**

# Career & Technical Ed (CTE): Health Services Pathway

Careers in the health services pathway include nursing, radiologist, home health caretaker, pediatrician, veterinarian, and emergency vehicle operators. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Health Services Career Pathway Core</b>	<b>THC4010</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

This course is designed for students who plan to pursue careers in the health services industry. Using a multidisciplinary approach, students will gain essential knowledge and skills about healthcare systems, ethics, safety practices, legal systems, preventive care, employment expectations, and cultural awareness and sensitivity in dealing with patients and healthcare personnel. Students will learn to apply effective communication skills and technologies in the delivery of health care. This course is a prerequisite for students pursuing a health services program of study. **Students are required to purchase a uniform (worn daily to class). Additional supply list given at the start of the course.**

## HEALTH SERVICES ACADEMY

**Program of Study:** Clinical Health Services

**Required Courses:** Health Services Core, Clinical Health, Biology

<b>Clinical Health</b>	<b>THU4027</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Health Services Career Pathway Core; Ms. Tosaka, rm 29</b>
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This course is designed for students interested in healthcare and health careers. Using the anatomical systems as the framework, students will learn about common health problems for each system, as well as the various healthcare providers responsible for diagnosis and treatment of each system-related disease, illness, or injury. This course will combine skills and information common to all health careers with work-based learning experiences that will result in a special career selection consistent with the student's aptitudes, interests, abilities, and academic achievement. **Students are required to wear a uniform (purchased in Health Services Core) daily to class and pay for HOSA fees. Additional supply list given at the start of the course.**

<b>Co-Operative Education: Health Services</b>	<b>THK4910</b>	<b>11 12</b>	<b>1</b>	<b>Completion of Clinical Health Ms. Tosaka, rm 29</b>
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This is a training program designed to assist students interested in the health professions to gain practical and clinical experience along with participating in a University of Hawaii medical terminology online course for college credit. Appropriate supervision must be available at all times during the training period to help the student work within the framework of duties and responsibilities assigned to him or her and give effective care which safeguards the patient. **Students are required to wear a uniform (purchased in Health Services Core) daily to class and pay for HOSA fees, CPR certification fees, college tuition and book fees. Additional supply list given at the start of the course.**

<b>Directed Studies in Health Services</b>	<b>THK4930</b>	<b>12</b>	<b>1</b>	<b>Completion of Co-Operative Education: Health Services Ms. Tosaka, rm 29</b>
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This course is designed for the student who wants to further explore an interest through individual research and development activities. Emphasis is on the healthcare industry, with opportunities to investigate, design, construct, and evaluate solutions to health-related problems. Students will participate in a University of Hawaii online course for college credit. **Students are required to wear a uniform (purchased in Health Services Core) daily to class and pay for HOSA fees, CPR certification fees, college tuition and book fees. Additional supply list given at the start of the course.**



# Career & Technical Ed (CTE): Industrial Engineering Technology Pathway

This program of study involves the application of scientific principles to solve practical problems of design, production, and systems. Careers include automotive mechanic, refrigeration repair, electrician, cabinetmaker, computer programmers, and mechanical engineer. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>IET Pathway Core</b>	<b>TIC5010AB</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

The Industrial and Engineering Technology Core is an introductory course that introduces students to the following technological systems: Design and Engineering Technology, Transportation Technology, Manufacturing Technology, and Building and Construction Technology. The curriculum is designed around exploration of these systems. Students will also be developing problem solving and decision making skills to relate technology to material science, forces and motion, energy and power transformation, the design process and exploring a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

<b>Industrial &amp; Engineering Technology Lab</b>	<b>TIL5100B TIL5100A</b>	<b>10 11 12</b>	<b>1</b>	<b>Bldg &amp; Const: Mr. Goya, rm 54 Auto: Mr. Sarsona, rm 53A</b>
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This is a laboratory course to be taken in conjunction with Automotive Technology 2. This course provides intensive, hands-on experiences to further strengthen skills for entry-level positions or for continuation into post-secondary education/apprenticeship program. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

<b>Directed Study in IET</b>	<b>TIK5930B TIK5930A</b>	<b>10 11 12</b>	<b>1</b>	<b>Bldg &amp; Const: Mr. Goya, rm 54 Auto: Mr. Sarsona, rm 53A</b>
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This is an introductory course for the student who needs, desires, and can profit from individual research and development projects. The importance and relationship of research and development being conducted by American industry is stressed. Learning experiences include gathering of technical and scientific information, creating, designing, constructing, testing, and evaluating individual or group problems. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times**

## AUTOMOTIVE ACADEMY

**Program of Study:** IET Automotive Technology

**Required Courses:** IET Core, Automotive Technology I, Physics or Physical Science

**Program of Study:** IET Automotive Technology II

**Required Courses:** IET Core, Auto Tech I, Auto Tech II, Physics or Physical Science

<b>Automotive Technology I</b>	<b>TIU5410</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mr. Sarsona, rm 53A</b>
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Students are provided with organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission, and control of power. The study of computer command control systems and the use of computer-based equipment will be included. Scientific principles and concepts as applied to automotive technology are infused in the curriculum. **Shoes are required to be worn.**

<b>Automotive Technology II</b>	<b>TIN5419</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Auto Tech I, Concurrent enrollment with IET Lab Mr. Sarsona, rm 53A</b>
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This course features classroom and laboratory experiences that include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Also included is training in the use of technical manuals, computer-based equipment, and a variety of hand and power tools. Instruction and practice are provided in the diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacement of parts involving the engine, ignition and computer command control systems, fuel systems, brakes, transmissions, and suspension systems. **Shoes are required to be worn. Students are required to purchase and wear a uniform.**

## BUILDING & CONSTRUCTION ACADEMY

**Program of Study:** IET Building & Construction I

**Required Courses:** IET Core, Building & Construction I, Geometry

**Program of Study:** IET Building & Construction II

**Required Courses:** IET Core, Building & Construction II, Geometry

<b>Building &amp; Construction Technology I</b>	<b>TIU5800</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mr. Goya, rm 54</b>
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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, teamwork, math applications, and safe and proper use of tools and equipment are covered in this course. Not only will the students be able to earn high school credit in this class, students will be eligible to earn college credits (dual credit) through an articulation agreement between the Department of Education and Honolulu Community College's Construction Academy. In order to receive the HCC credits, students must complete the course with a "B" or better and demonstrate proficiency in HCC's Student Learner Outcomes (SLO's) **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

<b>Building &amp; Construction Technology II</b>	<b>TIN5814</b>	<b>11 12</b>	<b>1</b>	<b>Completion of BC Tech I, Mr. Goya, rm 54</b>
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This level 2 course features advanced study in construction technology. Students are exposed to a variety of hands-on projects that help further develop the skills acquired in the Introduction to Building and Construction class: and also expand on new concepts and skills related to carpentry. Students are able to earn dual high school/college credit as detailed in the B&C Tech I course description. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times**

# Career & Technical Ed (CTE): Industrial Engineering Technology Pathway *continued*

This program of study involves the application of scientific principles to solve practical problems of design, production, and systems. Careers include automotive mechanic, refrigeration repair, electrician, cabinetmaker, computer programmers, and mechanical engineer. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>IET Pathway Core</b>	<b>TIC5010DE</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

The Industrial and Engineering Technology Core is an introductory course that introduces students to the following technological systems: Design and Engineering Technology, Transportation Technology, Manufacturing Technology, and Building and Construction Technology. The curriculum is designed around exploration of these systems. Students will also be developing problem solving and decision making skills to relate technology to material science, forces and motion, energy and power transformation, the design process and exploring a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety. **Appropriate attire must be worn due to safety requirements (no loose or baggy clothing). Shoes are required to be worn at all times.**

## DESIGN AND ENGINEERING

**Program of Study:** Engineering Technology I

**Required Courses:** IET Core, Engineering Technology I, Algebra II

**Program of Study:** Engineering Technology II

**Required Courses:** IET Core, Engineering Technology I and II, Algebra II

<b>Engineering Technology I</b>	<b>TIU5810</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core; Mrs. Paz, rm P-25</b>
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This course is designed to introduce students to various engineering processes, concepts and techniques through the use of hands-on, real world projects. Students will explore civil and mechanical engineering problems; and use design innovation and manufacturing processes. Technical reading/writing, math and science knowledge and skills will be integrated and applied throughout the course. Students are required to purchase a uniform (worn daily to class).

<b>Engineering Technology 2</b>	<b>TIN5820</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Engineering Tech I; Mrs. Paz, rm P-25</b>
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Building on the solid foundation provided by the IET Tech Career Pathway Core (TIC5010) and Engineering Technology I (TIU5810), the Engineering Technology II course is designed to provide students an in-depth study of a variety of engineering fields via real world engineering design challenges. Students will explore electrical and computer engineering problems; and apply their understanding of physics, chemistry, biology, along with computer-integrated manufacturing technology to develop/design, test, and improve their design solutions. Technical reading/writing/presentation and related mathematics and science knowledge and skills will be integrated and applied throughout the course. Students are required to purchase a uniform (worn daily to class).

## ELECTRONIC AND COMPUTER SYSTEMS

**Program of Study:** CyberSecurity

**Required Courses:** IET Core, Networking Fundamentals and LAN, CyberSecurity, Algebra 1

<b>Network Fundamentals and Local Area Networks (LAN)</b>	<b>TIU5713</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core; Mr. Yamagata, rm 4</b>
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This course provides skills and knowledge on how WANs are built: what technologies are used, and how systems are configured to maintain and troubleshoot WANs. Students will also learn about networking architectures and how they are integrated into corporate computing environments.

<b>Cyber Security</b>	<b>TIN5520</b>	<b>11 12</b>	<b>1</b>	<b>Completion of Network Fund; Mr. Yamagata, rm 4</b>
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Network Security builds upon the knowledge learned from the IET Core and Network and LAN Fundamentals and has students apply that knowledge into securing system networks. Through this course, students will identify vulnerabilities and attack mechanisms to a network on various platforms and use intrusion detection systems and other methods to mitigate security risks. Emphasis will be placed on the application of skills in detection and utilization of strategies to combat identified threats.

# Career & Technical Ed (CTE):

## Natural Resources Pathway

This pathway includes studies related to the natural sciences, agriculture, and the environment. Areas of study may include agriculture, earth science, environmental science, fisheries management, forestry, horticulture, agri business, and wildlife. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Natural Resources Career Pathway Core</b>	<b>TNC6010</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries, and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Protection, and 5) Legal Responsibility and Ethics. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

### AGRICULTURE ACADEMY

Classroom study is combined with outdoor laboratory activities and the FFA (Future Farmers of America) program is an integral part of each of the courses in Agriculture Education. All courses are also offered through the Agricultural Learning Center program as a 8th period option (Instructor approval required).

**Program of Study:** Natural Resource Production I

**Required Courses:** NRCP Core, Natural Resources Production I, Biology

**Program of Study:** Natural Resource Production II

**Required Courses:** NRCP Core, Natural Resources Production I & II, Biology

**Program of Study:** Plant Systems I

**Required Courses:** NRCP Core, Plant Systems I, Biology

**Program of Study:** Environmental Resource Management

**Required Courses:** NRCP Core, Environmental Resource Management, Biology

**Program of Study:** Animal Systems

**Required Courses:** NRCP Core, Animal Systems, Biology

<b>Environmental Resource Management</b>	<b>TNU6123</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mrs. Tichepco, rm 56</b>
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A course designed to give students' scientific and technical knowledge and skills in growing plants and animals. An emphasis is made on the application of the biological science principles under both laboratory and real world conditions. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

<b>Natural Resources Production I</b>	<b>TNU6133</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mrs. Tichepco, rm 56</b>
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This course is designed to provide a comprehensive program providing students with basic knowledge and skills necessary to cultivate terrestrial and/or aquatic plants and animals as they relate to natural resource careers. It emphasizes understanding of systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of geography, environment organisms, remediation and management should be covered with an awareness of current production in natural resource industries. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

<b>Natural Resources Production II</b>	<b>TNN6210</b>	<b>10 11 12</b>	<b>1</b>	<b>NR Production I; Mrs. Tichepco, rm 56</b>
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This course is designed to provide an in-depth program focusing on knowledge, terminology, and skills specific to selected diversified Natural Resource production as they relate to Natural Resource careers. It emphasizes specific systems necessary for specific species to survive and thrive and decision-making on production based on markets and consumer preference. Major concepts of basic demand and supply, market forces, and consumer behavior will also be covered with an awareness of current, as well as potential, natural resources goods and industry. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

<b>Plant Systems I</b>	<b>TNU6242</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mrs. Tichepco, rm 56</b>
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This is a course designed to provide skills and technical information in horticulture. The main areas of study include plant identification, plant propagation, safety, and pest control. Special consideration is given to appropriate cultural technologies such as integrated pest management, sustainable agriculture practices, and native plant propagation practices. Classroom study is combined with outdoor activities as an integral part of the course. Classroom study is combined with outdoor activities as an integral part of this course. **Shoes are required to be worn at all times.**

<b>Animal Systems</b>	<b>TNU6126</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Mrs. Tichepco, rm 56</b>
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An introduction to fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal genetics, anatomy and physiology, growth, reproduction, artificial insemination, lactation, egg laying, nutrition, animal disease, animal research; laboratory includes visits to animal industries in the area, livestock selection. **Shoes are required to be worn at all times.**

# Career & Technical Ed (CTE): Public & Human Services Pathway

Careers in the human services cluster are related to economic, political, and social systems which emphasize service to others. Careers include childcare, civil and social service, education, hospitality, law enforcement, and social work. 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 (Mrs. Harmony Paz), or CTE Coordinator (Mrs. Cindy Abe).

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Public &amp; Human Services Core</b>	<b>TPC7010C TPC7010T</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>

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

<b>Directed Study in Public Human Services</b>	<b>TPK7930A TPK7930T</b>	<b>12</b>	<b>1</b>	<b>Ala Serentiy; Ms. Souza, rm CUL Education; Mrs Abe, rm N205</b>
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This course is designed for students who want to further explore an interest through individual research and development activities. Students should utilize a planning process to address issues related to families, careers related to public and human services, and community.

## ALA SERENITY (Culinary)

**Program of Study:** Culinary I  
**Required Courses:** PHS Core, Culinary I, Biology

**Program of Study:** Culinary II  
**Required Courses:** PHS Core, Culinary I, Culinary II, Biology

\*Culinary 1, 2 and Public Human Services Lab are Academy structure courses that assess fees for uniform shirt, binder, and supplies required to perform in a school-based work site. Students are required to comply with policies and procedures specific to the Culinary Arts Academy.

<b>Culinary 1</b>	<b>TPU7216</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core, Optional enrollment with Lab; Ms. Souza, rm CUL</b>
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This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. **Students are required to purchase a uniform, an apron and a binder. Additional supply list given at the start of the course. Uniforms and covered shoes are required and must be worn daily to class.**

<b>Culinary 2</b>	<b>TPN7223</b>	<b>11 12</b>	<b>1</b>	<b>C or better in Culinary 1, concurrent enrollment with Lab; Ms. Souza, rm CUL</b>
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This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences 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. Additional supply list given at start of the course. Uniforms and covered shoes are required and must be worn daily to class.**

<b>Public Human Services Laboratory</b>	<b>TPL7100</b>	<b>10 11 12</b>	<b>1</b>	<b>Concurrent enrollment with lecture; Ms. Souza, rm CUL</b>
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This is the laboratory course to be taken in conjunction with Culinary 1 or 2. Students will organize and carry out a variety of food production activities, utilizing concepts of work station, division of work, work flow, work simplification, time management, cost, quality standards, control and menu presentation. **Uniforms and covered shoes are required and must be worn daily to class.**

## TEACHER EDUCATION ACADEMY

**Program of Study:** Early Childhood Education/Elementary Education/Secondary Education  
**Required Courses:** PHS Core, Explorations in Education, Early Childhood/Elementary/Secondary Education, Psychology

<b>Explorations in Education</b>	<b>TPU7210</b>	<b>10 11 12</b>	<b>1</b>	<b>Completion of Core; Mrs. Abe, rm N205</b>
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This course is designed to have students explore the numerous career opportunities in education. Explorations in Education will offer students an overview of education career opportunities, ranging from pre-kindergarten to post-secondary teaching, as well as administration careers. Students will be introduced to learning styles, teaching strategies, school organization and management, salaries and benefits, and educational issues. **Students are required to purchase a uniform that must be worn at field study locations**

<b>Early Childhood Education Elementary Education Secondary Education</b>	<b>TPN7416 TPN7419 TPN7422</b>	<b>11 12</b>	<b>1</b>	<b>Explorations in Education Mrs. Abe, rm N205</b>
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These courses are designed to provide a focused preparation for students interested in pursuing a career in early childhood (pre-school), elementary (Kindergarten to sixth grade) or secondary (seventh to twelfth grade) teaching. Basic knowledge, skills and attitudes that will help students understand the principles of child growth, development, learning styles and teaching strategies will be addressed. The course will include school structure, organization and management related to elementary students as well as the details of salaries, benefits and relevant issues for the elementary teacher. Field experiences in classroom observations and practical participation is a course requirement. **Students are required to purchase a uniform that must be worn at field study locations.**



# 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	Pre-requisite? / Approval needed?
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<b>Army JROTC 1</b>	<b>TJR1000</b>	<b>09 10 11 12</b>	<b>1</b>	<b>none</b>
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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.

<b>Army JROTC 2 or Army JROTC 2 PE/2B</b>	<b>TJR2000  TJR2010/2025</b>	<b>10 11 12</b>	<b>1</b>	<b>JROTC 1; Goodley, Makaneole or Spiridigliozzi</b>
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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 2A/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.

<b>Army JROTC 3</b>	<b>TJR3000</b>	<b>11 12</b>	<b>1</b>	<b>Previous levels, Goodley, Makaneole or Spiridigliozzi</b>
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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.

<b>Army JROTC 4</b>	<b>TJR4000</b>	<b>12</b>	<b>1</b>	<b>Previous levels, Goodley, Makaneole or Spiridigliozzi</b>
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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 need 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

LWH5213S/LWH5212S: EXPOSITORY WRITING 1/2

LCY4010S: ENGLISH LANGUAGE ARTS 4

### SCIENCE

SPH2603S: PHYSICAL SCIENCE

SLH2203S: BIOLOGY

SLH4103S: PLANTS AND ANIMALS

### 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

MAX1200S/MSW1011S: ALGEBRA 2 paired with MATH WORKSHOP (2 cr)

## ELECTIVE CURRICULUM

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>Reading Workshop Strategic Reading</b>	<b>LRH8105S LRH8205S</b>	<b>09 10 11 12</b>	<b>0.5 0.5</b>	<b>IEP Teacher Approval</b>
Reading is experienced as a meaning-making process. Processing of text includes assimilation of new ideas, articulation of changes in knowledge, evaluation of ideas, generation of new questions that motivate further reading, and the integration of new knowledge into experience. Reading experiences help students develop the behaviors of efficient readers, e.g., setting purpose, skimming, making and confirming predictions, relating new information to personal experience, relating ideas and identifying patterns, summarizing, and creating mental images. In Strategic Reading, students develop as strategic readers who are conscious of their thinking and comprehension and deliberately use different strategies to construct meaning or adjust strategies when comprehension breaks down. Students are aware of what they are reading as well as how they are reading.				
<b>Arts and Crafts</b>	<b>FVC1000S</b>	<b>09 10 11 12</b>	<b>1</b>	<b>IEP Teacher Approval</b>
This course focuses on the exploration of the arts and craft media and processes. The student will experience a variety of activities and will learn some cultural history regarding different arts & craft techniques.				
<b>Health and Nutrition</b>	<b>THU4030S</b>	<b>09 10 11 12</b>	<b>1</b>	<b>IEP Teacher Approval</b>
This course is designed to provide in-depth instruction on the relationship of food and nutrition as it relates to the health services careers. Laboratory experiences using food as the base will enhance learning in nutrition and healthy lifestyles. The major concepts of chemical and biological properties of nutrition need to be covered with basic food preparation, preservation and processing. The course should include the nutritional needs of individuals; physiological and psychological aspects of food, wellness and the prevention of disease; sanitation, safety, consumer education; and the awareness of employment opportunities.				
<b>Workplace Readiness 1 &amp; 2</b>	<b>TGG1500S</b>	<b>10 11 12</b>	<b>0.5 0.5</b>	<b>IEP Teacher and Department Head Approval</b>
This course is an introductory class to prepare students for the world of work. Students are actively involved in developing a career plan with relevant course selection, career exploration and preparation that will result in the students' improved achievement and performance. Work based learning experiences should support career interest and support the student's Transition Plan and IEP. Work based learning experiences can be provided through career shadowing, mentoring and/or community service programs as coordinated by the special education staff. The second level is for specific skill training that may lead to potential employment in accordance with the student's Transition Plan and IEP.				

# 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

LWH5213J/LWH5212J: EXPOSITORY WRITING 1/2

LCY4010J: ENGLISH LANGUAGE ARTS 4

### 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

### SCIENCE

SPH2603J: PHYSICAL SCIENCE

SLH2203J: BIOLOGY

SEH2003J: EARTH SCIENCE

SEH2503J: MARINE SCIENCE

SLH4103J: PLANTS & ANIMALS OF HAWAII

### MATHEMATICS

MAX1155J: ALGEBRA 1

MGX1100J: GEOMETRY

MAX1200J: ALGEBRA 2

MSW1010J: MATH WORKSHOP (Algebra 1)

MSW1011J: MATH WORKSHOP (Algebra 2)

## ELECTIVE CURRICULUM

Title	ACCN Code	Grades	Credit	Pre-requisite? / Approval needed?
<b>English for Speakers of Other Languages 1A/B</b>	<b>NEI1020J NEI1025J</b>	<b>09 10 11 12</b>	<b>0.5 0.5</b>	<b>ELL Teacher Approval</b>

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.

<b>English for Speakers of Other Languages 2A/B</b>	<b>NEI1030J NEI1035J</b>	<b>09 10 11 12</b>	<b>0.5 0.5</b>	<b>ELL Teacher Approval</b>
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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.

# 4-year High School Plan\*

## Grade & Credit Point Equivalents:

SEMESTER Courses = 2 Credit Points		YEAR Courses = 4 Credit Points		AP Courses		
Grade Earned	Grade Points	Grade Earned	Grade Points	Grade Earned	Grade Points Sem 2 Cr Pt    Year 4 Cr Pt	
A	8	A	16	A	10	20
B	6	B	12	B	8	16
C	4	C	8	C	6	12
D	2	D	4	D	4	8
F	0	F	0	F	0	0

## Grade Promotion:

9th Grade = 0 credits earned

10th Grade = 5 credits earned

11th Grade = 11 credits earned

12th Grade = 17 credits earned

Graduate = 24 credits earned

## Example

Course	Grade Earned	Grade Points	Credit Earned	Credit Points
English 1	C	8	1	4
Math: Alg Topics/Logic & Reason	C/F	4/0	.5/0	2/2
World History	B	12	1	4
Physical Science	B	12	1	4
PEP1005	A	8	.5	2
Transition to HS	A	8	.5	2
Elective: Spanish 1A/1B	B/B	6/6	.5/.5	2/2
Elective: Ceramics 1	A	16	1	4
Advisory	S		.5	
<b>Total</b>		<b>80</b>	<b>7.0</b>	<b>28</b>
<b>Current GPA:</b>	$\frac{\text{Grade Points}}{\text{Credit Points}} = \frac{80}{28} = 2.857$			

\*Plan may differ based on participation in different programs (JROTC, GT, Honors, AP, etc) Please see your counselor if you have questions.

## Grade 9: SY 20\_\_\_\_ - 20\_\_\_\_

Course	Grade	Grade Points	Credit	Credit Points
English 1				4
Math:				
World History				4
Physical Science				4
PEP1005				2
Transition to HS				2
Elective:				
Elective:				
Advisory				
<b>Total</b>				
<b>Current GPA:</b>	$\frac{\text{Grade Points}}{\text{Credit Points}}$			

## Grade 10: SY 20\_\_\_\_ - 20\_\_\_\_

Course	Grade	Grade Points	Credit	Credit Points
English 2				4
Math:				
US History				4
Biology				4
PEP1010				2
Health				2
Elective:				
Elective:				
Advisory				
<b>Total</b>				
<b>Current GPA:</b>	$\frac{\text{Grade Points}}{\text{Credit Points}}$			

PSAT; Score: \_\_\_\_\_

ASVAB; Score: \_\_\_\_\_

## Grade 11: SY 20\_\_\_\_ - 20\_\_\_\_

Course	Grade	Grade Points	Credit	Credit Points
Expository Writing				2
English Elective				2
Math:				
Mod Hist of Hawaii				2
Part. in Democracy				2
Science:				4
Elective:				
Elective:				
Elective:				
Advisory				
<b>Total</b>				
<b>Current GPA:</b>	$\frac{\text{Grade Points}}{\text{Credit Points}}$			

PSAT; Score: \_\_\_\_\_ ASVAB; Score: \_\_\_\_\_ SAT; Score: \_\_\_\_\_ ACT; Score: \_\_\_\_\_

## Grade 12: SY 20\_\_\_\_ - 20\_\_\_\_

Course	Grade	Grade Points	Credit	Credit Points
English:				
Soc Stu:				
Soc Stu:				
Elective:				
Elective:				
Elective:				
Elective:				
Elective:				
Personal Transition Plan				
<b>Total</b>				
<b>Current GPA:</b>	$\frac{\text{Grade Points}}{\text{Credit Points}}$			

PSAT; Score: \_\_\_\_\_ ASVAB; Score: \_\_\_\_\_ SAT; Score: \_\_\_\_\_ ACT; Score: \_\_\_\_\_