REGISTRATION GUIDE

WAI'ANAE HIGH SCHOOL

SCHOOL YEAR 2014-2015

Neil Abercrombie **Nelson Shigeta**

Governor **Principal**

STATE OF HAWAI`I
DEPARTMENT OF EDUCATION
WAI`ANAE HIGH SCHOOL
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MESSAGE FROM THE PRINCIPAL

Dear Student:

It is time to begin thinking about the courses you will select for the 2014-2015 school year. You may select from the many course offerings described in this guide. With a possible eight credits per year, there are opportunities for you to explore courses of interest to you and to challenge yourself academically. Whatever your course selections, I would encourage you to discuss your career and higher education goals with teachers, counselors, and family members. Once you are as confident as you can be of the path you wish to take, your counselor can help you map out a course plan for success.

It is extremely important that you know and understand the requirements for graduation from high school and for continuing your education, whether it be at the community college level or at a four-year institution. It is equally important that you graduate with marketable skills if you plan to enter the workforce upon graduation from high school. Whichever path you choose, we want to be sure that you are well-prepared to take the next step.

Sincerely,

Nelson Shigeta
Principal

New Student Enrollment

1. Documentation Required for Enrollment

A. Student from a Hawaii Public School

1. Release packet which includes:
   a. Student's Certificate of Release (Form 211)
   b. Copy of the Health Card (Form 14)
   c. Pupil Clearance Form
   d. Copy of the VISI
2. Proof of Residence
   a. Current utility bill in parent/guardian's name or lease/rental or mortgage
   b. Notarized statement of residence (if family is living with a relative)
3. Geographic Exception (if applicable)
4. Caregiver Affidavit form (minor must be living continuously for 6 months)
5. Power of Attorney (if living away from parent/legal guardian) renewed yearly
6. Academic Records
   a. Transcript/Report Cards
   b. IEP
7. Enrollment form

B. Student from a Hawaii Private School

All items in Section A and Birth Certificate or other legal proof of birthdate and legal name.

C. Student from another state

All items in Section A and B and:

TB clearance documentation (test must have been administered in the United States within the previous 12 months)

D. Student from another country

All items in Sections A, B and C and:

1. Passport

Releasing Procedures

A. Clearance and Release Packet
   1. Request for Release signed by parent/guardian or student who is 18 years of age.
   2. Students residing in another district without a parent/legal guardian must have an approved Geographical Exception and a current Power of Attorney before the release is processed.
   3. Complete the Certificate of Release form
   4. Copy of the Health Card (Form 14)
   5. Free/Reduce lunch application if applicable
   6. Copy of the most current Report Card
   7. Copy of the VISI updated to the current term
   8. Pupil Clearance Form with withdrawal grades
   9. Copy of the IEP/504 Plan

NONDISCRIMINATION

Students have equal access to courses, programs and services at Waianae High School regardless of race, color, national origin, sex, religion or disability.

Requirements: Effective with the graduating Class of 2016

Effective 2012–13 with the graduating class of 2016, the minimum course and credit requirements to receive a high school graduation diploma are:

CREDITS	HIGH SCHOOL DIPLOMA
English (note 1)	4 credits
Social Studies (note 2)	4 credits
Mathematics (note 3)	3 credits
Science (note 4)	3 credits
Two credits in one of the specified programs of study: • World Language (same language) (note 5) • Fine Arts (note 6) • Career and Technical Education (note 7)	2 credits
Physical Education (P.E.)	1 credit (note 8)
Health	0.5 credit
Personal Transition Plan	0.5 credit
Electives (Any Subject Area)	6 credits
Senior Project	May be counted toward 1.0 elective credit
TOTAL:	**24 credits**

Notes:

1. English shall include English Language Arts 1 (1 credit), English Language Arts 2 (1 credit) and Expository Writing (0.5 credit).
2. Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).
3. Math shall include Algebra 1 (1.0 credit), Geometry (1.0 credit) or e.g. two-year integrated Common Core course sequence.
4. Science shall include Biology (1.0 credit) and Laboratory Science Electives (2.0 credits).
5. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
6. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
7. Two credits need to be in a single career pathway program of study sequence.

Required courses: PEP 1005 Physical Education Lifetime Fitness (0.5 credit) and Basic Physical Education Elective (0.5 credit).

High School Diploma: A Hawaii High School Diploma shall be issued to students who meet the above minimum course and credit requirements (Board of Education Policy 4540, 10/4/2011).

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met with a cumulative GPA of 3.0 or above:

Academic Honors:

4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus.

4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.

Two credits minimum must be from AP/IB/Running Start courses (equivalent to credits for 2 college courses).

- **CTE Honors:**
    - Completes program of study (2–3 courses in sequence plus a state-identified specific academic course requirement).
    - Earn a B or better in each required program of study (coursework)
    - Meet or exceed proficiency on performance-based assessments for corresponding program of study
    - Completes one of the following written assessments for the corresponding program of study:
    - Earn at least 70% on each end-of-course assessment
    - Earn a nationally-recognized certificate
    - Earn a passing score on a Dual Credit Articulated Program of Study assessment
- **STEM Honors:**
    - 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Precalculus.
    - 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
    - A STEM Capstone/STEM Senior Project.

Grade Point Average

This cumulative grade point average applies to all graduates:

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

Commencement Exercises

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

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

Requirements: Class of 2014 and 2015

High school graduation requirements of the Hawaii public schools, grades 9–12 include 24 credits for the High School Diploma or 25 credits for the Board of Education Recognition Diploma. If you have any questions regarding these graduation requirements, please see your school counselor or principal.

	HS DIPLOMA	**BOE DIPLOMA**
English (note 1)	4 credits	4 credits
Social Studies (note 2)	4 credits	4 credits
Mathematics	3 credits	4 credits (note 3)
Science	3 credits	3 credits (note 4)
Physical Education (P.E.) (note 5)	1 credit	1 credit
Health	1/2 credit	1/2 credit
Personal Transition Plan	1/2 credit	1/2 credit
Two credits in one of the following: • World Language (same language) (note 6) • Fine Arts • Career and Technical Education	2 credits	2 credits
Electives (Any Subject Area)	6 credits	5 credits
Senior Project	not required	1 credit
TOTAL:	**24 credits**	**25 credits**

Notes:

1. English shall include English Language Arts 1 (1 credit) and English Language Arts 2 (1 credit).
2. To include Modern History of Hawaii (1/2 credit) and Participation in a Democracy (1/2 credit).
3. Algebra I, Geometry and Algebra II or the equivalent. Must meet standard on Algebra II End of Course Exam.
4. To include 2 credits in Biology, Chemistry and/or Physics.
5. P.E. includes a required 1/2 credit course, P.E. Lifetime Fitness, and a second 1/2 credit P.E. basic elective.
6. Credits earned must be in the same language, e.g., 2 credits in French, NOT 1 credit in French and 1 credit in Japanese.

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

Board of Education (BOE) Recognition Diploma: A Board of Education Recognition Diploma with honors shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

To students who meet the requirements, the BOE Recognition Diploma is awarded:

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

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. meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

E-School

The Department of Education provides standards-based, online classes for students enrolled at any Hawaii public school in addition to their regular classes. E-school students are guided through their courses by state-certified teachers. At any hour of the day, students can log into the class, work on assignments and projects, and then submit work to be graded. Teachers evaluate student work and send back grades and comments. Teachers and students also communicate with the course-messaging tool to

check on progress or answer questions. Students interact and collaborate with each other through blogs, discussion forums, virtual classrooms, and other communication tools offered in the course management system. Courses offered include Math, English Language Arts, Social Studies, Career & Technical Education, Fine Arts and Health. To take an E-School online course during the regular school year, students must meet with their counselor.

Running Start

Running Start is a statewide program that provides an opportunity for academically qualified juniors and seniors to enroll in college classes through the University of Hawaii system as part of their high school coursework. Our partnership with UH allows public high school students to attend college classes during the fall, spring and summer while earning high school and college credits. The college credits earned by Running Start students are accepted at all University of Hawaii system campuses. Students who plan to attend private or Mainland universities after high school graduation, need to check with each individual institution regarding their acceptance of credit from concurrent enrollment programs such as Running Start. To enroll in the Running Start program students must meet with their counselor.

English Language Arts Courses

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The English Language Arts courses provides experiences to enable all students to meet the Language Arts Standards of the Hawaii Content and Performance Standards. The Language Arts Standards are clear statements of what students should know and be able to do with language and ensure that all students develop knowledge, appreciation and facility in using the English language in ways that will serve them well in all aspects of their lives.

ENGLISH 1 LABORATORY 1A **LLH1013**
ENGLISH 1 LABORATORY 1B **LLH1014** **½ + ½ credit**

This course supports students who are enrolled in English 1. It provides additional instruction and support, where needed, to help students achieve the standards for the three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffold practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. *Co-Requisite: Must be taken with English Language Arts 1.*

ENGLISH LANGUAGE ARTS 1 (GRADE 9) **LCY1010** **one credit**

This course provides a balanced program of reading, writing, and oral communication. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Texts are carefully selected to include a range of traditional and contemporary, canonical and non-canonical texts in many genres. The study of language focuses on how it is used in relevant social contexts and how it is used by individuals to structure their perceptions and experiences*. Must be taken concurrently with English Lab for 9th grade students*.

ENGLISH LABORATORY 2A **LLH2013**
ENGLISH LABORATORY 2B **LLH2014** **½ + ½ credit**

This course supports students who are enrolled in English 2. It provides additional instruction and support, where needed, to help students achieve the standards for the three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffold practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. *Co-Requisite: Must be taken with English Language Arts 2.*

ENGLISH LANGUAGE ARTS 2 (GRADE 10) **LCY2010** **one credit**

This course provides a balanced program of reading, writing, and oral communication. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Texts include a wide variety of works that contribute to an understanding of our common culture and the culture of others and that reflect themes uniting all cultures. The study of language includes the description of language and its role in communication as well as the construction of meaning*. Must be taken concurrently with English Lab for 10th grade students.*

ENGLISH LABORATORY 3A **LLH3013** **½ + ½ credit**
ENGLISH LABORATORY 3B **LLH3014** **½ + ½ credit**

This course supports students who are enrolled in the first semester of LCY3010. It provides additional instruction and support, where needed, to help students achieve the standards for the three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffolded practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. The goal is for students to produce work and performances that are evidence of meeting the benchmarks for LCY3010. *Co-Requsite: Must be taken with Expository Writing 1 & 2*

EXPOSITORY WRITING 1 LWH5213 ½ + ½ credit

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

EXPOSITORY WRITING 2 LWH5212 ½ + ½ credit

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

ENGLISH LANGUAGE ARTS 4 (GRADE 12) LCY4010 one credit

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

AP ENGLISH: LANGUAGE & COMPOSITION LAY6010 one credit

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

AP ENGLISH: LITERATURE & COMPOSITION LAY6100 one credit

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

Social Studies Courses

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Social Studies in grades 9-12 includes the opportunity to study our national history in depth, the encounters and exchanges that have characterized our world history, and people and places across the

globe and here at home. Participation in Democracy, asks students to examine and take part in the democratic processes that have shaped us as a people and as a nation.

U.S. HISTORY AND GOVERNMENT CHU1100 one credit

This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the economic concepts of interdependence, limited resources, and functions of markets. It requires students to judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions. Students will use the tools and methodologies of the appropriate social scientists to conduct their inquiries.

WORLD HISTORY AND CULTURE CHW1100 one credit

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

MODERN HISTORY OF HAWAII CHR1100
PARTICIPATION IN A DEMOCRACY CGU1100 ½ + ½ credit

Modern History of Hawaii examines the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study.
Participation In Democracy provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.

ECONOMICS CSD2500
PSYCHOLOGY CSD2200 ½ + ½ credit

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. *Psychology* helps students to understand the physiological and psychological basis for human behavior. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders.

Mathematics Courses

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The Mathematics Education Program provides learning experiences for all students to enable them to meet the Mathematics Content Standards of the Hawaii Content and Performance Standards. The Mathematics Content Standards are clear, broad statements that identify what all students should know about mathematics and be able to do using mathematics in order to make sense of the world around them.

MATHEMATICS WORKSHOP, Algebra I **MSW1010**
MATHEMATICS WORKSHOP, Geometry **MSW1010** **½ + ½ credit**

This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Concepts should be systematically developed using concrete materials, multiple representations, and symbols. This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition, the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored. *Pre-requisite: Must be taken together with Algebra 1/Geometry in the 9th and 10th grade year.*

ALGEBRA 1 **MAX1155** **one credit**

Content includes data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, and matrices. Further content includes nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number system, and radical expressions. *To be taken concurrently with Math Workshop for 9th and 10th grade students.*

GEOMETRY **MGX1100** **one credit**

This course emphasizes an understanding and use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Additional concepts and processes include right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations. *To be taken concurrently with Math Workshop for 9th and 10th grade students.*

ALGEBRA 2 **MAX1200** **one credit**

Extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques and inverse functions. It also extends to quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and permutation and combinations.

ALGEBRA 3 **MAX1310**
TRIGONOMETRY **MCX1010** **½+ ½ credit**

Algebra 3 provides opportunities for students to strengthen algebraic concepts and skills. Content includes are linear and polynomial equations, sequences and series, matrices and determinants, and real and complex numbers.

Trigonometry provides intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology (e.g., graphing calculators and computer applications).

PRECALCULUS **MCX1020**
ANALYTIC GEOMETRY **MCX1030** **½+ ½ credit**

Pre-Calculus extends the study of elementary functions. Graphs and properties of algebraic functions, transcendental functions, and the conics are studied. Graphing with polar coordinates is included. Additional emphasis is placed on integration of appropriate technology (e.g., graphing calculators and computer applications).
Analytic Geometry includes study of rectangular and polar coordinates, curve sketching, conics, parametric equations, and an introduction to vectors, including the dot product.

AP CALCULUS **MCA1040** **one credit**

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

Science Courses

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Science Education Program provides learning experiences for all students to develop scientific literacy so that they may maintain and improve the quality of their lives and participate effectively as members of a global society.

PHYSICAL SCIENCE **SPH2603** **one credit**

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

BIOLOGY 1 **SLH2203** **one credit**

This laboratory course develops understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life.

PLANTS AND ANIMALS IN HAWAII **SLH4103** **one credit**

This is an introductory course on the interdependence of flora and fauna found on Hawaii's land and in ocean environments (e.g. impacts of invasive species on our native species, symbiotic relationships between local organisms, study of speciation of Hawaiian snails, etc.). Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. Emphasis is on the use of the laboratory and fieldwork to study organisms.

CHEMISTRY **SPH3503** **one credit**

This course is a standard high school chemistry course which is laboratory and inquiry-based. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic chemistry concepts. These concepts include types of chemical reactions, Conservation of Energy, entropy, thermal energy and phase change, properties of waves, electromagnetic radiation, periodic table organization, chemical reaction rates, chemical bonding, nuclear reactions and energy.

PHYSICS SPH5603 one credit

This is a standard high school laboratory physics course that focuses on a conceptual understanding of thermodynamics, waves, optics, matter and energy, different forces and how they change the motion of objects, and distinguishing among the three major natural forces: gravitational, electrical and magnetic in context with scientific investigation and relationships between science, technology, and society.

HUMAN PHYSIOLOGY SLH7503 one credit

Human Physiology is considered a **second year biology** laboratory course with an in-depth focus and study of the anatomy and functions of the human organism and its parts. Students are provided with extended opportunities to study issues, topics, and themes relevant to human physiology. Emphasis is on using scientific inquiry and analysis of the relationships between science, technology, and society to cover concepts of systems such as blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous system, and reproduction are studied in terms of interaction of the functions and their contribution to the maintenance of a proper condition of the body's internal environment.
Prerequisite: "C" grade or better in Biology

FORENSICS SAH3003 one credit

This course applies a broad spectrum of sciences to answer questions of interest to a legal system in relation to a crime or civil action. Students will use scientific skills and ways of thinking to investigate evidence with examinations and comparisons to assist in reaching legal conclusions. Scientific research design, implementation, and relationships between science, technology, and society have a significant place in this course, regardless of context. (*note: not ACCN description*)

World Languages Courses

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The World Languages Program provides learning experiences for all students to enable them to meet the World Languages standards of the Hawaii Content and Performance Standards. Students select their course offerings from the following descriptions: Hawaiian, Japanese, and Spanish.

HAWAIIAN 1A	**WPH1010**	
HAWAIIAN 1B	**WPH1020**	**½ + ½ credit**
SPANISH 1A	**WES1010**	
SPANISH 1B	**WES1020**	**½ + ½ credit**

These courses are designed for the beginning language learner or those who have had very limited exposure to language in elementary and intermediate/middle schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple social situations of a daily and recurring nature. Emphasis is placed upon development of basic listening, speaking, reading, and writing skills. Classroom instruction and projects integrate some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs.

HAWAIIAN 2A	**WPH2010**	
HAWAIIAN 2B	**WPH2020**	**½ + ½ credit**
SPANISH 2A	**WES2010**	
SPANISH 2B	**WES2020**	**½ + ½ credit**

The courses listed above begin Level 2 of all European, Pacific and Hawaiian language courses. Students enrolled in these courses have either successfully completed the Level 1 courses at the high school or middle school or have placed out of Level 1 due to previous language study and language learning experiences. The first semester serves as a transition in which students reinforce and draw upon earlier study and continue the development of their listening, speaking, reading, and writing proficiencies so that they can engage in simple conversations and handle routine situations. Simple reading and listening selections and cultural topics help students to recognize aspects of daily life in other cultures and develop insight into other cultural perspectives. Students begin to write and understand selections that use related sentences to narrate, describe, and compare familiar topics, events, and ideas. Grammar is integrated throughout the two courses and is selected according to language needs.

HAWAIIAN 3A **WPH3010**
HAWAIIAN 3B **WPH3020** **½ + ½ credit**
SPANISH 3A **WES3010**
SPANISH 3B **WES3020** **½ + ½ credit**

The courses listed above are Level 3 of European and Hawaiian language courses. Students enrolled in these courses have either successfully completed the Level 2 course at the high school or middle school or have placed out of Level 2 due to previous language study or language learning experiences. These courses provide students with additional opportunities to move on to Stage II proficiencies. In Stage II, students are able to expand their listening, speaking, reading, and writing proficiencies so that they can create with language and access short literary texts, authentic materials, and media on generally familiar topics. They can initiate and maintain face-to-face interactions to satisfy communication and social interaction demands. Students apply previously-developed content and skills to identify main ideas and significant details in oral and written presentations, read and interpret authentic materials, and narrate and describe in sentences or groups of related sentences. Students continue to refine their knowledge and understanding of the culture studied as well as their own by demonstrating behaviors appropriate to the culture. Grammar is integrated throughout this two-course sequence and is selected according to the language needs.

JAPANESE 1A **WAJ1010**
JAPANESE 1B **WAJ1020** **½ + ½ credit**

This course is designed for the beginning language learner or those who have had limited exposure to language in elementary and middle/intermediate schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond in simple social situations of a daily and recurring nature using learned material. Emphasis is placed upon the development of basic listening, speaking, reading, and writing skills.

JAPANESE 2A **WAJ2010**
JAPANESE 2B **WAJ2020** **½ + ½ credit**

Students enrolled in this course have either successfully completed the Level 1 or have placed out of Level 1 due to previous language study or language learning experiences. The first semester serves as a transitional stage in which students reinforce and draw upon earlier study and continue the development of their proficiencies so that they can engage in simple conversations and handle routine situations. In reading and writing, emphasis is on developing a greater range of topics and situations in which students can produce learned material through exclusive use of the writing system of the language. Simplified illustrated materials help students to develop their reading skills. Students begin to write and understand selections that use related sentences to narrate, describe, and compare familiar topics, events, and ideas. Carefully selected listening selections and cultural topics help students to recognize aspects of daily life in other cultures and develop insight into other cultural perspectives. Grammar is integrated throughout the two-course sequence and is selected according to language needs.

JAPANESE 3A **WAJ3010**

JAPANESE 3B **WAJ3020** **½ + ½ credit**

Students enrolled in this course have either successfully completed the Level 2 courses at the high school or middle school or have placed out of Level 2 due to previous language study or other language learning experiences. 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. Students can identify main ideas and significant details in oral and written presentations, and read and interpret simplified authentic materials on familiar topics that have been adapted for classroom use. Students continue to refine their knowledge and understanding of the culture studied as well as their own, by demonstrating behaviors appropriate to the cultures. Grammar is integrated throughout the course and is selected according to the language needs.

Fine Arts Courses

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As part of the high school graduation requirement, a student may choose to take two courses from either visual arts, music, drama and dance. Students have an opportunity to develop in-depth skills, knowledge, and attitudes in dance, drama, music, and/or visual arts standards which can be used to communicate and express themselves.

GENERAL ART 1 **FVB1000** **one credit**

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

GENERAL ART 2 **FVB2000** **one credit**

This course follows General Art 1 and provides further opportunity to strengthen and refine productive skills and increase knowledge about art, art history, and the visual artifacts of diverse cultures. Students are encouraged to examine the artworks of others and refine skills in a selected mode of expression.

DRAWING AND PAINTING 1 **FVQ1000** **one credit**

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

DRAWING AND PAINTING 2 **FVQ2000** **one credit**

This course is designed to expand on skills, attitudes, and knowledge gained from 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.

CERAMICS 1 **FVL1000** **one credit**

This is an introductory course that introduces clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving pinch, coil, slab, and free form modeling are covered. Glazes, glazing techniques, and other methods of surface decoration are explored.

CERAMICS 2 **FVL2000** **one credit**

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

BAND 1	**FMB2000**	**one credit**
BAND 2	**FMB3000**	**one credit**
BAND 3	**FMB4000**	**one credit**
BAND 4	**FMB5000**	**one credit**

Band 1 - Development of skills and understanding is maintained through studying of complex exercises and performing appropriate music literature. Performances for school and public are an integral part of the program. Band 2-4 Development of appropriate and higher level musicianship qualities are emphasized and taught. The course will provide opportunities for school and community performances.

Physical Education Courses

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Physical Education is the discipline that teaches students the knowledge and skills to be physically competent movers. Physical Education builds a foundation of appropriate instructional practices to promote and facilitate the attainment of movement forms, concepts, skills, physical fitness, and the development and improvement of physical activity that can be maintained throughout life.

PHYSICAL EDUCATION LIFETIME FITNESS — PEP1005 — half credit

The intent of this course is to integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in their school and community. Students will self-assess their personal fitness level, document their physical activity and develop a Four-year personal fitness plan. Students should actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. All classes include general conditioning principles and concepts as well as activity specific conditioning principles and concepts.

PHYSICAL EDUCATION LIFETIME ACTIVITIES — PEP1010 — half credit

This course develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, field, invasion, and aquatic sports and games. Students will assess personal levels of physical fitness that *reinforce* these physical activities in their daily lives. Students should actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. Key features of this course**:** a revisit and application of the students' four year personal fitness plan, acquisition and application of skills, understanding of rules and strategies, importance of fair play, and the transfer of skills into lifetime activity situations.

PHYSICAL FITNESS FOR LIFE — PFP1310 — half credit

This standards-based course is designed for students to gain an understanding of their bodies and ways to improve their overall fitness by designing and implementing a variety of physical fitness training programs and evaluating the results of each. 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*. Pre-requisite: Completion of Physical Education Lifetime Fitness*

WEIGHT AND RESISTANCE TRAINING — PWP1210 — half credit

This course is designed to *introduce* and/or *reintroduce* weight and resistance training safety and etiquette as well as define muscular strength and endurance. Instruction should define and *reinforce* development of muscular strength and endurance through modified weight and resistance training exercises including: plyometrics, free weights, universal apparatus, own body weight (as resistance),

resistance bands and/or tubing, pulleys, medicine balls, weighted ropes, etc. Students will be required to develop and implement a training program not only geared to improve their muscular strength and conditioning, but also to increase their overall flexibility and body composition.

Health Education Courses

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Health Education provides learning experiences for all students to enable them to meet the health education standards of the Hawaii Content and Performance Standards. The Health Education standards are clear, broad statements that identify what all students should know and be able to do to enhance their own health and to support healthy behaviors in others.

HEALTH—TODAY AND TOMORROW HLE1000 half credit

Students develop and practice skills that will promote and protect the health of self and others. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content areas can include but are not limited to: Promote Mental and Emotional Health, Promote Healthy Eating and Physical Activity, Promote Personal Health and Wellness, Promote Safety and Prevent Unintentional Injury and Violence, Promote Tobacco-Free Life Styles, Promote Alcohol and other Drug-Free Life Style, and Promote Sexual Health and Responsibility. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in advocating for the health of others. *To be taken with Advanced Guidance in the 10th grade year.*

ADVANCED GUIDANCE TGG1104 half credit

The course is designed to meet a wide range of needs related to affective development and career planning. The course content may include: college selection and application, study techniques, preparing to go to work, how to get and hold a job, selecting vocational training program in apprenticeship training, financial aid, decision making, human relations and communication, understanding and coping with emotions and behaviors, experiential approach to psychosocial career development—peer counseling, career shadowing and work experience--parenting, human sexuality and exploring life styles. *To be taken with Health in 10th grade.*

PERSONAL TRANSITION PLAN

PERSONAL TRANSITION PLAN TGG1105 half credit

This half credit is required for graduation. It provides students with knowledge and skills in learning about themselves, exploring life goals, careers and occupations, relating school subjects to future career needs, and making tentative long and short-range educational and/or career plans.
Credit will not be awarded until such time that the student, in Grades 9-12, provides documentation that he/she has met the Hawaii Content and Performance Standards in Career and Technical Education standards for Career Planning.

BUSINESS PATHWAY

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The Business Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, and management of enterprises engaged in commerce. The general education nature of business education has become increasingly important. Computer skills, as well as understanding how businesses operate, the functions of the entrepreneur, the role of international trade, the impact of personal and business financial decisions, and the interrelationships of business and economic functions are central to the general education focus of business education.

BUSINESS PATHWAY

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The Buseness Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, and management of enterprises engaged in commerce. Computer skills, as well as understanding how business operate, the functions of the entrepreneur, the role of international trade, the impact of personal and business financial decisions, and the interrelationships of business and economic functions are central to the general education focus of business education.

BUSINESS

BUSINESS, MANAGEMENT AND TECHNOLOGY CORE — TBC3010 — one credit

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.

MARKETING: PRINCIPLES AND APPLICATIONS — TBU3510 — one credit

Marketing is a course designed to immerse students in the development and application of essential marketing concepts. Students will be expected to design, develop and implement a marketing plan that meets a consumer need in the domestic or international community, and that promotes a product, service, idea or organization that is sensitive to societal and industry ethics.

BEGINNING ACCOUNTING — TBU3110 — one credit

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.

ENTREPRENEURSHIP — TBN3810 — one credit

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

BUSINESS CAREER PATHWAY CAPSTONE — TBK3990 — one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitudes by senior students in the Business Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter. All Senior Project requirements must be met.
Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and a Business Pathway Cluster-Level Course.

HEALTH AND HUMAN SERVICES PATHWAY

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Career pathways are designed to provide learners with career information in conjunction with related academic and technical skill preparation. Courses offered within the Health and Human Services pathway will be based on National Health Care Skill Standards integrated with Hawaii Content and Performance Standards.

HEALTH SERVICES

HEALTH SERVICES CAREER PATHWAY CORE THC4010 one credit

This course is designed for students who plan to pursue careers in the healthcare industry. Using a multidisciplinary approach, students will gain essential knowledge 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 healthcare.

CLINICAL HEALTH THU4027 one credit

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.

MEDICAL TERMINOLOGY THU4200 one credit

This course presents a logical, step-by-step method of learning medical terminology through programmed instruction. Students interested in a health-related career will gain an understanding of the medical terminology that will enable them to communicate more effectively in the health are setting. Coursework covers prefixes, suffixes, and word roots; pronunciation, spelling, and definition of selected medical words dealing with all human body systems; commonly used abbreviations; and the use of the medical dictionary. This course focuses on language as a communication system. Medical terminology skills will be reinforced in other courses found in the Health Services Career Pathway.

NURSE'S AIDE TRAINING THN4100 one credit

This course is designed to prepare students for certification as nurse's aides in a long-term care facility. Students will receive both classroom instruction and practical experience in a health care facility. Topics covered in the class include introduction to healthcare facilities, role of the nursing assistant, communication in the facility, patient rights, aging, mental health and social well-being, medical asepsis, body mechanics, basic care, nutrition and elimination, common health problems, special procedures and skills, and home healthcare.

HEALTH SERVICES CAREER PATHWAY CAPSTONE THK4990 one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Health Services Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter.

INDUSTRIAL AND ENGINEERING TECHNOLOGY PATHWAY

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The Industrial and Engineering Technology Career Pathway programs of study involves the application of scientific principles to solve practical problems of design, products, and systems. IET is concerned with helping students manage and respond sensitively to technology.

AUTOMOTIVE

INDUSTRIAL & ENGINEERING TECHNOLOGY CORE TIC5010 one credit

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

AUTOMOTIVE TECHNOLOGY 1 TIU5410 one credit

This course provides organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission, and control of power. The study of computer command control systems and the use of computer based equipment will be included. Scientific principles and concepts as applied to automotive technology are infused in the curriculum. Automotive body repair and painting are also included.

AUTOMOTIVE TECHNOLOGY 2 TIN5419 one credit

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

METALS TECHNOLOGY 1 TIU5210 one credit

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

DIRECTED STUDY IN INDUST AND ENGINEER TECH (AUTO) TIK5930 one credit

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

BUILDING AND CONSTRUCTION

INDUSTRIAL & ENGINEERING TECHNOLOGY CORE TIC5010 one credit

The Industrial and Engineering Technology Core is a comprehensive action-based educational course that introduces students to the following technological systems: Design and Engineering Technology,

Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety.

BUILDING & CONSTRUCTION TECHNOLOGY 1 TIU5800 one credit

This course features classroom and laboratory experiences that deal with building and construction technology. Learning activities include site selection, use of various leveling instruments, blueprint reading, use of building materials, foundation and floor framing, wall and ceiling framing, roof framing, and window, door, and interior wall finish.

BUILDING & CONSTRUCTION TECHNOLOGY 2 TIN5814 one credit

This Level 2 course features advanced study of building construction technology. Students are provided with experiences in layout, fabrication, assembly, and installation of structural units. Also included are estimating and calculating costs, and quality control processes through simulated class and on-the-job experiences.

DESIGN TECH I FVK1000 one credit

This is an introductory course to study design and the relationships of visual elements. The principles affecting visual expression are further explored. Students apply principles to solve visual problems.

DESIGN TECH 2 FVK2000 one credit

This course provides students with experiences in solving advanced design problems. Students are given experiences in graphic design.

ELECTRICITY/ELECTRONICS

INDUSTRIAL & ENGINEERING TECHNOLOGY CORE TIC5010 one credit

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

ELECTRICITY AND ELECTRONICS TIU5710 one credit

This course provides an introduction to the world of electricity and electronics and includes fundamental quantities and their measurement, sources of electricity, magnetism, basic circuits, and introduction to inductance and capacitance, small motors, and electricity and electronics at home and at work. Laboratory experiments, as well as the designing and fabrication of electrical devices, are included to reinforce and supplement class work.

ELECTRONIC TECHNOLOGY 1 TIU5620 one credit

This course is designed to introduce subject matter and laboratory experiences concerned with the design, development, modification, and testing of analog and digital circuits, devices, and systems. Recommended Prerequisite: Completion of TIC5010 IET Career Pathway Core.

ENGINEERING

INDUSTRIAL & ENGINEERING TECHNOLOGY CORE TIC5010 one credit

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

DESIGN I FVK1000 one credit

This is an introductory course to study design and the relationships of visual elements. The principles affecting visual expression are further explored. Students apply principles to solve visual problems.

DESIGN 2 FVK2000 one credit

This course provides students with experiences in solving advanced design problems. Students are given experiences in graphic design.

NATURAL RESOURCES PATHWAY

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Natural Resources careers and programs of study are related to natural sciences, agriculture and the environment. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, wildlife management and many agribusiness/agri-industry occupations.

AGRICULTURE:

NATURAL RESOURCES CAREER PATHWAY CORE TNC6010 one credit

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, aquaculture, earth sciences, environmental sciences, fisheries, forestry, and renewable energy. Using an interdisciplinary approach, the following will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics.

BIOLOGICAL AGRISCIENCE (Agriculture) TNU61200A one credit

This course is designed to give students scientific and technical knowledge and skills in growing plants and animals. An emphasis is placed on the application of biological science principles under both laboratory and real world conditions. Classroom study is integrated with realistic production activities, and the FFA (Future Farmers of America) program is an integral part of the course.

BIOLOGICAL AGRISCIENCE (Agriculture) TNU61200A one credit

This course is designed to give students scientific and technical knowledge and skills in growing plants and animals. An emphasis is placed on the application of biological science principles under both laboratory and real world conditions. Classroom study is integrated with realistic production activities, and the FFA (Future Farmers of America) program is an integral part of the course.

NATURAL RESOURCES PRODUCTION 1 (Agriculture) TNU61330A one credit

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.

NATURAL RESOURCES PRODUCTION 2 (Agriculture) TNN62100A one credit

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.

NATURAL RESOURCES CAPSTONE (Agriculture) TNK69900A one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Natural Resources Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, 3) and a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter.

CULINARY

NATURAL RESOURCES CAREER PATHWAY CORE TNC6010 one credit

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, aquaculture, earth sciences, environmental sciences, fisheries, forestry, and renewable energy. Using an interdisciplinary approach, the following will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics.

PUBLIC AND HUMAN SERVICE CAREER PATHWAY CORE TPC7010 one credit

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

CULINARY 1 TPU7216 one credit

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

CULINARY 2 TPN7223 one credit

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

PUBLIC & HUMAN SERVICES CAPSTONE (Food Service) TPK79900F one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Public and Human Services Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, 3) and a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter.

HAWAIIAN STUDIES

NATURAL RESOURCES CAREER PATHWAY CORE TNC6010 one credit

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, aquaculture, earth sciences, environmental sciences, fisheries, forestry, and renewable energy. Using an interdisciplinary approach, the following will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics.

ENVIRONMENTAL RESOURCE MANAGEMENT TNU6123 one credit

This course is designed to provide a comprehensive contextual place program in environmental resource management as it relates to Natural Resource Pathway careers. It emphasizes control, maintenance, and best practices to sustain environmental and natural resource areas. The major concepts of geography, resource inventory and assessment, and sustainability and stewardship should be covered with the awareness of the various industries, social, and economic activities related to these areas. Examples include wind farms, geothermal energy, and costal water activities.

FORESTRY TNN6217 one credit

This course is designed to provide and in-depth program focusing on technical skills, terminology, and knowledge specific to forestry resource management as it relates to Natural Resources careers. It emphasizes sustainability of forest and natural reserve areas through governance, control, maintenance, and best practices. Concepts to be covered include sustainability, stewardship, and preservation with the awareness of the various industries, social and economic activities related to forestry reserves.

HAWAIIAN STUDIES/ CER2200
DIRECTED STUDIES CDI5100 ½ + ½ credit

This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues. This course is for students who have met all of the content standards in Social Studies. It calls for students to plan, implement, and evaluate a self-directed inquiry in one or more of the Social Studies disciplines. Students should be under the guidance of a teacher and may also work with a community mentor.

NATURAL RESOURCES CAPSTONE (Hawaiian Studies) TNK69900H one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Natural Resources Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, 3) and a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter.

MARINE SCIENCE

NATURAL RESOURCES CAREER PATHWAY CORE TNC6010 one credit

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, aquaculture, earth sciences, environmental sciences, fisheries, forestry, and renewable energy. Using an interdisciplinary approach, the following will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics.

NATURAL RESOURCES PRODUCTION 1 (Marine Science) TNU61330M one credit

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.

ANIMAL SYSTEM 1 TNU6126 one credit

This course is designed to provide a comprehensive program providing students with basic knowledge and skills necessary in raising animals as they relate to Natural Resource careers. It emphasizes understanding of systems and conditions necessary for a variety of animals to survive and thrive. Major concepts of geography, environment, remediation, and management to provide optimal conditions for organisms should be covered with an awareness of current production in Natural Resource industries. *Recommended Prerequisite: Completion of TNC6010 Natural Resource Core.*

NATURAL RESOURCES PRODUCTION 2 (Marine Science) TNN62100M one credit

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.

NATURAL RESOURCES CAPSTONE (Marine Science) TNK6990M one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Natural Resources Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, 3) and a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student driven and the choice of media for presentation will be at the discretion of the student presenter.

PUBLIC AND HUMAN SERVICES PATHWAY

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The Human Services Career Pathway includes careers and programs of study related to economic, political, and social systems. Careers in child care, civil service, education, hospitality and the social services.

EDUCATION

PUBLIC AND HUMAN SERVICE CAREER PATHWAY CORE TPC7010 one credit

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

EXPLORATIONS IN EDUCATION TPU7210 one credit

This course is designed to have students explore the numerous career opportunities in education. Academically challenging, 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. *Recommended prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core.*

ELEMENTARY ED TPN7419 one credit

This course is designed to provide a focused preparation for students interested in pursuing a career in elementary (Kindergarten to sixth 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. Recommended prerequisite: *Completion of TPC7010 Public and Human Services Career Pathway Core, and TPU7210 Explorations in Education.*

SECONDARY EDUCATION TPN7422 one credit

This course is designed to provide a focused preparation for students interested in pursuing a career in

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 secondary students as well as the details of salaries, benefits and relevant issues for the secondary teacher. Field experiences in classroom observations and practical participation are course requirements. *Recommended prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core, and TPU7210 Explorations in Education.*

JUNIOR RESERVES OFFICERS' TRAINING CORPS (JROTC)

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The curriculum is designed to teach high school students the value of citizenship, leadership, service to country, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

JROTC

JROTC 1 TJR1000 one credit

The *Citizen, Service and Responsibility* course teaches students career and life skills necessary for lifelong success as a contributing citizen. Students are introduced to public and military chains of command, structure, and discipline that provide the foundation for learning and allow students to explore public and military service as a potential career choice. Content areas studied include foundations for success; American history and government; leadership; community service; and service learning; and the awareness of civic responsibilities. Learning is student–centered, requiring active participation throughout the course.

JROTC 2 TJR2000 one credit

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

JROTC 3 TJR3000 one credit

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

JROTC 4 TJR4000 one credit

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

JROTC 5 **TJR5000** **one credit**

JROTC 6 **TJR6000** **one credit**

JROTC 5 & 6 require cadets to participate as assistant instructors. Continued application of previously acquired knowledge and skills is required. Learning is student–centered, requiring active participation throughout the course. Cadets plan and coordinate community and school service learning activities. The student continues to master leadership abilities and instructor skills. Cadets continue to study career and life skills; personal and financial management; college admissions; military careers; and job search techniques.

New Tech Academy

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VIDEO

ARTS AND COMMUNICATION CAREER PATHWAY CORE **TAC2010** **one credit**

Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6) Legal Responsibilities and Ethics, 7) Management, 8) Impact of Media, and 9) Safety.

DIGITAL MEDIA TECHNOLOGY Video **TAU22100V** **one credit**

Students will use technology tools that allow them to incorporate storytelling, composition, framing, safety, plagiarism, and elements of design into their project to develop messages to inform, persuade and entertain, for a range of specified audiences. Students will entail project planning to implement digital production.

VIDEO PRODUCTION FOR TELEVISION 1 **XMT1020**

VIDEO PRODUCTION FOR TELEVISION 1 **XMT1020** **½ + ½ credit**

This course is designed to acquaint students with the tools, techniques and terminology of television/ video production, both in the field and in the studio. Students will have hands on experience with various filming, recording, and editing techniques and processes. Students will participate in the planning and production of short programs featuring topics of interest to them. Students will use and compare nonlinear and other imaging editing software.

VIDEO PRODUCTION FOR TELEVISION 2 **XMT1025**

VIDEO PRODUCTION FOR TELEVISION 2 **XMT1025** **½ + ½ credit**

This course emphasizes the production of longer, more complex programs in a variety of formats. Students are given the opportunity to take initiative in visualizing and planning the program, script writing, and storyboard production, and taping and editing. Critical viewing and analysis are also covered.

ARTS AND COMMUNICATION CAPSTONE (Video) **TAK29900V** **one credit**

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Arts and Communications Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates

the “learning journey” and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter.

DIGITAL

ARTS AND COMMUNICATION CAREER PATHWAY CORE TAC2010 one credit

Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6)Legal Responsibilities and Ethics, 7Management, 8) Impact of Media, and 9) Safety.

GRAPHIC DESIGN TECHNOLOGY TAU2124 one credit

This course provides classroom and laboratory experiences in the major areas of graphic design and production. This course includes the study of the fundamentals of elements and principles of design, colors, layering, layout, photography concepts, and plagiarism, advertising and production techniques. Emphasis is on the creation of designs and products that meet specifications of clients and industry.

COMPUTER ART FVW1000 one credit

This course provides students with opportunities to explore art and computer technology to develop a unique blend of skills that may be translated to computer. Students will learn to use various computer software programs, techniques, and strategies along with computer hardware to enhance, modify, or create two- and three- dimensional digital art. Activities may be applied to visual solutions for advertising, publishing, and animation. Issues and topics on standards, ethics, and qualifications for computer art will also be addressed.

DIGITAL MEDIA TECHNOLOGY (Digital) TAU22100D one credit

Students will use technology tools that allow them to incorporate storytelling, composition, framing, safety, plagiarism, and elements of design into their project to develop messages to inform, persuade and entertain, for a range of specified audiences. Students will entail project planning to implement digital production.

ARTS AND COMMUNICATION CAPSTONE (Digital) TAK29900D one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Arts and Communications Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter.

BROADCAST JOURNALISM

ARTS AND COMMUNICATION CAREER PATHWAY CORE TAC2010 one credit

Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6)Legal Responsibilities and Ethics, 7Management, 8) Impact of Media, and 9) Safety.

DIGITAL MEDIA TECHNOLOGY (Broadcast) TAU22100B one credit

Students will use technology tools that allow them to incorporate storytelling, composition, framing, safety, plagiarism, and elements of design into their project to develop messages to inform, persuade and entertain, for a range of specified audiences. Students will entail project planning to implement digital production.

BROADCAST MEDIA TAN2115 one credit

This course gives students hands-on opportunities in television production. Through a variety of production experiences, students learn the capabilities of the medium, examine issues of fairness and objectivity, apply critical thinking skills, exercise creativity, and gain an understanding of news-gathering and reporting techniques. Among the skills addressed: writing in the context of producing a video magazine and other documentaries, reporting, interviewing, researching, and editing. Students produce an in-house broadcast and other types of journalistic productions. They also explore issues of ethics and responsibility in their role as journalists.

NEWSWRITING 1 LJY8210 one credit

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.

ARTS AND COMMUNICATION CAPSTONE (Broadcast) TAK29900B one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Arts and Communications Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the “learning journey” and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter.

YEARBOOK

ARTS AND COMMUNICATION CAREER PATHWAY CORE TAC2010 one credit

Students will be introduced to basic concepts in Visual, Fashion, Performing, Written, and Media Arts. Using an interdisciplinary approach, the following concepts will be covered: 1) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6)Legal Responsibilities and Ethics, 7Management, 8) Impact of Media, and 9) Safety.

DIGITAL MEDIA TECHNOLOGY (Yearbook) TAU22100Y one credit

Students will use technology tools that allow them to incorporate storytelling, composition, framing, safety, plagiarism, and elements of design into their project to develop messages to inform, persuade and entertain, for a range of specified audiences. Students will entail project planning to implement digital production.

YEARBOOK PRODUCTION 1 XYY8610 one credit

This course is for beginning yearbook students. Students are assigned sections to edit, and plan and supervise the work of others on the sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done.

YEARBOOK PRODUCTION 2 XYY8630 one credit

This course is for intermediate yearbook students. Students are assigned sections to edit, and plan and supervise the work of others on the sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done.

ARTS AND COMMUNICATION CAPSTONE (Yearbook) TAK29900Y one credit

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the Arts and Communications Technology Career Pathway. This senior project provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter.

SPECIALIZED ELECTIVES

SENIOR PROJECT XSP1010 one credit

If not incorporated into a Career Pathway Capstone course, this provides a venue for seniors to plan and execute individualized study on a topic of particular interest to them. Participants will have their independent study and research periodically assessed by the instructor. Students are to enlist the guidance of an adult mentor from the school or community. The following products are required from the senior participating in a Capstone Project: 1) a research paper to demonstrate information and knowledge acquisition skills, 2) a formal oral report before a panel of industry experts, and 3) a portfolio that relates the "learning journey" and verifies the learning process. The topics of interest will be student-driven and the choice of media for presentation will be at the discretion of the student presenter.

TRANSITION TO HIGH SCHOOL TGG1103
CAREER AND LIFE PLANNING TGG1100 ½ + ½ credit

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

PEER EDUCATION PROGRAM A HMP1100
PEER EDUCATION PROGRAM B HMP1200 ½ + ½ credit

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

MECHANICAL DRAWING TGG5030 one credit

This course covers the fundamentals of freehand, orthographic, and pictorial drawings. The student will prepare working drawings, utilize drawing instruments, and apply drafting principles and academic skills to design projects. The students will also use tables, handbooks, and other standard reference materials

found in most drafting rooms. Students will be introduced to Computer-Aided Drafting (CAD). This course organizes experiences which emphasize theory, use of computer aided design, and laboratory work as they relate to designing, translating data or specifications. The course also includes planning, preparing, and interpreting mechanical, architectural, structural, electronics, topographical, designs and schematics. Instruction is designed to provide in-depth experiences with computer aided design software and other industry standard tools to create solutions to real-world problems.

ENTREPRENEURSHIP TBN3810 one credit

This course introduces students to the process of establishing a small business. Concepts introduced will be applied and practiced. Students will design, develop, and implement a business plan. They will manage all aspects of their own business and integrate technology-based business practices.

FIRST AID AND EMERGENCY CARE TGG4023
HEALTH STRATEGIES HLE5000 ½ + ½ credit

The *First Aid* course is a comprehensive first-aid training course that emphasizes initial emergency on-scene care for traumatized and/or medically ill patients. It includes anatomy, physiology, pathophysiology, patient assessment, first responder level on-scene emergency care intervention, and evaluation. Course content and design are based on the United States Department of Transportation First Responder Training Standards and Guidelines and the American Heart Association Basic Life Support (CPR) Course "C" Standards and Guidelines.

Health Strategies will emphasize students analyzing their current health practices and developing the knowledge and skills to improve their health. Students will self assess personal health needs and develop and implement a life-long "wellness" action plan.

NONE CREDIT COURSES

SCHOOL SERVICE XTH4001 no credit

The objective of this course is to provide service to the school in the library, office, health room, and/or classroom. Under the supervision of an adult, students participate in servicing other students in the school.

COMMUNITY-BASED INSTRUCTION 1 NSC1010 no credit

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

COMMUNITY-BASED INSTRUCTION 2 NSC1020 no credit

The course provides students with basic instruction in the domains of work, leisure, daily living, and school/community skills. Emphasis is on the use of school and community environments and routines in providing the context for skill development and generalization.

COMMUNITY-BASED INSTRUCTION 3 NSC1030 no credit

The course provides students with general instruction in vocational/work, recreational/leisure, domestic/home, and school/community skills. Emphasis is on the use of school and community environments where students learn and demonstrate appropriate skill proficiency in the above areas.

COMMUNITY-BASED INSTRUCTION 4 NSC1040 no credit

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

COMMUNITY-BASED INSTRUCTION 5 NSC1050 no credit

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

COMMUNITY-BASED INSTRUCTION 6 NSC1060 no credit

The course transitions students into their post-school environments, providing instruction in the development and maintenance of skill routines in their post-school environments. Emphasis is on the use of the post-school community activities and environments to provide the context for instruction.