

Kealakehe High School



2007 – 2008 COURSE GUIDE

Kailua-Kona, Hawaii

March 2007

Table of Contents

VISION OF THE HAWAII PUBLIC SCHOOL GRADUATE	1
STANDARDS BASED EDUCATION	1
SCHOOLWIDE LITERACY	2
DIPLOMAS / GRADUATION REQUIREMENTS	2
CLASSES OF 2008 AND 2009 ONLY	2
CLASS OF 2010 ONWARD	3
PROMOTION POLICY	3
CREDIT RECOVERY/ENRICHMENT OPPORTUNITY	3
USING THIS GUIDE	4
PROGRAM PLANNING	4
PROGRAM OF STUDY	5
CAREER AND TECHNICAL EDUCATION	7
ARTS & COMMUNICATION COURSES	9
BUSINESS COURSES	13
HEALTH SERVICE COURSES	16
INDUSTRIAL & ENGINEERING TECHNOLOGY COURSES	19
NATURAL RESOURCES COURSES	25
PUBLIC & HUMAN SERVICES COURSES	29
CAREER DEVELOPMENT & GUIDANCE COURSES.....	33
JUNIOR RESERVE OFFICER TRAINING CORPS	39
ENGLISH LANGUAGE ARTS	43
MATHEMATICS	53
ELECTIVE MATH COURSES FOR 11TH –12TH GRADE.....	58
RIGOROUS MATH COURSES	60
SCIENCE	63
SOCIAL STUDIES	71
CITIZENSHIP CREDIT	77
FINE ARTS	79
ART COURSES.....	80
MUSIC COURSES.....	85
THEATRE COURSES	98
HEALTH EDUCATION	101
PHYSICAL EDUCATION	105
WORLD LANGUAGES	109
MULTIDISCIPLINARY COURSES	117
LIBRARY RESEARCH.....	118
YEARBOOK PRODUCTION	119
MEDIA	121
INDEX OF COURSES	123



KEALAKEHE HIGH SCHOOL

Home of the WaveRiders

2007-08 COURSE GUIDE

*available online at <http://waveriders.k12.hi.us>

Our Vision: Harmony and unity through dynamic education and community for everyone, every time.

Our Mission: Encouraging partnerships among students, parents, faculty, staff and the community by offering a curriculum which will address multi intelligences and awareness; providing a safe environment which expects mutual respect; and providing opportunities where all students can develop their gifts and talents to be productive members of the community.

VISION OF THE HAWAII PUBLIC SCHOOL GRADUATE

All public school graduates will:

- Realize their individual goals and aspirations
- Possess attitudes, knowledge and skills necessary to contribute positively and compete in a global society
- Exercise the rights and responsibilities of citizenship
- Pursue post-secondary education and/or careers without the need for remediation

STANDARDS BASED EDUCATION

“Premised on the research-based belief that all students can learn, standards-based reform takes our century-old democratic ideals of public education and places them into our more challenging and complex world.”

Paul G. LeMahieu, Former DOE Superintendent

In support of the Department of Education’s continued focus on standards and standards-based reform the faculty and staff at Kealakehe High School are committed to the development of our Standards Implementation Design. Further, teachers are eager to partner with parents and students in a dialog about standards and higher expectations about what students should know and be able to do and care about. Teachers in the classroom have developed personal mission statements and identified standards with “I am able to ...” statements that students will be able to express verbally and produce evidence to demonstrate the acquisition of standards.

SCHOOLWIDE LITERACY

- **Reading**—Students will read a range of literacy and informative texts for a variety of purposes.
- **Writing**—Students will write using various forms to communicate a variety of purposes and audiences.
- **Oral Communication**—Students will communicate orally using various forms; inter-personal, group, and public- for a variety of purposes and situations.

DIPLOMAS / GRADUATION REQUIREMENTS

CLASSES OF 2008 and 2009 ONLY

Department of Education (DOE) Diploma

Graduation is based on 22 credits earned in grades 9 – 12. All students, including those transferring from an out-of-state or from private school, shall meet the Hawai`i requirements for graduation. With these credits, a student can earn a Department of Education Diploma.

Course Requirements	High School Diploma
English	4.0 credits
Social Studies	4.0 credits
Mathematics	3.0 credits
Science	3.0 credits
Physical Education	1.0 credit
Guidance	0.5 credit
Health Education	0.5 credit
Electives	6.0 credits
Total	22.0 credits

Board of Education (BOE) Diploma

Students completing the requirements for graduation are eligible for the Board of Education (BOE) Recognition Diploma, if they have:

- 24 credits and a cumulative grade point average of 3.0 or higher for classes taken in grades 9 – 12.
- Earned 3 credits of mathematics. No more than one credit in the Option X courses will be accepted.
- Earned 3 credits of science. No vocational courses will be accepted.
- Earned 2 credits in the same foreign language **or** 2 credits in performing/fine arts **or** 2 credits in career and technical education. No practical arts course will be accepted.

Students with a cumulative grade point average (GPA) of:

- 3.0 to 3.5 GPA will receive a Cum Laude Diploma.
- 3.5 to 3.8 GPA will receive a Magna Cum Laude Diploma.
- 3.8 and above GPA will receive a Summa Cum Laude Diploma.

CLASS OF 2010 ONWARD

Department of Education (DOE) or Board of Education (BOE) Diploma

Course Requirements	High School Diploma	Board of Education Recognition Diploma
English	4.0 credits	4.0 credits
Social Studies	4.0 credits	4.0 credits
Mathematics	3.0 credits	3.0 credits
Science	3.0 credits	3.0 credits
<ul style="list-style-type: none">• Career & Technical Education• Fine Arts• World Language	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Senior Project	Not required	1.0 credit
Physical Education	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Personal/Transition Plan	0.5 credit	0.5 credit
Electives	6.0 credits	6.0 credits
Total	24.0 credits	25.0 credits

Students with a cumulative grade point average (GPA) of:

- 3.0 to 3.5 GPA will receive a Cum Laude Diploma.
- 3.5 to 3.8 GPA will receive a Magna Cum Laude Diploma.
- 3.8 and above GPA will receive a Summa Cum Laude Diploma.

PROMOTION POLICY

- To Grade 10 - Satisfactory completion of **five** credits of high school courses.
- To Grade 11 - Satisfactory cumulative (grade 9 & 10) completion of **ten** credits of high school courses.
- To Grade 12 - Satisfactory cumulative (grade 9-11) completion of **sixteen** credits of high school courses.

CREDIT RECOVERY/ENRICHMENT OPPORTUNITY

Students may enroll in various correspondence courses offered by Kealakehe High School. These courses are online and give students the flexibility to work independently and at their own pace. Students have one semester to fulfill the requirements and earn the course credit. At the completion of all assignments/activities/quizzes, the student will have **one** opportunity to take the required Final Assessment Examination. This final assessment *must* be administered by school personnel to evaluate the student's mastery of essential competencies. Please see your Counselor for more details.

USING THIS GUIDE

This guide has been create to assist the student in making informed decisions concerning the selection of courses; each course contains the basic description, any pre/co-requisites, activities and assessments, Hawai`i content standards covered in the course, and a code describing the unique attributes of the course. The code is defined as follows:

◆ = Level of difficulty

✂ = Project based

📖 = Reading intensive

✍ = Writing intensive

💻 = Computer Based Instruction

 = NCAA approved

PROGRAM PLANNING

- ☑ All students at Kealakehe High School have an equal opportunity to enroll in courses regardless of race, color, religion, sex, handicap or national origin.
- ☑ The master schedule of course offerings for next year is based on student requests generated through this process. Please read the course descriptions provided, and consider your choices carefully. If you have received credit for a course, do not sign up for it again. Generally you do not earn credit for a repeated course. You may, however, repeat a course to improve your grade.
- ☑ While making your course selections, think about:
 - Requirements for graduation
 - Your educational, occupational and life goals;
 - Your experiences in courses you have already taken;
 - Pre-requisites for courses;
 - Your abilities as demonstrated on standardized tests and grades you received; and
 - Your interests and talents.
- ☑ The faculty and staff at Kealakehe High School support your academic and social endeavors. Make wise and responsible decisions.
- ☑ Students should consider *in advance* any prerequisites that may be needed for classes you may wish to take—take time to plan ahead. The Credit Check worksheet, Suggested Course Pathway, and Programs of Study have all been given to assist you in your planning.
- ☑ Courses with an A/B in the title signify there are two semester-long courses that should be taken the same school year. It is implied that the first semester should be successfully passed before taking the second semester. Exceptions should be discussed with the subject area teacher and a counselor.

PROGRAM OF STUDY

Students should register for classes in their **Career Pathway** of interest. Career Pathways are clusters of occupations and careers that are grouped together according to similar interests, knowledge, skills and attitudes.

Hawai'i has six Career Pathways: Arts & Communication, Business, Health Services, Industrial & Engineering Technology, Natural Resources and Public and Human Services. Within each Career Pathway are multiple **Programs of Study (POS)**. The attached list are the state approved Programs of Study offered at Kealakehe High. Students who completed the **MINIMUM REQUIREMENTS**, and finished the listed minimum elective courses (●) in sequence, with a "C" or better will receive a **State Certified Vocational Education Program of Study Completer Certificate** upon graduation.

- Elective Course
- ❖ Required Course

ARTS & COMMUNICATION

Program of Study	Minimum Requirements	Recommended Electives
Digital Media	<ul style="list-style-type: none"> ● Arts & Communication Career Pathway Core ● Digital Media Technology ❖ Algebra 1 	<ul style="list-style-type: none"> ● Graphic Communication ● Entrepreneurship ● Internship
Graphic Design	<ul style="list-style-type: none"> ● Arts & Communication Career Pathway Core ● Graphic Communication ❖ Algebra 1 	<ul style="list-style-type: none"> ● Digital Media ● General Arts ● Drawing & Painting ● Photography ● Entrepreneurship ● Internship

BUSINESS

Program of Study	Minimum Requirements	Recommended Electives
Accounting	<ul style="list-style-type: none"> ● Business Career Pathway Core ● Beginning Accounting ❖ Economics 	<ul style="list-style-type: none"> ● Entrepreneurship ● Internship
Entrepreneurship	<ul style="list-style-type: none"> ● Business Career Pathway Core ● Entrepreneurship ❖ Economics 	<ul style="list-style-type: none"> ● Beginning Accounting ● Internship
OR	<ul style="list-style-type: none"> ● Any Program of Study ● Entrepreneurship 	<ul style="list-style-type: none"> ● Internship
Marketing	<ul style="list-style-type: none"> ● Business Career Pathway Core ● Marketing ❖ Economics 	<ul style="list-style-type: none"> ● Beginning Accounting ● Entrepreneurship ● Internship

HEALTH SERVICES

Program of Study	Minimum Requirements	Recommended Electives
Health Care	<ul style="list-style-type: none"> ● Health Services Core ● Health Occupations ❖ Biology 	<ul style="list-style-type: none"> ● Internship

INDUSTRIAL ENGINEERING & TECHNOLOGY

Program of Study	Minimum Requirements	Recommended Electives
A+ Certification	<ul style="list-style-type: none"> • A+ Cert. 1: Intro to Computer Sys./A+ Cert. 2: Computer Sys. • A+ Cert. 3: Operating Sys./A+ Cert. 4: Internship ❖ Algebra 1 	<ul style="list-style-type: none"> • Networking Fundamentals & LAN • WAN and Networking Architecture
Automotive Technology	<ul style="list-style-type: none"> • IET Career Pathway Core • Automotive Technology 1 ❖ Conceptual Physics 	<ul style="list-style-type: none"> • Automotive Technology 2 • Entrepreneurship • Internship
Building & Construction	<ul style="list-style-type: none"> • IET Career Pathway Core • Building & Construction Technology 1 ❖ Algebra 1 	<ul style="list-style-type: none"> • Building & Construction Technology 2 • Entrepreneurship • Internship
CISCO Certification	<ul style="list-style-type: none"> • Networking Fundamentals & LAN • WAN and Networking Architecture ❖ Algebra 1 	<ul style="list-style-type: none"> • Entrepreneurship • Internship
Computer Networking	<ul style="list-style-type: none"> • IET Career Pathway Core • Networking Fundamentals & LAN ❖ Algebra 1 	<ul style="list-style-type: none"> • Entrepreneurship • Internship
Designed Environment	<ul style="list-style-type: none"> • IET Career Pathway Core • Drafting Technology 1 ❖ Algebra 1 	<ul style="list-style-type: none"> • Building & Construction Technology 1 • Entrepreneurship • Internship
Engineering	<ul style="list-style-type: none"> • IET Career Pathway Core • Basic Technology Education ❖ Algebra 1 	<ul style="list-style-type: none"> • Entrepreneurship • Internship

NATURAL RESOURCES

Program of Study	Minimum Requirements	Recommended Electives
Agriculture Technology	<ul style="list-style-type: none"> • Natural Res. Career Pathway Core • Agriculture Technology 1 ❖ Algebra 1 	<ul style="list-style-type: none"> • Agriculture Technology 2 • Entrepreneurship • Internship
Tropical Horticulture	<ul style="list-style-type: none"> • Natural Res. Career Pathway Core • Horticulture 1 ❖ Algebra 1 	<ul style="list-style-type: none"> • Agriculture Technology 1 • Entrepreneurship • Internship

Public and Human Services

Program of Study	Minimum Requirements	Recommended Electives
Food Service	<ul style="list-style-type: none"> • Public & Human Services Career Pathway Core • Food Service 1 ❖ Algebra 1 	<ul style="list-style-type: none"> • Food Service 2 • Entrepreneurship • Internship
Teacher Education	<ul style="list-style-type: none"> • Public & Human Services Career Pathway Core • Explorations in Education ❖ Algebra 1 	<ul style="list-style-type: none"> • Internship • Psychology • Sociology • Internship

CAREER AND TECHNICAL EDUCATION

Vision Statement: The Career & Technical Education Department offers a real world education for all students to prepare them to be productive citizens in our global society.

We have reached a point where education in a single discipline and skill preparation specific to a current job description is no longer adequate for success in an ever-changing world. Career and Technical Education (CTE) programs are designed to address the dynamics of life and work in a complex world.

Students in CTE programs must master curricula featuring basic scientific principles, mathematical concepts, communication skills, and other foundational essentials upon which life and work are based. Students successfully completing a CTE program will integrate these basic understandings and skills to change and adapt as careers and life change.

Career and Technical Education is a kindergarten through grade twelve continuums as articulated in the Hawai`i Content and Performance Standards for Career and Technical Education. CTE addresses the processes, materials, and systems of technology, their development, use, importance, and impacts. It is also concerned with industry, its organization, processes, resources, systems and products, and takes into consideration the socio-economic and environmental influences of industry and technology. CTE programs help all students to understand their technological culture, enabling them to make rational decisions about their own lives and make a positive contribution in this increasingly technological world.

Hawai`i Content and Performance Standards Addressed in Each Course in this Department:

- Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Students develop the knowledge, skills, and attitudes to design, modify, use, and apply technology; to become a technological problem-solver; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.

General Department Information: Career & Technical Education help students develop the technical, academic, employability, and life skills needed for post-secondary education and high skill careers. We offer programs of study that integrate academic and career education which are organized within career pathways.

Courses Offered

ARTS & COMMUNICATION PATHWAY

- TAC2010 *ARTS & COMMUNICATION CAREER PATHWAY CORE*
- TAU2210 *DIGITAL MEDIA TECHNOLOGY*
- TAU2110 *GRAPHIC COMMUNICATION*
- TAU2116 *GRAPHIC COMMUNICATION TECHNOLOGY I*

BUSINESS PATHWAY

- TBC3010 *BUSINESS CAREER PATHWAY CORE*
- TBU3110 *BEGINNING ACCOUNTING*
- TBN3810 *ENTREPRENEURSHIP*
- TBU3510 *MARKETING*

HEALTH SERVICES PATHWAY

- THC4010 *HEALTH SERVICES CAREER PATHWAY CORE*
- THU4020 *HEALTH OCCUPATIONS*
- THN4200 *MEDICAL TERMINOLOGY*

INDUSTRIAL & ENGINEERING TECHNOLOGY PATHWAY

- TIC5010 *INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY CORE*
- TIN5510/TIN5511
*A+ CERTIFICATION 1: INTRODUCTION TO COMPUTER SYSTEMS/
A+ CERTIFICATION 2: COMPUTER SYSTEMS*
- TIN5410 *AUTOMOTIVE TECHNOLOGY 1*
- TIN5413 *AUTOMOTIVE TECHNOLOGY 2*
- TIG5020 *BASIC TECHNOLOGY EDUCATION*
- TIU5800 *BUILDING & CONSTRUCTION TECHNOLOGY 1*
- TIU5810 *BUILDING & CONSTRUCTION TECHNOLOGY 2*
- TIN5310 *DRAFTING TECHNOLOGY 1*
- TIN5713 *NETWORKING FUNDAMENTALS AND LAN*

NATURAL RESOURCES PATHWAY

- TNC6010 *NATURAL RESOURCES CAREER PATHWAY CORE*
- TNN6310 *AGRICULTURE TECHNOLOGY 1*
- TNN6313 *AGRICULTURE TECHNOLOGY 2*

PUBLIC & HUMAN SERVICES PATHWAY

- TPC7010 *PUBLIC & HUMAN SERVICES CAREER PATHWAY CORE*
- TPU7210 *EXPLORATIONS IN EDUCATION*
- TPN7210 *FOOD SERVICE 1*
- TPN7213 *FOOD SERVICE 2*

CAREER DEVELOPMENT & GUIDANCE

- TCG1104 *ADVANCED GUIDANCE*
- TCG1100 *CAREER & LIFE PLANNING (Classes of 2008 & 2009)*
- TCG1300 *G.R.A.D.S.*
- TCG1202 *INTRO TO BUSINESS COMPUTER APPLICATIONS*
- TCG1200 *KEYBOARDING 1*
- TCG1101 *PATHWAY EXPLORATIONS*
- TCG1500 *WORK-BASED LEARNING (INTERNSHIP)*

Arts & Communication Courses

The Arts and Communication Career Pathway includes careers and programs of study related to the humanities, and performing, visual, literary, and media arts. These may include creative or technical writing, illustrating, graphic designing, publishing, theatre arts, journalism, languages, radio and television broadcasting, photography, advertising, and public relations.

TAC2010 **ARTS & COMMUNICATION CAREER PATHWAY CORE** ◇◇◇◆◆

Suggested Grade Level(s): 9th – 11th **YEAR/Elective**

Pre/Co-requisite(s): Successful completion of first semester before enrollment in second semester

Additional Information: This is the first-level course for all Arts & Communication Career Pathway Programs of Study (POS).

Course Description: Students will be introduced to the concept of career planning within the Arts & Communication Career Pathway and examine the clusters of careers available in this pathway—visual arts, fashion arts and technologies, performing arts, written arts, and media arts and technologies. Students will be introduced to the basic concepts of computer graphic design, electronic music production, website development and design, digital imaging including digital cameras and scanners, graphics and web animation, electronic portfolio design, t-shirt making, audio and video streaming, digital video production, and other activities as available. Students will have the use of digital cameras, digital video cameras, PC computer workstations, and will be able to sample the following programs: Adobe (Photoshop, Illustrator, In-Design), Macromedia (Dreamweaver, FLASH, Freehand), Apple iMovie2, Microsoft Word, Microsoft PowerPoint, and Microsoft Excel and others as available. Students will be able to complete sample activities.

Activities: Electronic portfolios, career surveys, field trips, guest speakers, DVD lectures, individual projects, web page building, animation and music projects, t-shirt-making, etc.

Assessments: On-line surveys and quizzes, student portfolios, individual and group projects, worksheets, videos.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Fine Arts (Visual Arts)--Students understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TAC2010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course for Arts & Communication POS. Typing skills and basic knowledge of the MS Word, Internet Explorer recommended. Students will create multimedia websites for display on the worldwide web. State-of-the-art website development tools will be available for students to create portfolio websites, websites on KHS activities, instructional animations, video animations for the web, multimedia of classroom projects, and digital autobiographies. Students will become expertly versed in the usage of web resources in delivering websites.

Course Description: This class prepares students for the skills needed to pursue college or careers in the growing communications industry. In this intensive, fun course, students explore the nature of the digital workflow, from image creation in the DV camera, PhotoShop or non-linear editor, to ultimate output to the web, QuickTime or DVD. The course covers topics and common skills needed across all the digital media arts. Students will learn to design websites, produce Flash animation projects for the internet and for presentations, and will learn to deliver streaming video/sounds over the web.

Activities: Use of digital cameras and digital video camcorders, Adobe Photoshop CS, Adobe Image Ready, iMovie, iDVD, Macromedia Flash MX 2004 for animation, Macromedia Dreamweaver for web design, Sorenson Squeeze for video web compression, Roxio Media Creator for DVD portfolios.

Assessments: Projects, presentations, skills performance, tests, website and portfolio delivery.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- Fine Arts (Visual Arts)--Students understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.

Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite: TAC2010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course for Arts & Communication POS.

Course Description: Students in this course will build upon their current digital imaging skills by planning and completing individual graphic design projects for the school and community at large. Students will continue to refine their skills in Adobe (Photoshop, Illustrator, In-Design), and the Microsoft Office software. Students will learn to create an industry-quality personal

website portfolio through the use of Macromedia (Dreamweaver, FLASH, Freehand). Students will learn the essentials of printing and substrates. Students will also run their own graphics design/printing company called Stylin' Designs to teach them about real-world business procedures.

Activities: Flyer/Poster making, T-Shirt printing and design, website design using Macromedia Dreamweaver MX 2004 and Flash MX 2004, portfolio creation, brochure/book design and publishing, sticker design, DVD lectures, field trips, speakers, animation/video design using Macromedia Flash 2004, I-Movie, I-DVD, Roxio Media Creator.

Assessments: Computerized tests, portfolio evaluation, rubrics, self-evaluation reflections, class participation assessment.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- Fine Arts (Visual Arts)--Students understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.

TAU2116

GRAPHIC COMMUNICATION TECHNOLOGY I



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): TAC2010, TAU2110, and successful completion of first semester before enrollment in second semester

Additional Information: This is the third-level course for Arts & Communication POS.

Course Description: Students in this class will continue to build upon the digital imaging, web design, and graphic articulation skills taught in the pre-requisites courses. Students will be involved in hands-on learning by running the day-to-day operations of Stylin' Designs, our on-campus graphics design and printing company. Students will have the opportunity to interact with graphic design professionals here on the Big Island through internships and special work experiences. Students will complete at least one self-directed project of their choice each semester, with emphasis placed on completing a professional print and electronic portfolio by year's end. Software to be utilized includes: Adobe (Photoshop, Illustrator, In-Design), Macromedia (Dreamweaver, FLASH, Freehand), and others as they become available.

Activities: Entrepreneurship, brochure and card printing, T-shirt making, website design, graphics animation, video.

Assessments: Portfolios, quizzes, tests, individual projects, presentations, on-line journals

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.

- Fine Arts (Visual Arts)--Students understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.

Business Courses

The Business Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, and management of enterprises engaged in commerce. In our information-based economy, the nature of work and jobs is changing dramatically. In addition to technical skills, today's workforce must be able to solve problems, make decisions, interact effectively with co-workers, apply knowledge, communicate using emerging technologies, and adapt quickly to a changing workplace.

TBC3010

BUSINESS CAREER PATHWAY CORE



Suggested Grade Level(s): 9th – 11th

YEAR/Elective

Pre/Co-requisite(s): Successful completion of first semester before enrollment in second semester

Additional Information: This is the first-level course for all Business Career Pathway Programs of Study.

Course Description: 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 applications of business concepts will be emphasized. This course is a prerequisite for students pursuing programs of study in the business pathway.

Activities: Activities may include but not limited to: Hawai'i Stock Market Simulation, Dress for Success (business attire), customer service, advertising, vacation planning, product and pricing analysis, internet.

Assessments: Assignments, projects, presentations, evaluations (self and peers), written reports, pre/post tests, journals, unit exams

Hawai'i Content and Performance Standards addressed in this course:

- Business Communication, BC 1.0—Students utilize oral and written communication processes to effectively and positively express ideas in solving business problems and applies the conventions and principles of communication to transfer business information.
- Business Environment, BC 2.0—Students produce evidence that demonstrates an understanding of the impact environmental factors has on business and its ability to adapt and respond.
- Organizational Behavior and Business Ethics, BC-3.0—Students demonstrate an understanding of the impact of individual and group behaviors within business organizations.
- Business Technology, BC-4.0—Students analyze and evaluate the effects of technology on business, derive implications for the future, and create a plan for business technology decision making that effectively and ethically addresses the production, processing and transportation of business information.
- Customer Service and Concepts, BC-5.0—Students demonstrate understanding of the concept of service excellence and apply effective customer service skills.
- Accounting Concepts, BC-6.0—Students demonstrate competency in the application of basic business accounting procedures.
- Financial Concepts, BC-7.0—Students analyze and evaluate business financial decisions.
- Social Studies (Resources, Markets, and Government)—Students understand economic concepts and the characteristics of various economic systems.

TBU3110**BEGINNING ACCOUNTING****Suggested Grade Level(s):** 10th – 12th**YEAR/Elective****Pre/Co-requisite(s):** TBC3010, and successful completion of first semester before enrollment in second semester**Additional Information:** Fee required for the purchase of Workbook/Simulation. This is the second-level course for Business POS.**Course Description:** 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.**Activities:** Textbook, workbook, automated accounting, simulation, QuickBooks for WaveRider Enterprises.**Assessments:** Computerized quizzes, written exams (vocabulary & application), daily assignments, core ability, pre/post test.**Hawai`i Content and Performance Standards addressed in this course:**

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Accounting Standard—Students demonstrate a sound understanding of basic accounting principles and procedures affecting business.

TBN3810**ENTREPRENEURSHIP****Suggested Grade Level(s):** 10th – 12th**YEAR/Elective****Pre/Co-requisite(s):** TBC3010, and successful completion of first semester before enrollment in second semester; or completion of any POS, and successful completion of first semester before enrollment in second semester**Additional Information:** This is the second-level course for Business POS, or third-level for all other POS.**Course Description:** Entrepreneurship is a course designed to introduce students to the process of establishing a small business. Students will examine businesses in Hawai`i, and explore the unique relationships between the business and the culture and values found in our community today. Students will design a business plan that will be ready to implement in their chosen Program of Study.**Activities:** Interaction with business professionals; completion of projects; reports, proposals, business plan.**Assessments:** Projects, presentations, demonstrations, tests, and evaluations aligned with business and industry.**Hawai`i Content and Performance Standards addressed in this course:**

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Social Studies (Resources, Markets, and Government)—Students understand economic concepts and the characteristics of various economic systems.

TBU3510

MARKETING



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TBC3010, and successful completion of first semester before enrollment in second semester.

Additional Information: This is the second-level course for Business POS.

Course Description: 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.

Activities: Interaction with business professionals; completion of projects; reports, proposals, business plan.

Assessments: Projects, presentations, demonstrations, tests, and evaluations aligned with business and industry.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Social Studies (Resources, Markets, and Government)—Students understand economic concepts and the characteristics of various economic systems.

Course Description: This course is designed for students interested in health related careers. This course will combine skills and information common to all health careers with work-place learning experiences. Using the anatomical systems as the framework, students will learn about common health problems for each system, as well as the various health care providers responsible for diagnosis and treatment of each system related to disease, illness, or injury.

Activities: First aid and CPR certification, Relay for Life (American Cancer Society), hosting the blood drive for students and community, research on the elderly, problem-based learning using the body systems, community-based career interviews, hospital and fire department tour, research into colleges and scholarships.

Assessments: PowerPoint presentations, problem-based learning, oral presentations using visual aides, demonstrations of skills, written exams, quizzes, workbook assignments, worksheets, and class participation.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Science Interdependence—Students analyze and evaluate the benefits, drawbacks, and trade-offs of issues raised by the application of biotechnology in the health field (i.e. moral, ethical, legal, economic, cultural, and social)
- Health Education (Analyzing Influences)—Students understand the influences of culture, family, peers, media, technology, and other factors on health.
- Social Studies (Systems, Dynamics, and Inquiry)—Students understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.

THN4200

MEDICAL TERMINOLOGY



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): Concurrent with THC4010 or THU4020

Course Description: 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 care 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.

Activities: Crossword puzzles, games, coloring & labeling diagrams, and flashcard review.

Assessments: Quizzes and exams, oral quizzes identifying the body systems, computerized chapter review.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes
- Science (Wellness and Human body functions)—Students explain how a specific system responds to or compensates for change in physiological or environmental conditions (e.g. immune system or circulatory system).

Industrial & Engineering Technology Courses

The Industrial and Engineering Technology Career Pathway program of study involves the application of scientific principles to solve practical problems of design, production, and systems. Industrial and Engineering Technology is concerned with helping students manage and respond sensitively to technology. The goal of the Industrial and Engineering Technology program is to provide students with a conceptual understanding to evaluate and use emerging or new technology.

TIC5010 *INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY CORE* ◇◇◇◆◆

Suggested Grade Level(s): 9th—11th

YEAR/Elective

Pre/Co-requisite(s): Successful completion of first semester before enrollment in second semester

Additional Information: This is the first-level course for all Industrial and Engineering Technology POS.

Course Description: This course 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. Student 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.

Activities: Underwater ROV manufacturing, house design and construction, computer-aided drafting, automotive maintenance, Interior/landscape design, electronics assembly, aeronautic and boat design and manufacture.

Assessments: Portfolio, pre/post test, safety test, lab projects, lab journals, etc.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

TIN5510/TIN5511



A+ CERTIFICATION 1: INTRO TO COMPUTER SYSTEMS/ A+ CERTIFICATION 2: COMPUTER SYSTEMS

Suggested Grade Level(s): 11th – 12th

SEMESTER/ SEMESTER

Pre/Co-requisite(s): TIC5010, and successful completion of first semester before enrollment in second semester

Additional Information: Lab fee and purchase of hand tools and safety equipment is required. *Students must sign up for both semesters.* This is the first year of a two-year program/POS in the Industrial and Engineering Technology pathway.

Course Description: The first semester covers the history of computer systems, the hardware content of a computer and their mechanics for constructing computer systems. The topics covered will include safety, basic electronics, power supply, chipsets, motherboards, Pentium processors, and USB Standards. An internship program will be recommended for students.

The second semester introduces the computer operating systems. The topics covered will include MS-DOS and Windows operating systems (covering past and current versions, e.g., 3.11, 97, and 98), beginning Internet Explorer and other web browsers, basic networking, and troubleshooting. An internship program will be recommended for students.

Activities: Computer technical support services: diagnosis, repair, and re-building.

Assessments: Portfolio, pre/post test, safety test, lab projects, lab journals, etc.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Data Analysis)—Students develop and evaluate inferences, predictions, and arguments that are based on data.

TIN5410

AUTOMOTIVE TECHNOLOGY 1



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010, and successful completion of first semester before enrollment in second semester

Additional Information: Purchase of safety equipment required. This is the second-level course for an Industrial and Engineering Technology POS.

Course Description: In Automotive Technology 1, students are provided with organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission, and control of power. The study of computer command control systems and the use of computer-based equipment will be included. Scientific principles and concepts as applied to automotive technology are infused in the curriculum. Automotive body repair and painting are also included.

Activities: Classroom lecture, audio-visual, notes and written testing in all aspects of automotive design, systems and maintenance. Laboratory (shop) experience with disassemble inspection, and reassemble through hand tools.

Assessments: Written tests, safety test, skill work sheets and laboratory (shop) work.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Computation Strategies)—Students use computational tools and strategies fluently and, when appropriate, use estimation.
- Mathematics (Data Analysis)—Students develop and evaluate inferences, predictions, and arguments that are based on data.
- Science (Nature of Science)—Students understand that science, technology, and society are interrelated.
- Science (Force and Motion)—Students understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic.

TIN5413

AUTOMOTIVE TECHNOLOGY 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010, TIN5410, and successful completion of first semester before enrollment in second semester

Additional Information: Purchase of safety equipment required. This is the third-level course for an Industrial and Engineering Technology POS. This course is repeatable; a student can earn a maximum of two semester credits.

Course Description: This course features classroom and laboratory experiences that include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Also included is training in the use of technical manuals, computer-based equipment, and a variety of hand and power tools.

Activities: Preventive maintenance, diagnostic software, tune up, brakes, oil change, detailing; participation in the Kealakehe Auto Services, a student generated enterprise; worksheets, etc.

Assessments: Pre/post-test, Safety test, skill worksheets, projects, video journal, etc.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Computation Strategies)—Students use computational tools and strategies fluently and, when appropriate, use estimation.

- Mathematics (Data Analysis)—Students develop and evaluate inferences, predictions, and arguments that are based on data.
- Science (Nature of Science)—Students understand that science, technology, and society are interrelated.
- Science (Force and Motion)—Students understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic.

TIG5020

BASIC TECHNOLOGY EDUCATION



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course for an Industrial and Engineering Technology POS.

Course Description: This course teaches students how to create real-world projects (on the computer and through scale models) such as robotics, computer software, underwater ROVs (Remotely Operated Vehicle), airplanes, boats, rockets, computer-manufactured parts, and electronics. Students interested in Structural, Civil, Mechanical, Industrial, Chemical, Electrical, Aerospace, Environmental, Ocean engineering and Software programming careers should take this class.

Activities: Robot operation, Underwater ROV design, engineering design, and competition/operation. Boat, plane, rocket, packaging, and electrical design.

Assessments: Computer operation, drawing projects, models, quizzes/tests, portfolio.

Hawai'i Content and Performance Standards addressed in this course:

- Technological Design—Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
- Career Planning—Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home; thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

TIU5800

BUILDING & CONSTRUCTION TECHNOLOGY I



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course for an Industrial and Engineering Technology POS.

Course Description: 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.

Activities: Safety, lab procedure, individual projects, possible excursions/visitations.

Assessments: Written exams, performance activities, hands on projects.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Computation Strategies)—Students use computational tools and strategies fluently and, when appropriate, use estimation.

TIU5810

BUILDING & CONSTRUCTION TECHNOLOGY 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010 and TIC5800, and successful completion of first semester before enrollment in second semester

Additional Information: This is the third-level course for an Industrial and Engineering Technology POS.

Course Description: 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.

Activities: Safety, lab procedure, individual projects, possible excursions/visitations.

Assessments: Written exams, performance activities, hands on projects.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Computation Strategies)—Students use computational tools and strategies fluently and, when appropriate, use estimation.

TIN5310

DRAFTING TECHNOLOGY 1



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TIC5010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course for an Industrial and Engineering Technology POS.

Course Description: This course uses computers to design houses, buildings, landscapes, maps, and surveys. Students interested in architecture, civil engineering, construction, surveying, mapping, urban planning, building or graphic design careers should take this class.

Activities: House design, building design, surveying, mapping, and urban planning.

Assessments: Computer projects, drawing projects, models, quizzes/tests, portfolio.

Hawai'i Content and Performance Standards addressed in this course:

- Technological Design—Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
- Career Planning—Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home; thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.

TIN5713***NETWORKING FUNDAMENTALS & LAN*****Suggested Grade Level(s):** 11th – 12th**YEAR/Elective****Pre/Co-requisite(s):** Teacher approval, and successful completion of first semester before enrollment in second semester**Additional Information:** This is the first year of a two-year program for CISCO certification.**Course Description:** This course provides knowledge and skills needed to build LANs: what physical cables are used, how these cables are connected together and how hardware platforms attach to LANs. Students will also learn about network operating system (NOS) software and applications that run on LANs.**Activities:** Safety, lectures, lab experiments.**Assessments:** Lab experiments, safety tests, chapter tests, projects, computer research.**Hawai'i Content and Performance Standards addressed in this course:**

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Mathematics (Data Analysis)—Students develop and evaluate inferences, predictions, and arguments that are based on data.

Natural Resources Courses

The Natural Resources Career Pathway includes careers and programs of study related to the natural sciences, agriculture, and the environment. Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Students in this pathway will have the opportunity for hands-on experiences in the outside agriculture farm.



An important part of the agriculture education is student participation in Future Farmers of America (FFA, <http://www.ffa.org>) activities such as competition in agriculture demonstrations, and corsage making at the district and state levels.

Students in these classes will have the chance to participate in the annual Soil and Land Conservation Contest sponsored by NRCS (Natural Resources Conservation Service) and Science Fair (sponsored by the Dept of Education).

TNC6010 *NATURAL RESOURCES CAREER PATHWAY CORE* ◇◇◇◆◆

Suggested Grade Level(s): 9th – 11th **YEAR/Elective**

Pre/Co-requisite(s): Successful completion of first semester before enrollment in second semester

Additional Information: This is the first-level course for a Natural Resources POS.

Course Description: This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway, including agriculture, earth sciences, environmental sciences, fisheries, and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) scientific processes and systems, 2) technology and biotechnology, 3) natural resources management, 4) environmental protection, 5) ethics and legal responsibilities, 6) socioeconomic and cultural awareness and respect. Class will include Hawaiian culture and its relationship to plants and animals in the environment.

Students in this course will have the opportunity to grow plants/crops in the **hydroponics** greenhouse or **plant** nursery or garden area; raise fish and plants in the **aquaculture** tanks. Depending on the student choice of project, students will be expected to tend to their projects during non-classroom time.

Activities: Text, hands-on outdoor labs; presentations/demonstrations to peers (feeder schools and high schools) and adults; regular update of individual career portfolio is required; participation in the WaveRider Grown, a student generated enterprise.

Assessments: Multiple-choices, essays, observation/checklists, journals, projects, PowerPoint Presentations, performance and project rubrics, lessons/demonstrations to adults, feeder schools and high school.

Hawai'i State Assessment Standards addressed in this course:

- Science (Scientific Investigation)—Students discover, invent, and investigate using the skills necessary to engage in the scientific process.
- Science (Nature of Science)—Students understand that science, technology, and society are interrelated.
- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.

- Language Arts (Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

TNN6310

AGRICULTURE TECHNOLOGY 1



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre-requisite(s): TNC6010, and successful completion of first semester before enrollment in second semester

Additional Information: Second semester class builds on first semester’s materials and knowledge. This is the second-level course in the Natural Resources POS; and students are expected to have basic knowledge and training previously taught in the NR Career Pathway Core Class. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course.

Course Description: This course is designed to provide skills and technical information in agriculture. Areas of study include cropping techniques, animal husbandry, agriculture equipment and machinery maintenance and usage, soil and water management, and safety. Special consideration is given to appropriate technologies such as integrated pest management and sustainable agriculture practices. Through the use of the Bio-Rad curriculum, students will also learn the applications of biotechnology in the area of agriculture (i.e. DNA extraction, Genetically Modified Organisms).

Independent/ group projects are expected, with heavy emphasis in raising plants/crops and ornamental fish for the student-led entrepreneurship business (WaveRider Grown). Students will choose their projects and have the chance to grow plants in the hydroponics greenhouse, plant nursery or garden; or raise fish and plants in the aquaculture tanks. With consent of the teacher, students may also do their project (e.g., propagating native plants) off-campus with agencies such as DLNR.

Activities: Biotech labs (i.e. DNA extraction, cheese making, bacterial transformation, plant tissue culture), field/camping trips, text & notes, hands-on labs growing plants, raising fish, videos, PowerPoint/I-movie presentations, individual and class projects, lessons/demonstrations to adults and students from feeder schools. Regular update of individual career portfolio is required. Students are expected to run WaveRider Grown, the agriculture student entrepreneurship.

Assessments: Multiple choice, essays, observation/checklist, journals, projects, PowerPoint Presentations, performance and project rubrics, lessons/demonstrations to adults and students from feeder schools.

Hawai'i State Assessment Standards addressed in this course:

- Natural Resources Career Pathway Core (NC-2.0)—Students apply appropriate technology to maintain or improve natural resource systems.
- Natural Resources Career Pathway (Natural Resource Management)—Students assess for balanced management of natural resources.
- Science (Scientific Investigation)—Students discover, invent, and investigate using the skills necessary to engage in the scientific process.
- Science (Nature of Science)—Students understand that science, technology, and society are interrelated.
- Science (Structure and Function in Organisms)—Students understand the structures and functions of living organisms and how organisms can be compared scientifically

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

TNN6313

AGRICULTURE TECHNOLOGY 2



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre-requisite(s): TNC6010, TNN6310, and successful completion of first semester before enrollment in second semester

Additional Information: Second semester class builds on first semester’s materials and knowledge. This is the third-level course in the Natural Resources POS, and students should possess the knowledge, skills and training acquired in the NR Career Pathway Core and Ag Technology 1 classes. Classroom study is combined with outdoor laboratory activities, and the FFA (Future Farmers of America) program is an integral part of the course. Students who successfully complete of this course will be awarded a second POS.

Course Description: This course is designed to provide skills and technical information in agriculture. Areas of study include cropping techniques, animal husbandry, agriculture equipment and machinery usage, soil and water management, and safety. Special consideration is given to appropriate technologies such as integrated pest management and sustainable agriculture practices.

Independent and group projects are expected, with heavy emphasis in raising plants/crops and ornamental fish for the student-led entrepreneurship business (WaveRider Grown). Leadership quality is required to assist underclassmen in their projects. Students will choose their projects and have the chance to grow plants in the hydroponics greenhouse, plant nursery or garden; or raise fish and plants in the aquaculture tanks. With consent of the teacher, students may also do their project (e.g., propagating native plants) off-campus with agencies such as Dept. of Land and Natural Resources.

Activities: Field/camping trips, text, hands on labs growing plants, raising fish notes, videos, PowerPoint/I-movie presentations, individual and class projects, lessons/demonstrations to adults and students from feeder schools. Regular update of individual career portfolio is required. Students will be expected to be leaders for WaveRider Grown, the student entrepreneurship business for the agriculture program.

Assessments: Multiple choice, essays, observation/checklist, journals, projects, PowerPoint Presentations, performance and project rubrics, lessons/demonstrations to adults and students from feeder schools.

Hawai'i State Assessment Standards addressed in this course:

- Science (Scientific Investigation)—Students discover, invent, and investigate using the skills necessary to engage in the scientific process.
- Science (Nature of Science)—Students understand that science, technology, and society are interrelated.
- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Public & Human Services Courses

The Public and Human Services Career Pathway includes career clusters and Programs of Study in human services, education, legal and protective services, social sciences, and service and hospitality. Some occupational examples include clergy, social worker, teacher, police officer, lawyer, anthropologist, economist, and chef.

TPC7010 *PUBLIC & HUMAN SERVICES CAREER PATHWAY CORE* ◇◇◇◆◆

Suggested Grade Level(s): 9th – 11th **YEAR/Elective**

Pre/Co-requisite(s): Successful completion of first semester before enrollment in second semester.

Additional Information: This is the first-level course for all Public and Human Service POS.

Course Description: This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway. Students will learn basic and essential skills related to various career clusters including human services, education, legal and protective services, social sciences, and service and hospitality. They will receive first-hand information from guest speakers, exploration through research and some hands-on experience through field trips and lab work, particularly related to the hospitality and food service industry. An interdisciplinary approach will cover the following concepts: 1) human behavior and relationships, 2) professional accountability and personal attributes, highlighting specific requirements in public and human service employment, 3) discussion about ethics and protocol, and 4) effective use of varied technologies appropriate to their occupation. This course is a prerequisite for students pursuing Public and Human Services Career Pathway Food Service Program of Study.

Activities: Projects, group discussion, research paper, community visitations, interviews, lab/kitchen participation, field trips.

Assessments: Group work, projects, computer research, cooking and lab work. Study guides, quizzes and tests.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
 - Career goals and options are evaluated in relation to students' personal interests, strengths and values.
 - Workplace behavior will be exercised regularly in class. Appropriate and safe behavior and practices will be applied (e.g. reliability, punctuality, task completion, politeness, hygiene and appearance).
 - Job search and job application process will be reviewed and exercised.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.

TPU7210 *EXPLORATIONS IN EDUCATION* ◇◇◆◆◆

Suggested Grade Level(s): 10th – 12th **YEAR/Elective**

Pre/Co-requisite(s): TPC7010, and successful completion of first semester before enrollment in second semester

Additional Information: This is the second-level course in a Public and Human Services POS.

Course Description: This course is designed to provide a solid orientation of the teaching profession. Academically challenging, this course offers students a curriculum which include learning styles, teaching strategies, school organization and management, salaries and benefits, and educational issues. Field experiences for classroom observation and interaction are a requirement.

Activities: Analysis of educational systems and comparisons of early education to secondary education will be made using data collection, direct observation, and interviews. Classroom observations and hands-on experiences will take place.

Assessments: Pre- and post-tests, group work and projects, classroom observations and journal reflections, quizzes and tests.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Social Studies (Systems, Dynamics, and Inquiry)—Students understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.

TPN7210

FOOD SERVICE 1



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): TPC7010, and successful completion of first semester before enrollment in second semester

Additional Information: Covered shoes and TB test is required for food preparation. This is the second-level course in a Public and Human Services POS. A lab fee for food costs will be assessed each semester.

Course Description: This course is an introduction and orientation to the basics of the food service industry, and covers issues and related to safety, sanitation and health, knife skills, and equipment use and care. This course integrates English comprehension and writing, math basics, social studies and culinary concepts throughout the yearlong exploration of the preparation, design and consumption of food. Reviews of study guides and tests are based on the text *Culinary Essentials*. Students will have the opportunity of practicing skills and theory in the commercial kitchen/lab.

Activities: Weekly lab/kitchen work. Closed-toe shoes are mandatory; field trips; culinary competitions; participation in the Banzai Bento business, the food service student

entrepreneurship business, and optional membership in the FCCLA (family, career and community leaders of America).

Assessments: Study guides and tests of chapters in the text; binder with all recipes, assignment/projects, study guides and tests. Lab/kitchen work and activities, including clean up.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
 - Appropriate workplace behavior will be exercised regularly in school, the community and the workplace. Appropriate and safe behavior and practices will be applied (e.g. reliability, punctuality, task completion, politeness, hygiene and appearance).
 - Job search resources specific to the Hawaiian Islands will be developed. Analysis of the demographic, geographic and technological trends that affect work opportunities specific to Hawai`i.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Social Studies (World in Spatial Terms)—Students use geographic representations to organize, analyze and present information on people, places, and environments as they relate to cuisine. Students understand the nature and interaction of geographic regions and societies around the world.
- Social Studies (Systems, Dynamics, and Inquiry)—Students understand culture (as it relates to the culinary arts) as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.
- Social Studies (Inquiry, Empathy, and Perspective)—Students use tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations (e.g. agricultural practices, crops and spices at different periods in time, and based on historical events around the world.)

TPN7213

FOOD SERVICE 2



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): TPC7010, TPN7210, and successful completion of first semester before enrollment in second semester

Additional Information: Substantial amount of culinary research, kitchen lab preparations, equipment and tools maintenance and clean up required. Covered shoes and TB test is required for food preparation. This is the third-level course in a Public and Human Services POS. Involvement in the FCCLA, non profit organization, and participation in culinary competitions is encouraged. A lab fee for food costs will be assessed each semester.

Course Description: This course is designed to provide students with a greater appreciation of the culinary arts and encourage them to acquire more skills and knowledge needed for entry into the food services as a profession. Classroom and laboratory experience provides exposure to catering events, commercial cooking and fine dining food preparation and services. Students are expected to know and apply sanitation and safety in food service and will learn more about nutrition, food cost control and management in the food service industry. Students are expected to participate in providing food and services within the local community through various organized events, and culinary competitions. Academic work and theory will be covered from the

text *Cooking Essentials*. Students at this level will research the various culinary art schools available and construct actual applications and cover letters to at least one vocational/ culinary college.

Activities: Guest chefs/speakers; weekly in lab/kitchen work; field trips. Students are encouraged to participate in catering assignments, some of which may be off-campus and/or during non-school hours such as evenings and weekends. Closed toe shoes and proper attire will be required for any and all cooking events.

Assessments: Study guides and tests of chapters in the text; binder with all recipes, assignment/projects, study guides and tests. Lab/kitchen work and activities, including clean up.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
 - Appropriate workplace behavior will be exercised regularly in school, the community and the workplace. Appropriate and safe behavior and practices will be applied (e.g. reliability, punctuality, task completion, politeness, hygiene and appearance).
 - Job search resources specific to the Hawaiian Islands will be developed. Analysis of the demographic, geographic and technological trends that affect work opportunities specific to Hawai`i.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Social Studies (World in Spatial Terms)—Students use geographic representations to organize, analyze and present information on people, places, and environments as they relate to cuisine. Students understand the nature and interaction of geographic regions and societies around the world.
- Social Studies (Systems, Dynamics, and Inquiry)—Students understand culture (as it relates to the culinary arts) as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.
- Social Studies (Inquiry, Empathy, and Perspective)—Students use tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations (e.g. agricultural practices, crops and spices at different periods in time, and based on historical events around the world.)

Career Development & Guidance Courses

These **Career Development and Guidance** courses provide students with information, understanding attitudes and skills to make choices that facilitate their personal and social growth and adjustment. The primary objective is to provide students with information and skills to facilitate lifetime educational and career development and planning.

TCG1104

ADVANCED GUIDANCE



Suggested Grade Level(s): 11th – 12th
Pre/Co-requisite(s): None

SEMESTER/ Elective

Course Description: This course provides personal, social, educational, and career guidance for students in grades 11-12. It 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 apprenticeship training programs, financial aid, decision-making, human relations and communication, understanding and coping with emotions and behaviors. An experiential approach to psychosocial career development is used through peer counseling, career shadowing, and work experience. Parenting, human sexuality, and exploring life styles are also covered.

Activities: Discussions, cooperative group work, written reflections, research, written and oral reports, self-selected college and job specific activities based on future goals.

Assessments: ECOS Portfolio, journal, demonstrations, quizzes/exams.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
 - Planning/Self Awareness: Evaluate potential career choices in relation to personal interests, strengths and values.
 - Career and Life Skills: Keep and develop a career portfolio.
 - Skills for Life and Work/Personal Qualities: Assess self-accurately, set personal goals, monitor progress, and exhibit self-control.

TCG1100

CAREER & LIFE PLANNING



Suggested Grade Level(s): 11th – 12th

SEMESTER/Required

Pre/Co-requisite(s): Open only to graduating classes of 2008 and 2009.

Additional Informational: (required for **Graduating** Classes of 2008 and 2009)

Course Description: The focus of the course is exploring life goals and making tentative career and educational decisions. Students will: 1) develop an understanding of themselves, 2) research careers that match their interests, 3) create a high school and post-secondary education plan, and 4) develop job and life skills.

Activities: Daily focus activity, personal profile, career research reports, educational planning, ECOS update, projects, quizzes, literacy (reading/writing), cooperative group work, role-play.

Assessments: Career portfolio, education plan, written tests and quizzes, oral and written reports, resume and mock job interview.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
 - Self-Awareness: Interpret personal profile, career inventory, or other sources of information about individual interests and skills.
 - Career/Life Planning: Write, evaluate, and revise a career plan consistent with occupational interests, aptitudes, and abilities.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

TCG1300

GR.A.D.S.



Suggested Grade Level(s): none

Pre/Co-requisite(s): For pregnant or parenting teens

Course Description: G.R.A.D.S. (Graduation, Reality, and Dual-role Skills) is available to pregnant and all parenting students, male and female. Students may enter the course any time throughout the school year. Instruction focuses on prenatal and postnatal care, parenting skills, childcare and development, employment skills, communication, and development of self-esteem.

Activities: Independent work and reading assignments, projects, group work, and reflection journals.

Assessments: Projects, independent study & writing assignments, class participation.

Hawai'i Content and Performance Standards addressed in this course:

- Health Education (Core Concepts)—Students understand concepts related to health promotion and disease prevention.
- Health Education (Individual, Family, and Community Development)—Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.
- Career Planning—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals. Students researched career choices and what they needed to do to achieve them.
- Language Arts (Reading Conventions and Skills)—Students use knowledge of language and texts; as well as reading strategies, to construct meaning for a range of informational texts for a variety of purposes.

TCG1202 INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS



Suggested Grade Level(s): 9th – 10th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: This course is designed to expand skills developed in keyboarding and/or other computer classes. These include the use of a variety of packaged software used in business, such as word processing, database, and spreadsheet programs. Learning the basics of using a disk

operating system for the maintenance of computer software will also be included. *This course to be taken in conjunction with Keyboarding I.*

Activities: Activities will include but not limited to: Word—Formatting documents such as business letters, memos, reports, and tables; create certificates, letterheads, mail merge, newsletters/brochures; Excel—charts/graphs, tables; PowerPoint presentation; Access—database.

Assessments: Assignments, projects, timed writing, timed production, core abilities, keyboarding techniques, written exams & demonstration.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

TCG1200

KEYBOARDING I



Suggested Grade Level(s): 9th – 10th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: Keyboarding introduces touch operating skills to keyboard characters and proper manipulation of operating parts of the computer/typewriter. Technique, speed, and accuracy will be emphasized. The course develops a basic skill in keyboarding which may be used for either personal use or as a basis for further study and work in the business world. Included in the course are: personal/business letters and envelopes, reports, tables, speed and accuracy drills, and touch keyboarding techniques. Students who have not had instruction in keyboarding should enroll in this course. *This course to be taken in conjunction with Introduction to Business Computer Applications.*

Activities: Activities will include but not limited to use of the following softwares: Word—formatting documents such as business letters, memos, reports, and tables; create certificates, letterheads, mail merge, newsletters/brochures; Excel—charts/graphs, tables; PowerPoint presentation; Access—database.

Assessments: Assignments, projects, timed writing, timed production, core abilities, keyboarding techniques, written exams & demonstration.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.

- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

TCG1101

PATHWAY EXPLORATIONS



Suggested Grade Level(s): 9th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: This course addresses both the emphasis on career pathway explorations and the belief that the first year of high school is a pivotal time in a student’s development. This course is designed to assist students develop good study habits, employability skills, self-image and the general learner outcomes. The course guides students in establishing a Personal Transition Plan (PTP) to highlight their accomplishments throughout their high school tenure. The PTO is a new graduation requirement starting with the Class of 2010,

Students will explore all six Career Pathways to identify career opportunities, assess their skills, establish career goals, and prepare for a career.

Activities: Electronic portfolio, hands-on demonstrations, field trips, guest speakers, and student presentations.

Assessments: ECOS portfolio, ePortfolio, PTP, written tests and quizzes, and oral and written reports.

Hawai‘i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

TCG1500

WORK-BASED LEARNING (INTERNSHIP)



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): Enrolled in or completed a Program of Study; good academic (“C” or above) standing.

Course Description: The internship provides students the opportunity to apply skills acquired in the classroom to on-the-job work experiences. A student’s Program of Study will be matched with appropriate mentor hosts within the community.

Activities: On-the-job training with mentor hosts. A minimum commitment of 60 hours is required to fulfill the learning experience. Work hours to be scheduled with the mentor, but the schedule must not interfere with the student’s academic work. Student must have transportation to and from the job site.

Assessments: Weekly work journal entries that reflect the job experiences (tasks accomplished, skills learned, etc.) and reactions to the work environment and responsibilities; regular meetings

with the school Internship Coordinator; final report on the internship experience; evaluation form; timesheets signed by the mentor host.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Language Arts (Communication Conventions and Skills)—Students apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes.
- Language Arts (Writing Conventions and Skills)—Students use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
- Social Studies (Systems, Dynamics, and Inquiry)—Students understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.

JUNIOR RESERVE OFFICER TRAINING CORPS

Vision Statement

To motivate young people to be better American citizens:

- complete high school.
- assimilate value associated with service life.
- set the example.
- become physically fit.
- live drug free.

General Department Information: JROTC provided cadets motivation, guidance and helps them develop goals and objectives. It also teaches about all US military services, jobs, application criteria and scholarships. JROTC is a leadership development course. Subject areas include: leadership, US military, first aid, physical development, map and compass, marksmanship safety and shooting, drill and ceremony, study skills, public speaking, high school financial management, college prep, vocational guidance and goal setting.

Courses Offered

TJR1000	<i>ARMY JROTC 1</i>
TJR2000	<i>ARMY JROTC 2</i>
TJR3000	<i>ARMY JROTC 3</i>
TJR4000	<i>ARMY JROTC 4</i>
TJR9010	<i>ARMY JROTC LEADERSHIP</i>

TJR1000**ARMY JROTC 1****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** None

Course Description: The Army JROTC 1 course provides cadets with an introduction to Army ROTC and the military services, first aid, physical development, leadership development, map reading, weapons safety and marksmanship, drill and ceremony, study skills, public speaking, compass, high school financial management, vocational and college prep and goal setting.

Activities: Both written and hands-on training is conducted. There are over 60 extracurricular activities offered per year. The cadet is not obliged to participate in these but they are available. There is a drill team, adventure team, rifle team that complete against other units. Camping, parades, ship tours, military ball and numerous other activities are offered.

Assessments:**Hawai`i Content and Performance Standards addressed in this course:**

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Students evaluate processes towards achieving personal health goals.

TJR2000**ARMY JROTC 2****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** TJR1000

Course Description: The Army JROTC 2 course includes intermediate map reading and compass, intermediate marksmanship, intermediate methods of instruction, cadet presentations and critiques, drill and ceremony, organizational structure and command and staff relationships, functions and responsibilities, study of significant military campaigns and leaders, leadership traits, principals and styles and study of human behavior, current events with emphasis on good citizenship.

Activities: Both written and hands-on training is conducted. There are over 60 extracurricular activities offered per year. The cadet is not obliged to participate in these but they are available. There is a drill team, adventure team, rifle team that complete against other units. Camping, parades, ship tours, military ball and numerous other activities are offered.

Assessments:**Hawai`i Content and Performance Standards addressed in this course:**

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Leadership and Management—Students show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies.

TJR3000**ARMY JROTC 3****Suggested Grade Level(s):** 9th– 12th**YEAR/Elective****Pre/Co-requisite(s):** TRJ2000

Course Description: The Army JROTC 3 course includes applied leadership consisting of assumption of leadership duties, Communication, management, planning, problem-solving, development of subordinates, performance appraisal, counseling, orientation and military service opportunities, applied methods of instruction to include presentation of material to lower classmates, drill and ceremony and advanced leadership techniques.

Activities: Both written and hands-on training is conducted. There are over 60 extracurricular activities offered per year. The cadet is not obliged to participate in these but they are available. There is a drill team, adventure team, rifle team that complete against other units. Camping, parades, ship tours, military ball and numerous other activities are offered.

Assessments:**Hawai`i Content and Performance Standards addressed in this course:**

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Career Preparation—Students select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area.

TJR4000**ARMY JROTC 4****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** TJR3000

Course Description: Army JROTC 4 includes practical exercises in command, leadership and staff positions. These cadets have been trained over 3 years to be the junior leaders of the JROTC Battalion. They present instruction, lead drill and ceremonies and conduct briefings. Emphasis is placed on individual development and future personal plans. Vocational, military and college are considered as possible career choices. Individual counseling is given by instructors to insure cadets have solid future plans for after high school graduation.

Activities: Both written and hands-on training is held. There are over 60 extracurricular activities offered per year. The cadet is not obliged to participate in these but they are available. There is a drill team, adventure team, rifle team that complete against other units. Camping, parades, ship tours, military ball and numerous other activities are offered.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

TJR9010

ARMY JROTC LEADERSHIP



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): TJR1000

Course Description: Army TJR9010 is an advanced leadership course. This course is usually offered in the summer. The course is designed to teach small unit leadership with emphasis on drill and ceremonies. Leadership techniques, principals and styles will be covered with hands-on application. This course may be repeated with advanced techniques for follow-on courses.

Activities: Both written and hands-on tests will be given.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Career Planning)—Students explore and understand educational and career options in order to develop and implement personal, educational, and career goals.
- Interpersonal Skills—Students participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, and facilitator).

ENGLISH LANGUAGE ARTS

Vision Statement: The language arts department will, within a nurturing environment, facilitate equitable, dynamic educational opportunities for all students to develop strong language arts skills and to be accountable for their own education.

Hawai'i Content and Performance Standards Addressed in Each Course in this

Department:

- Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.
- Control and adapt writing processes according to task, purpose, and audience.

General Department Information:

- All courses are semester courses.
- Eight semesters of language arts credits are required for graduation from Kealakehe High School.
- All language arts classes use the following assessments: on-going observation, summative, formative, rubrics, student products, and tests.
- Language arts course selection should be based on curriculum focus. Course focus is as follows: AP and honors are accelerated courses with intensive reading and writing activities. Advanced courses do not move at the same pace as AP and honors, but the courses are designed for students planning to attend a four-year college or university. General studies classes are designed for students planning to go to work directly after high school or for students who may need additional training at technical schools or two-year colleges.

Related courses for Elective Credit only. Please see the Multidisciplinary section for information on the following courses.

XAL2010 *LIBRARY RESEARCH 1*

XAL2020 *LIBRARY RESEARCH 2*



















XYY8610 *YEARBOOK PRODUCTION 1*

XYY8630 *YEARBOOK PRODUCTION 2*

XYY8650 *YEARBOOK PRODUCTION 3*

XYY8670 *YEARBOOK PRODUCTION 4*

Courses Offered

LCY1010G	<i>ENGLISH LANGUAGE ARTS 1</i> (General Studies)	
LCY1010A	<i>ENGLISH LANGUAGE ARTS 1</i> (Advanced)	
LCY1010H	<i>ENGLISH LANGUAGE ARTS 1</i> (Honors)	
LCY1010J	<i>ENGLISH LANGUAGE ARTS 1</i> (ESLL)	
LCY1010S	<i>ENGLISH LANGUAGE ARTS 1</i> (SPED)	
A		
LCY2010G	<i>ENGLISH LANGUAGE ARTS 2</i> (General Studies)	
LCY2010A	<i>ENGLISH LANGUAGE ARTS 2</i> (Advanced)	
LCY2010H	<i>ENGLISH LANGUAGE ARTS 2</i> (Honors)	
LCY2010J	<i>ENGLISH LANGUAGE ARTS 2</i> (ESLL)	
LCY2010S	<i>ENGLISH LANGUAGE ARTS 2</i> (SPED)	
LCY3010G	<i>ENGLISH LANGUAGE ARTS 3</i> (General Studies)	
LCY3010A	<i>ENGLISH LANGUAGE ARTS 3</i> (Advanced)	
LCY3010H	<i>ENGLISH LANGUAGE ARTS 3</i> (Honors)	
LCY3010D	<i>ENGLISH LANGUAGE ARTS 3</i> (Debate)	
LCY3010M	<i>ENGLISH LANGUAGE ARTS 3</i> (Medical)	
LCY3010J	<i>ENGLISH LANGUAGE ARTS 3</i> (ESLL)	
LCY3010S	<i>ENGLISH LANGUAGE ARTS 3</i> (SPED)	
LCY4010G	<i>ENGLISH LANGUAGE ARTS 4</i> (General Studies)	
LCY4010A	<i>ENGLISH LANGUAGE ARTS 4</i> (Advanced)	
LCY4010H	<i>ENGLISH LANGUAGE ARTS 4</i> (Honors)	
LCY4010D	<i>ENGLISH LANGUAGE ARTS 4</i> (Debate)	
LCY4010M	<i>ENGLISH LANGUAGE ARTS 4</i> (Medical)	
LCY4010J	<i>ENGLISH LANGUAGE ARTS 4</i> (ESLL)	
LCY4010S	<i>ENGLISH LANGUAGE ARTS 4</i> (SPED)	
LAY6010	<i>AP ENGLISH LANGUAGE & COMPOSITION</i>	
LAY6100	<i>AP ENGLISH COMPOSITION & LITERATURE</i>	
LDY7010	<i>DIRECTED STUDY IN ENGLISH</i>	
LWH5230	<i>CREATIVE WRITING</i>	
LRH8100S	<i>READING WORKSHOP</i> (SPED)	
LRH8200S	<i>STRATEGIC READING</i> (SPED)	
LSY6200S	<i>COMMUNICATION SKILLS 1</i> (SPED)	
LSY6200S	<i>COMMUNICATION SKILLS 2</i> (SPED)	

Suggested Grade Level(s): 9th – 12th

YEAR/Required

Pre/Co-requisite(s): Score of 6.5 or higher on Reading Plus Assessment

Course Description: Levels offered for grade 9, contain instructional strategies and focused curriculum necessary for proficiency in reading/literature, writing, and oral communication are provided. Students are to select a course appropriate to their career pathway and future goals.

Activities: Have been designed based on curriculum focus.

Assessments: Observation, rubrics, student products/demonstrations, summative, formative test.

Hawai'i Content and Performance Standards addressed in this course:

- Read a range of literary and informative texts for a variety of purposes.
- Communicate orally using various forms: interpersonal, group and public.

Course Variations:

LCY1010G (General Studies)

Pre/Co-requisite(s): Teacher recommendation; Reading+ Assessment score of 6.5 – 8.5.

Course Modifications: This class is designed for students who need intensive remediation of reading skills. Ramp-up curriculum will be used.

LCY1010A (Advanced)

Pre/Co-requisite(s): Recommendation by current English Teacher.

Summer reading is required. Students will be given an assignment around the summer reading they did the first week of class. Summer readings should be chosen from the College Bound Reading List.

Course Modifications: Advanced English is a reading and writing intensive class for students who wish a more challenging curriculum than General Studies. Students should be reading within one grade level or higher of their current English assignment.

LCY1010H (Honors)

Pre/Co-requisite(s): Admission to program by honors committee; completion of summer reading/writing assignment, the failure of which can result in placement change.

Course Modifications: Honors English is a reading/writing intensive class. This course is designed for students planning to attend a four-year university and focuses on skills necessary for college entrance. *Score of 9.0 or higher on Reading Plus Assessment.

LCY1010J (ESLL)

Pre/Co-requisite(s): None

Course Modifications: Course is specifically designed for students whose primary language is not English. The curriculum is tailored to the special needs of students acquiring the language at varying levels. All aspects of language arts are explored, with in depth emphasis on the basic reading, writing and oral skills.

Activities: Language Foundation, Composition, and Oral Communication.

Assessments: Writing, Speaking & Reading progress assessments/test.

LCY1010S (SPED)

Pre/Co-requisite(s): None

Course Modifications: The activities/assessments for this class will be modified/accommodated as directed by the Individualized Education Plan.

Course Description: While five courses are offered on this grade level, the language arts program provides the instructional strategies and focused curriculum necessary for proficiency in reading/literature, writing, and oral communication. Students should select the course appropriate to their career pathway and future goals.

Activities: Activities will be designed based on curriculum focus.

Assessments: Tests, observation, rubrics, student products/demonstrations, summative, formative.

Hawai'i Content and Performance Standards addressed in this course:

- Make a warranted and plausible interpretation of text(s) using information synthesized from sources that represent different perspectives.
- Participate in informal and formal groups e.g., forum, symposium, parliamentary procedure) for a variety of purposes.

Course Variations:

LCY2010G (General Studies)

Pre/Co-requisite(s): Recommendation of teacher/counselor; WIN2000 testing.

Course Modifications: This class is designed for students who need intensive remediation of reading skills. Ramp-up curriculum will be used.

LCY2010A (Advanced)

Pre/Co-requisite(s): Recommendation by current English Teacher.

Summer reading is required. Students will be given an assignment around the summer reading they did the first week of class. Summer readings should be chosen from the College Bound Reading List.

Course Modifications: Advanced English is a reading and writing intensive class for students who wish a more challenging curriculum than General Studies. Students should be reading within one grade level or higher of their current English assignment.

LCY2010H (Honors)

Pre/Co-requisite(s): Recommendation by current English Teacher.

A summer reading/writing assignment should be submitted to teacher on the first day of school. Failure on summer assignment will result in placement change.

Course Modifications: Honors English is a reading and writing intensive class. This course is designed for students who plan to attend a four-year university.

LCY2010J (ESLL)

Course Modifications: Course is specifically designed for students whose primary language is not English. The curriculum is tailored to the special needs of students acquiring the English language at varying levels. All aspects of language arts are explored, with in depth emphasis on the basic reading, writing and oral skills.

Activities: Composition, Essays, Oral Communication, and Literature

Assessments: Quizzes, tests, writing assignments, oral communication, reading

LCY2010S (SPED)

Course Modifications: The activities/assessments for this class will be modified/accommodated as directed by the Individualized Education Plan.

Suggested Grade Level(s): 9th – 12th

YEAR/Required

Pre/Co-requisite(s): English Language arts: (Grade 9), (Grade 10)

Course Description: While multiple courses are offered on this grade level, the language arts program provides the instructional strategies and focused curriculum necessary for proficiency in reading/literature, writing, and oral communication. Students should select the course appropriate to their career pathway and future goals.

Activities: Activities will be designed based on curriculum focus.

Assessments: Tests, observation, rubrics, student products/demonstrations, summative, formative.

Hawai'i Content and Performance Standards addressed in this course:

- Read a range of literary and informative texts for a variety of purposes.
- Communicate orally using various forms--interpersonal, group, and public--for a variety of purposes and situations.

Course Variations:

LCY3010G (*General Studies*)

Pre/Co-requisite(s): Recommendation of teacher/counselor; WIN2000 testing

Course Modifications: This class is designed for students who need intensive remediation of reading skills.

LCY3010A (*Advanced*)

Pre/Co-requisite(s): Recommendation by current English Teacher.

Summer reading is required. Students will be given an assignment around the summer reading they did the first week of class. Summer readings should be chosen from the College Bound Reading List.

LCY3010H (*Honors*)

Pre/Co-requisite(s): Recommendation by current English Teacher.

A summer reading/writing assignment should be submitted to teacher on the first day of school. A Failure on summer assignment will result in placement change.

Course Modifications: Honors English is a reading/writing intensive class. This course is designed for students who are planning to attend a four-year university.

LCY3010D (*Debate*)

Pre/Co-requisite(s): LCY3010; Must be a senior; Approval of teacher; Completion of summer assignment, the failure of which will lead to a placement change.

Course Modifications: This course is designed for students who plan to continue their education at a two-year or four-year college/university and wants to participate in extensive oral communication activities. While the focus is on oral communication, classic literature and college-level vocabulary will also be included as this course is designed to prepare students for college.

LCY3010M (*Medical*)

Pre/Co-requisite(s): LCY2010M; Teacher approval; Must be enrolled in health pathway; Must be a junior or senior

Course Modifications: This course is designed for students who plan to pursue careers in health. The course focuses on activities necessary for success in language skills in the medical field.

LCY3010J (*ESLL*)

Pre/Co-requisite(s): None

Course Modifications: Course is specifically designed for students whose primary language is not English. The curriculum is tailored to the special needs of students acquiring the English language at varying levels. All aspects of language arts are explored, with in depth emphasis on the basic reading, writing and oral skills.

Activities: Composition, Essays, Oral Communication, and Literature

Assessments: Quizzes, tests, writing assignments, oral communication, and reading.

LCY3010S (*SPED*)

Pre/Co-requisite(s): None

Course Modifications: This course will be modified for the special education student; registration will be through IEP or case manager decision.

LCY4010A

ENGLISH LANGUAGE ARTS 4



Suggested Grade Level(s): 9th – 12th

YEAR/Required

Pre/Co-requisite(s): English Language arts: (Grade 9), (Grade 10) & (Grade 11)

Course Description: While multiple courses are offered on this grade level, the language arts program provides the instructional strategies and focused curriculum necessary for proficiency in reading/literature, writing, and oral communication. Students should select the course appropriate to their career pathway and future goals.

Activities: Activities will be designed based on curriculum focus.

Assessments: Tests, observation, rubrics, student products/demonstrations, summative, formative.

Hawai'i Content and Performance Standards addressed in this course:

- Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).
- Demonstrate confidence in own ideas and ability to inform or influence others.

Course Variations:

LCY4010G (*General Studies*)

Pre/Co-requisite(s): Recommendation of teacher; WIN2000 testing.

Course Modifications: This class is designed for students who need intensive remediation of reading skills

LCY4010A (*Advanced*)

Pre/Co-requisite(s): Recommendation by current English Teacher.

Summer reading is required. Students will be given an assignment around the summer reading they did the first week of class. Summer readings should be chosen from the College Bound Reading List.

LCY4010H (*Honors*)

Pre/Co-requisite(s): LCY3010H; Permission of English/honors teacher; admission to program by honors committee; completion of summer reading assignment, the failure of which can result in placement change

Course Modifications: Honors English is a reading/writing intensive class. This course is designed for students who are planning to attend a four-year university and focuses on skills necessary for college entrance.

LCY4010D (Debate)

Pre/Co-requisite(s): LCY3010; Must be a senior; Approval of teacher; Completion of summer assignment, the failure of which will lead to a placement change.

Course Modifications: These courses are designed for students who plan to continue their education at a two-year or four-year college/university and want to participate in extensive oral communication activities. While the focus is on oral communication, classic literature and college-level vocabulary will also be included as this course is designed to prepare students for college.

LCY4010M (Medical)

Pre/Co-requisite(s): LCY3010; Teacher approval; Must be enrolled in health pathway; must be a junior or a senior

Course Modifications: This course is designed for students who plan to pursue careers in health. The course focuses on activities necessary for success in language skills in the medical field.

LCY4010J (ESLL)

Pre/Co-requisite(s): None

Course Modifications: Course is specifically designed for students whose primary language is not English. The curriculum is tailored to the special needs of students acquiring the English language at varying levels. All aspects of language arts are explored, with in depth emphasis on the basic reading, writing and oral skills.

Activities: Composition, Essays, Oral Communication, and Literature

Assessments: Quizzes, tests, writing assignments, oral communication, reading

LCY4010S (SPED)

Pre/Co-requisite(s): None

Course Modifications: This course will be modified for the special education student; registration will be through IEP or case manager decision.

LAY6010**AP ENGLISH LANGUAGE & COMPOSITION**

Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): English Language arts: (Grade 10 or 11 Honors)

Additional Information: Recommendation of current English Teacher required.

Course Description: This highly advanced class, which focuses on composition skills, rhetoric, and non-fictional literature, is designed for students who plan to attend a four-year university. All AP students must complete a summer reading/writing assignment, the failure of which can result in a placement change. Students enrolled in AP must take the AP exam for which there is a fee that must be paid by the student. This course does count as an English credit.

Activities: Extensive composition activities, class discussion, in-depth course vocabulary, complex literary analysis, intensive critical reading assignments, book talks, practice tests/essays, outside/in-class reading from AP reading lists/texts.

Assessments: Observation, formative, summative, tests, student products/projects.

Hawai'i Content and Performance Standards addressed in this course:

- Analyze one or more aspects of text–meaning, technique, and/or structure—for various purposes.
- Engage intellectually with texts–take risks, speculate, explore alternative scenarios, and think metaphorically.

LAY6100**AP ENGLISH COMPOSITION & LITERATURE****Suggested Grade Level(s):** 11th– 12th**YEAR/Elective****Pre/Co-requisite(s):** English Language arts: (Grade 10 or 11 Honors)**Additional Information:** Recommendation of current English Teacher required.

Course Description: This highly advanced class, which focuses on fictional literature, is designed for students who plan to attend a four-year university. All AP students must complete a summer reading/writing assignment, the failure of which can result in a placement change. Students enrolled in AP must take the AP exam for which there is a fee that must be paid by the student. This course does count as an English credit.

Activities: Extensive composition activities, class discussion, in-depth course vocabulary, complex literary analysis, intensive critical reading assignments, book talks, practice tests/essays, outside/in-class reading from AP reading lists/texts.

Assessments: Observation, formative, summative, tests, student products/projects.

Hawai`i Content and Performance Standards addressed in this course:

- Analyze one or more aspects of text–meaning, technique, and/or structure.
- Engage intellectually with texts–take risks, speculate, explore alternative scenarios, think metaphorically.

LDY7010**DIRECTED STUDY IN ENGLISH****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** Successful completion of previous language arts credit**Additional Information:** Permission of cooperating teacher/ counselor

Course Description: This course is designed for a student who is highly motivated and capable of independent study of English under the direction and guidance of a teacher. Areas of study are determined collaboratively between teacher and student.

Activities: To be determined by teacher and student.

Assessments: Observation, formative, summative, tests, student products/projects.

Hawai`i Content and Performance Standards addressed in this course:

- Demonstrate confidence as communicators, and find value and satisfaction in sharing ideas.
- Read to research an issue, theme, or thesis using multimedia information resources.

LWH5230**CREATIVE WRITING****Suggested Grade Level(s):** 10th – 12th**YEAR/Elective****Pre/Co-requisite(s):** None**Additional Information:** Approval of Creative Writing instructor required.

Course Description: This course emphasizes use of the writing process to stimulate and develop students' creative expression. Students' ideas are shaped into a variety of forms and styles utilized in fiction, poetry, drama, and personal narrative. Students engage in the reading and discussion of literature as they write.

Hawai`i Content and Performance Standards addressed in this course:

- Use strategies within the reading processes to construct meaning.
- Apply knowledge of the conventions of language and texts to construct meaning.

LRH8100**READING WORKSHOP****Suggested Grade Level(s):** 9th**SEMESTER/Elective****Pre/Co-requisite(s):** Score of lower than 6.5 on Reading Plus Assessment

Course Description: Reading is experienced as a meaning-making process. Development is influenced by experience, maturity, and engagement with more demanding text. Processing of text includes assimilation of new ideas, articulation of changes in knowledge, evaluation of ideas, generation of new questions that motivate further reading, and the integration of new knowledge into experience. Reading experiences help students develop the behaviors of efficient readers, e.g., setting purpose, skimming, making and confirming predictions, relating new information to personal experience, relating ideas and identifying patterns, summarizing, and creating mental images.

Course Variations:**LRH8100S (SPED)****Course Modifications:** Modifications are made as per requirements of IEPs.**LRH8200****STRATEGIC READING****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** None

Course Description: In this course, students develop as strategic readers who are conscious of their thinking and comprehension and deliberately use different strategies to construct meaning or adjust strategies when comprehension breaks down. Students are aware of what they are reading as well as how they are reading.

Activities: WINS 2000, reading assessment, reading comprehension activities, vocabulary building, remediation/enrichment.

Assessments: On-going observation, summative, formative, and student product.

Hawai'i Content and Performance Standards addressed in this course:

- Demonstrate confidence as readers, and find value and satisfaction in reading and sharing reading experiences with others.
- Respond to texts from a range of stances: initial understanding, personal, interpretive, critical.

Course Variations:**LRH8200S (SPED)****Course Modifications:** Modifications are made as per requirements of IEPs.**LSY6200S****COMMUNICATION SKILLS 1 A/B (SPED)****Suggested Grade Level(s):** 9th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** None

Course Description: This course provides students a balanced program of reading, writing, oral communication, literature, and language study. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes with the focus first on meaning and thought, and secondly on the semantic, and grammatical conventions of language. Students learn to work these processes and to exercise options within these processes in their efforts to clarify and shape

their thinking and communication with others. Registration for this course will be by IEP team or case manager decision.

Hawai'i Content and Performance Standards are addressed in this course:

- Use strategies within the reading processes to construct meaning.
- Apply knowledge of the conventions of language and texts to construct meaning.

LSY6200S

COMMUNICATION SKILLS 2 A/B (SPED)



Suggested Grade Level(s): 9th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: This course provides students a balanced program of reading, writing, oral communication, literature, and language study. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes with the focus first on meaning and thought, and secondly on the semantic, and grammatical conventions of language. Students learn to work these processes and to exercise options within these processes in their efforts to clarify and shape their thinking and communication with others. Registration for this course will be by IEP team or case manager decision.

Hawai'i Content and Performance Standards are addressed in this course:

- Use strategies within the reading processes to construct meaning.
- Apply knowledge of the conventions of language and texts to construct meaning.

MATHEMATICS

Vision Statement: To develop KHS graduates who take responsibility for their own mathematics learning, understand and reason through a variety of real-world problems, and value math as a critical resource to be understood and used throughout life to achieve critical personal, professional, and civic goals.

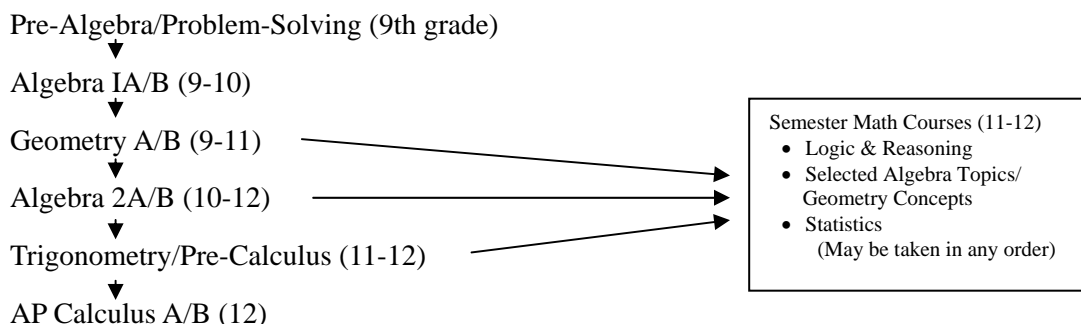
Content and Performance Standards Addressed in Each Course in this Department:

- All students should be able to build new mathematical knowledge through problem solving (NCTM).
- All students should be able to communicate their mathematical thinking coherently and clearly to peers, teachers, and others (NCTM).

General Department Information: All students must earn at least three math credits in order to graduate from high school. However, we encourage students to take a fourth year of math and preferably classes beyond geometry. College intending students should keep in mind that algebra 2 is a pre-requisite for many college entrance/placement exams and algebra 2 requires a solid foundation in algebra 1 skills and knowledge. Students may take geometry and algebra 2 courses at the same time. Semester math courses (logic & reasoning and statistics) will be offered both first and second semester.

All honors level math classes cover generally the same content as the non-honors courses but it is delivered in a more theoretical context and at a more intense pace. These courses are designed for students who enjoy math and/or are considering a career in a math or science related field. All math classes (honors and non-honors) are held to a high standard set by national and state standards in mathematics.

The diagram below shows the usual sequence of courses to be taken. Exceptions can be made with the approval of the department chair.



Activities: All math classes may include: lecture and note-taking, guided practice (in class), bookwork, worksheets, group work, projects, use of appropriate technology, writing, and field trips.


















Assessments: All math classes may include: participation and classroom activities, homework, binders/notebooks, projects, presentations, quizzes, tests, and final exams.

Notes:

- Students may earn math credits by passing exit exams for courses. These exit exams include multiple choice, extended response, and oral questions. Students interested in this option should see the department chair to schedule an exam.

- Students who take algebra 1 in 8th grade and successfully earn a “C” or above in algebra 2 will be granted automatic retroactive algebra 1 credit.

Course Offered

MXX9087	<i>PRE-ALGEBRA</i>	
MXX9089	<i>PROBLEM SOLVING</i>	
MXX9087S	<i>PRE-ALGEBRA (SPED)</i>	
MXX9089S	<i>PROBLEM SOLVING (SPED)</i>	
MAX1110	<i>ALGEBRA 1A</i>	
MAX1120	<i>ALGEBRA 1B</i>	
MAX1110H	<i>ALGEBRA 1A (Honors)</i>	
MAX1120H	<i>ALGEBRA 1B (Honors)</i>	
MAX1110S	<i>ALGEBRA 1A (SPED)</i>	
MAX1120S	<i>ALGEBRA 1B (SPED)</i>	
MGX1110	<i>GEOMETRY A</i>	
MGX1120	<i>GEOMETRY B</i>	
MGX1110H	<i>GEOMETRY A (Honors)</i>	
MGX1120H	<i>GEOMETRY B (Honors)</i>	
MGX1110S	<i>GEOMETRY A (SPED)</i>	
MGX1120S	<i>GEOMETRY B (SPED)</i>	
MAX1010	<i>ALGEBRA TOPICS</i>	
MGX1010	<i>GEOMETRY CONCEPTS</i>	
MXX1200	<i>LOGIC & REASONING</i>	
MXX1300	<i>STATISTICS</i>	
MAX1210	<i>ALGEBRA 2A</i>	
MAX1220	<i>ALGEBRA 2B</i>	
MAX1210H	<i>ALGEBRA 2A (Honors)</i>	
MAX1220H	<i>ALGEBRA 2B (Honors)</i>	
MCX1010/MCX1020	<i>TRIGONOMETRY/ PRECALCULUS</i>	
MCA1040	<i>AP CALCULUS A/B</i>	

ELECTIVE CREDIT ONLY Following courses (asterisked) DO NOT count towards the three math courses required for graduation. These classes are ELECTIVE credit only. They are also repeatable for additional elective credit.

MSW1009 MATHEMATICS WORKSHOP, GRADE 9

(If recommended by teacher, course can be taken at same time as Pre-algebra/Problem-Solving.)

MSW1010 MATHEMATICS WORKSHOP, GRADE 10

(If recommended by teacher, course can be taken at same time as Algebra 1A/B.)

MSW1011 MATHEMATICS WORKSHOP, GRADE 11

(If recommended by teacher, course can be taken at same time as Algebra 2A/B.)

MSW1009**MATHEMATICS WORKSHOP, GRADE 9*****Suggested Grade Level(s):** 9th**SEMESTER/SEMESTER****Pre/Co-requisite(s):** Recommended when placement scores are below pre-algebra level or by current teacher recommendation

Course Description: This semester course is taken at the same time as pre-algebra/problem solving. It is designed for freshmen that do not demonstrate the ability to address the Hawai`i Content and Performance Standards at the high school level and are still working on the 6-8th grade benchmarks. Students are able to receive assistance with their pre-alg/problem solving homework in this course and also focus on strengthening skills currently being used in pre-alg/problem solving.

***PLEASE NOTE: This course does NOT count towards the three required math credits for graduation. It is ELECTIVE CREDIT and may be repeated.**

MXX9087/MXX9089**PRE-ALGEBRA/ PROBLEM SOLVING****Suggested Grade Level(s):** 9th**SEMESTER/SEMESTER**

Course Description: This course is for freshmen that need to prepare for algebra. Students should be willing to address their weaknesses in basic computations with whole numbers,

Pre/Co-requisite(s): Recommendation of 8th grade teacher (“C” to “B-” in 8th grade math), placement test (scores at pre-algebra level) fractions, decimals, and percents. Emphasis will be placed on working with variables, solving and applying basic equations and inequalities, manipulating simple formulas, coordinate graphing, an introduction to statistics and probability and learning various problem-solving strategies. The class is designed to provide students with opportunities to strengthen and extend their background in mathematics in the context of exploring how basic algebraic concepts are used in everyday life.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Students understand the meaning of operations and how they relate to each other.

****For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

Course Variations:**MXX9087S (SPED)**

Course Modifications: This course will be modified for the special education student, enrollment determined by the IEP team and case manager.

MSW1010**MATHEMATICS WORKSHOP, GRADE 10****Suggested Grade Level(s):** 9th–10th**SEMESTER/SEMESTER****Pre/Co-requisite(s):** Recommended when placement scores are below algebra 1 level or by current teacher recommendation

Course Description: This semester course is taken at the same time as algebra 1. It is designed for students who do not demonstrate the ability to address the Hawai`i Content and Performance Standards at the high school level and are still working on the 6-8th grade benchmarks. Students

are able to receive assistance with their algebra 1 homework in this course and also focus on strengthening skills currently being used in algebra I.

***PLEASE NOTE: This course does NOT count towards the three required math credits for graduation. It is an ELECTIVE CREDIT and may be repeated.**

MAX1110/MAX1120

ALGEBRA 1 A/B



Suggested Grade Level(s): 9th–10th

SEMESTER/SEMESTER

Pre/Co-requisite(s): Recommendation of 8th grade math teacher (“A-“ to “B” in 8th grade math), placement test (scores at algebra 1 level), or successful completion (“C” or higher) in pre-algebra and problem solving.

Course Description: Algebra 1 is the foundation for high school level mathematics. The course assumes student competency in working with whole numbers, fractions, decimals, and percents. Subjects to be included are: computations with integers/rational numbers/square roots, working with variables and polynomials (including products and factors), solving equations and inequalities in one variable, graphing linear equations, and an introduction to functions and statistics. Students who are investigating various career pathways should enroll in this course. Emphasis will be placed as much as possible on learning basic algebraic concepts in an applied and career oriented focus.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Students understand various types of patterns and functional relationships.

****For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

Course Variations:

MAX1110H/ MAX1120H Algebra 1A/B (Honors)

Suggested Grade Level(s): 9th

Pre/Co-requisite(s): Recommendation of 8th grade teacher (“A” or above in 8th grade math or took algebra 1 in 8th grade), “A” in high school pre-algebra, placement test

Course Modifications: This course is similar to an Algebra IA/IB but more emphasis will be placed on algebraic properties, processes, and terminology. It is especially designed for 9th graders who’ve taken algebra in middle school, but need to build a more solid foundation, or high school students who earned an “A” in pre-algebra/problem solving.

MAX1110S/ MAX1120S Algebra 1A/B (SPED)

Course Modifications: This course will be modified for the special education student, enrollment determined by the IEP team and case manager.

MGX1110/MGX1120

GEOMETRY A/B



Suggested Grade Level(s): 9th - 11th

SEMESTER/SEMESTER

Pre/Co-requisite(s): Successful completion (“C” or higher) in MAX1110/1120 Algebra 1 and/or placement test

Course Description: Students who have successfully completed an algebra course and are investigating various career pathways should enroll in this course. The goal is general awareness and use of the relationships among points, lines, and figures in planes and space without the rigor of formal proofs. Other topics included: right triangle relationships; trigonometric ratios; circle

relationships; areas and volumes of two-dimensional & three-dimensional figures; coordinate geometry; and transformations. Emphasis is placed on measurement, construction and career applications. Algebraic concepts (solving basic equations and evaluating basic formulas) will be reviewed.

Hawai`i Content and Performance Standards addressed in this course:

- Students analyze properties of objects and relationships among properties
- Students use transformations and symmetry to analyze mathematical situations

****For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

Course Variations:

MGX1110H/MGX1120H (*Honors*)

Pre/Co-requisite(s): Recommendation of 8th grade algebra teacher and/or placement test.

Course Modifications: This course is specifically designed for students who have successfully completed Algebra I with an “A” or “B”. (MAX1110/MAX1120)

MGX1110S/MGX1120S (*SPED*)

Course Modifications: This course will be modified for the special education student, enrollment determined by the IEP team and case manager

Elective Math Courses for 11th –12th Grade

MXX1200

LOGIC & REASONING



Suggested Grade Level(s): 11th-12th

SEMESTER

Pre/Co-requisite(s): Successful completion of algebra 1, geometry recommended

Course Description: This course is designed to help students develop logical thinking and reasoning skills. Students will gain an understanding of the basics of logic and how logical thinking is applied in a variety of careers and both mathematical and non-mathematical situations. Logical thinking is a crucial skill and this course is recommended for every student who is able to take it!

Hawai`i Content and Performance Standards addressed in this course:

- Students use visualization and spatial reasoning to solve problems within an outside of mathematics.
 - Students develop and evaluate inferences, predictions, and arguments that are based on data.
- **For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

MXX1300

STATISTICS



Suggested Grade Level(s): 11th-12th

SEMESTER

Pre/Co-requisite(s): Successful completion of geometry

Course Description: This course will provide students with an introduction to statistical issues and concerns and give them strategies for analyzing and interpreting data. The following topics are planned: graphs and charts, collection and correlation, regression, confidence intervals, and hypothesis testing. Statistics is recommended for college intending students planning to major in a variety of different fields such as human services, business, science, and math. An introduction to probability will be included.

Hawai`i Content and Performance Standards addressed in this course:

- Students interpret data using methods of exploratory data analysis.
 - Students develop and evaluate inferences, predictions, and arguments that are based on data.
- **For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

MAX1010/MGX1010 ALGEBRA TOPICS/GEOMETRY CONCEPTS



Suggested Grade Level(s): 11th-12th

SEMESTER

Pre/Co-requisite(s): Successful completion of algebra 1 and geometry.

Course Description: This course is designed for juniors and seniors who've passed algebra 1 and geometry. It extends basic algebraic and geometric concepts and focuses on how these subjects are useful in everyday life. First semester will focus more on algebra while second semester focuses more on geometry. Students may enroll for one or both semesters.

Hawai`i Content and Performance Standards addressed in this course:

- Students interpret data using methods of exploratory data analysis.
 - Students develop and evaluate inferences, predictions, and arguments that are based on data.
- **For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

Suggested Grade Level(s): 11th - 12th

SEMESTER/SEMESTER

Pre/Co-requisite(s): Recommended when placement scores are below algebra 2 level or by current teacher recommendation

Course Description: This semester course is taken at the same time as algebra 2. It is designed for students who do not demonstrate the ability to address the Hawai`i Content and Performance Standards at the algebra 2 level and are still working on some of the algebra 1 benchmarks. Students are able to receive assistance with their algebra 2 homework in this course and also focus on strengthening skills currently being used in algebra 2.

***PLEASE NOTE: This course does NOT count towards the three required math credits for graduation. It is an ELECTIVE CREDIT and may be repeated.**

Rigorous Math Courses

MAX1210/MAX1220

ALGEBRA 2 A/B



Suggested Grade Level(s): 10th - 12th

SEMESTER/SEMESTER

Pre/Co-requisite(s): “C” or above in algebra 1 and geometry, placement test

Course Description: Algebra 2 is designed for college intending students and requires a solid background in algebra 1 content. Algebra 2 may be taken concurrently with a geometry course for those students wishing to accelerate their mathematical studies (with the approval of the algebra 1 teacher). In Algebra 2 students will explore the real number system in greater depth, practice various algebraic techniques, and further explore the concepts of functions and graphing. Topics to be covered include linear systems, matrices, linear, quadratic, polynomial, rational, exponential, and logarithmic and inverse functions, and probability and statistics. Students will need to use a graphing calculator (preferably TI-83/TI-84)

Hawai'i Content and Performance Standards addressed in this course:

- Students understand various types of patterns and functional relationships.
- Students use symbolic forms to represent, model, and analyze mathematical situations.

****For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**

Course Variations:

MAX1210H/MAX1220H (*Honors*)

Pre/Co-requisite(s): “C” or above in Honors Geometry or “B” or above in Algebra I.

Course Modifications: Rigorous course designed for sophomores who hope to take Advanced Placement Calculus their senior year. **STUDENTS WHO ENROLL IN THIS CLASS ARE EXPECTED TO COMPLETE SUMMER HOMEWORK.**

MCX1010/MCX1020

TRIGONOMETRY/ PRECALCULUS



Suggested Grade Level(s): 11th – 12th

SEMESTER/SEMESTER

Pre/Co-requisite(s): “A” in algebra 2 and/or “B” or higher in Honors algebra 2

Course Description: The first semester provides an intensive study of trigonometric functions, fundamental identities, trigonometric equations, inverse functions, and applications. Emphasis is placed on relationships to scientific phenomena and the integration of appropriate technology. **STUDENTS WHO ENROLL IN THIS CLASS WILL BE EXPECTED TO COMPLETE SUMMER HOMEWORK.** It should be taken in the junior year for those students who want to prepare for Advanced Placement Calculus

Hawai'i Content and Performance Standards addressed in this course:

- Students understand various types of patterns and functional relationships.
- Students use symbolic forms to represent, model, and analyze mathematical situations.

****For a full list of benchmarks to be addressed each quarter, go to <http://standardstoolkit.k12.hi.us/index.html>**



Suggested Grade Level(s): 12th

SEMESTER/SEMESTER

Pre/Co-requisite(s): “A” or “B” in trig/pre-calculus; teacher recommendation.

Course Description: Advanced Placement Calculus AB is a rigorous math class designed to cover the material of a college calculus I course and to prepare students for other college courses such as physics, chemistry, engineering and business. Students will develop understanding of the basic concepts of limits, derivatives, differentials, anti-derivatives, and integrals of a function. They will learn to apply this knowledge to analyze geometric and physical phenomena.

STUDENTS WHO ENROLL IN THIS CLASS WILL BE EXPECTED TO COMPLETE SUMMER HOMEWORK AND WILL BE REQUIRED TO SIT THE AP CALCULUS EXAM IN MAY (COST IS APPROX. \$75). Success on this exam results in placement into, or credit for, various colleges math classes.

Hawai`i Content and Performance Standards addressed in this course:

- Understand various types of patterns and functional relationships.
- Understand attributes, units, and systems of units in measurement; and develop and use techniques, tools, and formulas for measuring.

****For a full list of benchmarks to be addressed each quarter, go to**

<http://standardstoolkit.k12.hi.us/index.html>

SCIENCE















Vision Statement: The Science Department's Vision is to teach students the basic scientific principles in order to broaden their horizons, foster integrity, and promote the use of logical thinking and clear communication.

Hawai'i Content and Performance Standards Addressed in Each Course in this Department:

- Domain I: Students demonstrate the skills necessary to engage in scientific inquiry.
- Domain II: Identifies the essential knowledge that has been accumulated in human history through scientific activities. Students explain the process of how scientific knowledge is generated by scientific inquiry, and are able to critique a scientific investigation.

General Department Information: Kealakehe High students are encouraged to take at least four years of science, and are required to take at least three. The first three years follow a course sequence of Conceptual Physics, Chemistry, and Biology. In order to deliver engaging and relevant instruction to ALL of our students in all three of these courses, each of these courses is offered at three different levels (these are delineated further in the course descriptions). The rationale for the order of our course sequence: Conceptual Physics deals with the most basic and fundamental scientific principles underlying all of the other sciences; hence it precedes all of the other sciences. Chemistry expands upon these principles and applies them to the more abstract chemical level. And finally, Biology - the science of living things - is the most complex of the three courses, and requires a solid base in chemistry to be fully comprehended. After completion of the first three required courses, many fourth year options are available. It is highly recommended that students take advantage of this last chance for a first-rate, intellectually stimulating,, possibly life-changing scientific adventure for FREE!

Courses Offered

SPH6003	<i>BASIC PHYSICS</i>	
SPH6003E	<i>BASIC PHYSICS (Explorations)</i>	
SPH6003H	<i>BASIC PHYSICS (Honors)</i>	
SPH3503	<i>CHEMISTRY</i>	
SPH3503E	<i>CHEMISTRY (Explorations)</i>	
SPH3503H	<i>CHEMISTRY (Honors)</i>	
SLH2003	<i>BIOLOGY 1</i>	
SLH2003E	<i>BIOLOGY 1 (Explorations)</i>	
SLH2003H	<i>BIOLOGY 1 (Honors)</i>	
SLH2003A	<i>BIOLOGY 1 (Agriculture)</i>	
SAH4503	<i>SEMINAR IN SCIENTIFIC RESEARCH</i>	
SEH2003	<i>EARTH SYSTEMS SCIENCE</i>	
SEH2503	<i>MARINE SCIENCE</i>	
SLH7503	<i>HUMAN PHYSIOLOGY 1</i>	
SPH5603	<i>PHYSICS</i>	
SIH3903	<i>AP ENVIRONMENTAL SCIENCE</i>	
SLH8003	<i>AP BIOLOGY</i>	
SPH5003	<i>AP CHEMISTRY</i>	
SPH7503	<i>AP PHYSICS</i>	

SPH6003**BASIC PHYSICS****Suggested Grade Level(s):** 9th – 10th**YEAR/Required****Pre/Co-requisite(s):** Algebra 1

Course Description: This is a first-year high school course that teaches basic physical concepts that underlie subsequent science courses. Everyday phenomena are explained through physics. First semester topics include the scientific method, the metric system, linear motion, Newton's Laws, vectors, and projectiles. Second semester topics include scientific notation, momentum, energy, machines, and matter.

Activities: Discussion, lecture, demonstration, lab activities, textbook study.

Assessments: Written tests, quizzes, lab reports, oral presentation, homework assignments, and projects.

Hawai'i Content and Performance Standards addressed in this course:

- Students explain the relationship between force, mass and motion of objects; they analyze the nature of sound and electromagnetic radiation.
- Students examine the nature of matter.

Course Variations:

SPH6003E (*Explorations*)

Pre/Co-requisite(s): None

Course Modifications: This course covers the same basic content as regular conceptual physics, but is designed for students with less advanced math and/or reading levels.

SPH6003H (*Honors*)

Pre/Co-requisite(s): Algebra 1.

Course Modifications: This is a more challenging, in-depth, and faster-paced version of the regular conceptual physics. It is designed for highly motivated students who have a serious interest in science and/or hope to have a science-related career (e.g. doctor, engineer, astronomer, etc...).

SPH3503**CHEMISTRY****Suggested Grade Level(s):** 10th -11th**YEAR/Required****Pre/Co-requisite(s):** SPH6003 Basic Physics

Course Description: This is a laboratory course, which features a study of matter and how it changes from one form into another. Those taking this course first semester will take a look at the scientific method, atomic structure, the Periodic Table of the Elements, chemical bonding, chemical reactions, nuclear chemistry and industrial applications. Second semester will take a look at chemical equilibrium, gas laws, solutions, acids and bases, and basic organic chemistry.

Activities: Homework, research, discussion, demonstration, and textbook study.

Assessments: Presentation of research and projects, daily performance, lab reports, quizzes, tests and finals.

Hawai'i Content and Performance Standards addressed in this course:

- Students examine the nature of matter.
- Students identify the different forms of energy and explain transformation of energy and its significance in understanding the structure of matter and the Universe.

Course Variations:**SPH3503E (*Explorations*)****Pre/Co-requisite(s):** See above.**Course Modifications:** This course covers the same basic content as regular chemistry, but is designed for students with less advanced math and/or reading levels.**SPH3503Ag (*Agriculture-Chemistry*)****Pre/Co-requisite(s):** See above.**Course Modifications:** Students in this class will choose a yearlong project in the Agriculture/Natural Resources lab. Students in this course will have the opportunity to grow plants/crops in the hydroponics greenhouse or plant nursery or garden area; raise fish and plants in the aquaculture tanks; raise animals/livestock. Depending on student choice of project, students will be expected to complete their projects during non-classroom time. Class will include Hawaiian culture and how it relates to plants and animals in the environment.**SPH3503H (*Honors*)****Pre/Co-requisite(s):** Teacher approval, as well as prerequisites above.**Course Modifications:** The content and format of this class is similar to regular chemistry, but the students taking this class should be able to grasp the abstract ideas of chemistry at a faster pace and attain deeper understanding of concepts. This course is recommended for those considering a career in science-related areas like genetics, medicine, engineering, biology, or astronomy.**SLH2003****BIOLOGY 1****Suggested Grade Level(s):** 11th-12th**YEAR/Required****Pre/Co-requisite(s):** SPH3503 Chemistry, SPH6003 Basic Physics**Course Description:** This is a laboratory course designed to develop understanding of lab safety, unifying themes of life, and the proper use of microscope. Focus in the first semester will be on the relationship between structure, composition, and function of the prokaryotic and eukaryotic cell and use of energy to carry out the functions of life. Second semester will include genetics, ecology, organism classification, and human body systems.**Activities:** Textbook, labs, notes, video inquiry, and evaluations projects.**Assessments:** Oral presentations, written exams, & projects.**Hawai'i Content and Performance Standards addressed in this course:**

- Students explain the structure, functions, and reproduction of living cells.
- Students examine the unity and diversity of organisms and how they can be compared scientifically.

Course Variations:**SLH2003E (*Explorations*)****Pre/Co-requisite(s):** See above.**Course Modifications:** This course is a more basic version of biology designed to cover the same topics for students at less advanced math and/or reading levels.**SLH2003Ag (*Agriculture-Biology*)****Pre/Co-requisite(s):** See above.**Course Modifications:** Students in this class will choose a yearlong project in the Agriculture/Natural Resources lab. Students in this course will have the opportunity to

grow plants/crops in the hydroponics greenhouse or plant nursery or garden area; raise fish and plants in the aquaculture tanks; raise animals/livestock. Depending on student choice of project, students will be expected to complete their projects during non-classroom time.

Class will include Hawaiian culture and how it relates to plants and animals in the environment.

SLH2003H (Honors)

Pre/Co-requisite(s): Teacher Approval, as well as prerequisites above.

Course Modifications: This is a rigorous laboratory course designed for students who are highly motivated, have a serious science interest, and are considering a career in science. The content in this course is similar to that of regular biology, but is delivered at a more intense and focused pace, includes additional topics and assessments, and requires a more in-depth understanding. Students who enroll in this course are expected to produce a competitive experimental science project.

SAH4503

SEMINAR IN SCIENTIFIC RESEARCH



Suggested Grade Level(s): 11th-12th

YEAR/Elective

Pre/Co-requisite(s): SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Additional Information: Teacher approval required.

Course Description: This course enables a team of highly motivated students to each work on independent investigations and share results through reports and discussions.

Investigations/presentations must meet the standards for the State Science and Engineering Fair and the Pacific Symposium for Science and Sustainability. Guidance is provided by the science teacher and may also include assistance from professional or community resource persons/agencies. Teacher approval is required

Activities: Research, experimentation, display construction, presentation, self/peer critique.

Assessments: Written and oral reports, science fair project

Hawai'i Content and Performance Standards addressed in this course:

- Students demonstrate the skills necessary to engage in scientific inquiry.
- Students apply the values, attitudes, and commitments characteristic of an inquiring mind.

SEH2003

EARTH SYSTEMS SCIENCE



Suggested Grade Level(s): 12th

YEAR/Elective

Pre/Co-requisite(s): SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Course Description: This course is a study of the human physical environment on earth and in space. Processes and phenomena of changes, positions and movements of celestial bodies, and recent developments in geology, oceanography, atmospheric science, and astronomy are examined.

Activities: Discussion, lecture, demonstration, lab activities, textbook study.

Assessments: Written tests, quizzes, reports, and homework assignments.

Hawai'i Content and Performance Standards addressed in this course:

- Students discuss current scientific views of the Universe.
- Students discuss how the Earth-moon-sun system causes seasons, moon phases, climate, weather and global changes.

SEH2503**MARINE SCIENCE****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Course Description: This course covers the principles of physical, chemical, and geological oceanography including plate tectonics, biogeochemical cycling, air-sea interaction and the role of the ocean in modulating climate and atmospheric composition, large-scale ocean circulations, tides, waves and shoreline processes. Laboratory exercises will cover experiments and math calculations that illustrate these principles. Students are expected to read a college-level textbook and be proficient in algebra and geometry calculations. The goal of this course is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones. Successful completion of this course typically enables the student to continue with a biological oceanography course in college.

Activities: Lectures, lab exercises, research projects, video, discussions**Assessments:** Tests and quizzes, research paper, oral presentation, homework, final exam**Hawai'i Content and Performance Standards addressed in this course:**

- Students analyze and evaluate the interdependence of science, technology, and society.
- Students trace the cycling of matter and the flow of energy through systems of living things.

SLH7503**HUMAN PHYSIOLOGY I****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Course Description: This course is an in-depth study of the anatomy and functions of the human organism and its parts. Blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous system, and reproductive system are studied.

Activities: Discussion, lecture, demonstration, lab activities, textbook study**Assessments:** Written test, quizzes, homework assignments, reports**Hawai'i Content and Performance Standards addressed in this course:**

- Students explain the structure, functions, and reproduction of living cells.
- Students appraise the relationships between their bodily functions and their physical and mental well-being.

SPH5603**PHYSICS****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics**Additional Information:** Algebra 2 also recommended.

Course Description: This is a standard high school laboratory course that develops the concepts of energy changes, mechanics, heat, wave motion, sound, light, magnetism, electricity, and nuclear physics.

Activities: Discussion, lecture, demonstration, lab activities, textbook study.**Assessments:** Written tests, quizzes, lab reports, oral presentations, homework assignments.

Hawai'i Content and Performance Standards addressed in this course:

- Students explain the relationship between force, mass and motion of objects; they analyze the nature of sound and electromagnetic radiation.
- Students explain the major forces in nature: gravitational, electrical and magnetic.

SIH3903***AP ENVIRONMENTAL SCIENCE*****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics**Additional Information:** Teacher approval required.

Course Description: The AP Environmental Science is a college level laboratory course in environmental science based on the Advanced Placement Program of the College Entrance Examination Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Topics include: ecology, ecosystems, biodiversity, population, water/air/land/food resources & pollution, energy, global concerns, environmental politics, law, economics and sustainability. Students are required to take the Advanced Placement Examination, which is three hours in length, and given in May. For more information: <http://www.collegeboard.com/ap/students/envsci/>

Activities: Lectures, labs, reading, research paper, video, fieldwork, discussions.**Assessments:** Tests and quizzes, research paper, oral presentation, lab reports, homework, final exam.**Hawai'i Content and Performance Standards addressed in this course:**

- Students trace the cycling of matter and the flow of energy through systems of living things.
- Students analyze and evaluate the interdependence of science, technology, and society.

SLH8003***AP BIOLOGY*****Suggested Grade Level(s):** 12th**YEAR/Elective****Pre/Co-requisite(s):** SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics**Additional Information:** Teacher approval required.

Course Description: This is a college-level course in biology based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on extensive laboratory experience and further development of underlying principles of biology. In-depth conceptual developments include diversity among organisms, relations between form and function, evolutionary change, energy essential for life, biochemistry, continuity of living things, and ecological relations. Students are required to take the Advanced Placement Examination, which is three hours in length, and given in May.

Activities: Textbook study, labs, notes, video inquiry, AP practice exams.**Assessments:** Written exam, oral presentation, projects, research, and investigation.**Hawai'i Content and Performance Standards addressed in this course:**

- Students examine evidence for the evolution of life on earth and assess the arguments for natural selection as a scientific explanation of biological evolution.

- Students examine the unity and diversity of organisms and how they can be compared scientifically.

SPH5003

AP CHEMISTRY



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Additional Information: Algebra 2 and Teacher approval also required.

Course Description: This is a first semester college level course in chemistry based on the Advanced Placement Program of the College Entrance Examination Board. Emphasis is on mathematical formulation of principles and laboratory activities based on experimental problems and experimental study. Concepts and principles studied in depth include colloids, reaction types, equilibrium, kinetics, thermodynamic relations, chemical calculations, atomic theory and structure, chemical bonding, kinetic molecular theory, solutions, and chemical calculations. Students are required to take the Advanced Placement Examination, which is three hours in length and is given in May.

Activities: Homework, research, discussion, demonstration, and textbook study.

Assessments: Lab reports, quizzes, tests and finals.

Hawai`i Content and Performance Standards addressed in this course:

- Students examine the nature of matter.
- Students identify the different forms of energy and explain transformation of energy and its significance in understanding the structure of matter and the Universe.

SPH7503

AP PHYSICS



Suggested Grade Level(s): 12th

YEAR/Elective

Pre/Co-requisite(s): SLH2003 Biology, SPH3503 Chemistry, SPH6003 Basic Physics

Additional Information: Trigonometry and Teacher approval also required.

Course Description: This is a college-level course in physics based on the Advanced Placement Program of the College Entrance Examination Board. This course includes topics such as mechanics, electricity and magnetism, thermal physics, waves and optics, atomic and nuclear physics, quantum mechanics, and special relativity. Students are required to take the Advanced Placement Examination, which is three hours in length and given in May.

Activities: Discussion, lecture, demonstration, lab activities, textbook study, AP practice tests.

Assessments: Written tests, quizzes, lab reports, and homework assignments.

Hawai`i Content and Performance Standards addressed in this course:

- Students explain the relationship between force, mass and motion of objects; they analyze the nature of sound and electromagnetic radiation.
- Students identify the different forms of energy and explain transformation of energy and its significance in understanding the structure of matter and the Universe.

SOCIAL STUDIES

Vision statement: Inspiring students to be responsible, cooperative and respectful citizens empowered to make positive contributions to an ever-changing world.

















Hawaii Content and Performance Standards Addressed in Each Course in the Social Studies Department:

- **Change, Continuity and Causality:** Understand change, and/or continuity and cause and/or effect in history.
- **Inquiry, Empathy and Perspective:** Use the tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations and judge the past on its own terms.

General Department Information: The Social Studies department offers a variety of courses that range from the basics of American government (Civics) to an exploration of why people do what they do (Psychology/Sociology). Courses such as Civics, Modern Hawaiian History and most of the senior electives are semester courses while U.S. History and World History are year long classes. Since four credits/years of Social Studies are required in order to graduate, it is imperative that students keep up with the course work and not fall behind. Please note that our social studies classes will require research projects, presentations and writing samples (reports, essays, projects, etc).

The Social Studies department does offer a line of honors classes which move at a faster pace and require more reading and writing. In addition, these classes help prepare students for college-level courses for their junior and senior years (A.P. U.S. History <culminating with the national exam in May>, Economics, Psychology and Sociology). Please note that the college-level courses are challenging and require an application and approval.

Courses Offered

CHR1100	<i>MODERN HISTORY OF HAWAII</i>	
CHR1100H	<i>MODERN HISTORY OF HAWAII (Honors)</i>	
CHR1100S	<i>MODERN HISTORY OF HAWAII (SPED)</i>	
CGU1100	<i>PARTICIPATION IN DEMOCRACY</i>	
CGU1100H	<i>PARTICIPATION IN DEMOCRACY (Honors)</i>	
CGU1100S	<i>PARTICIPATION IN DEMOCRACY (SPED)</i>	
CHW1100	<i>WORLD HISTORY & CULTURES</i>	
CHW1100H	<i>WORLD HISTORY & CULTURES (Honors)</i>	
CHW1100S	<i>WORLD HISTORY & CULTURES (SPED)</i>	
CHA6100	<i>AP U.S. HISTORY</i>	
CHU1100	<i>U.S. HISTORY & GOVERNMENT</i>	
CHU1100H	<i>U.S. HISTORY & GOVERNMENT (Honors)</i>	
CHU1100S	<i>U.S. HISTORY & GOVERNMENT (SPED)</i>	
CSD2500	<i>ECONOMICS</i>	
CGU2200	<i>AMERICAN PROBLEMS</i>	
CSD2200	<i>PSYCHOLOGY</i>	
CSD2300	<i>SOCIOLOGY</i>	
CER2300	<i>PACIFIC ISLAND CULTURES</i>	
CER2200	<i>HAWAIIAN STUDIES</i>	
CSD2100	<i>GEOGRAPHY</i>	

CHR1100**MODERN HISTORY OF HAWAII****Suggested Grade Level(s):** 9th**SEMESTER/Required****Pre/Co-requisite(s):** None

Course Description: This course will examine present-day Hawai`i by looking at the various historic, geographic, political, economic, technological and cultural influences that have shaped and continue to influence major decisions facing Hawai`i today.

Activities: Research, Projects, Presentations**Assessments:** Research, Projects, Essays, Class/Homework, Quizzes/Tests**Hawai`i Content and Performance Standards specifically addressed in this course:**

- Standard #3: Understand important historical events in Modern Hawaiian History.
- Standard #4: Understand the purpose and historical impact of political institutions, the principles and values of Hawaiian and American constitutional democracy and the similarities and differences in government across cultural perspectives.

Course Variations:**CHR1100H (Honors)****Pre/Co-requisite(s):** Teacher recommendation from the Middle/Intermediate school.**Course Modifications:** Honors Modern History of Hawai`i will require more reading, writing and research than Regular Modern History of Hawai`i.**CHR1100S (SPED)****Pre/Co-requisite(s):** None**Course Modifications:** This course will be modified for the special education student, enrollment determined by the IEP team and case manager.**CGU1100****PARTICIPATION IN DEMOCRACY****Suggested Grade Level(s):** 9th**SEMESTER/Required****Pre/Co-requisite(s):** None

Course Description: This course will focus on the study of American citizenship and government. Some of the main topics that will be explored are the foundation of American citizenship, the Constitution, the Bill of Rights and what it takes to be a responsible citizen in our community.

Activities: Research, Projects, Presentations**Assessments:** Research, Projects, Essays, Class/Homework, Quizzes/Tests**Hawai`i Content and Performance Standards specifically addressed in this course:**

- Standard #3: Understand important historical events and ideas related to the development of civics and political science.
- Standard #4: Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy and the similarities and differences in government across cultural perspectives.
- Standard #5: Understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.
- Standard #8: Understand economic concepts and the characteristics of various economic systems.

Course Variations:

CGU1100H (Honors)

Pre/Co-requisite(s): Teacher recommendation from the Middle/Intermediate school.

Course Modifications: Honors Participation in Democracy will require more reading, writing and research than Regular Participation in Democracy.

CGU1100S (SPED)

Pre/Co-requisite(s): None

Course Modifications: This course will be modified for the special education student, enrollment determined by the IEP team and case manager.

CHW1100

WORLD HISTORY & CULTURES



Suggested Grade Level(s): 10th

YEAR/Required

Pre/Co-requisite(s): None

Course Description: This course examines the development and dynamics of human experience through such themes as culture, religion, migration, imperialism, trade, exchanges and transfers. Students will examine diverse perspectives, explore global conflict and cooperation and will analyze decisions, events and ideas of the past to help them make informed judgments on contemporary issues.

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai'i Content and Performance Standards addressed in this course:

- Standard #3: Understand important historical events from classical civilizations through the present.
- Standard #4: Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy and the similarities and differences in government across cultural perspectives.
- Standard #7: Use geographic representations to organize, analyze and present information on people, places and environments and understand the nature and interaction of geographic regions and societies around the world.
- Standard #8: Understand economic concepts and the characteristics of various economic systems.

Course Variations:

CHW1100H (Honors)

Pre/Co-requisite(s): Teacher approval and application signed by the parents, previous teacher and student.

Course Modifications: Honors World History will require more reading, writing and research than Regular World History.

CHW1100S (SPED)

Pre/Co-requisite(s): None

Course Modifications: This course will be modified for the special education student, enrollment determined by the IEP team and case manager.

CHU1100**U.S. HISTORY & GOVERNMENT****Suggested Grade Level(s):** 11th**YEAR/Required****Pre/Co-requisite(s):** None

Course Description: This course will examine key ideas, events, people and movements in the United States, assisting them in developing their own personal, national and world views. The first semester should cover the period from the Civil War to the Great Depression while the second semester should lead up to the present. *NOTE: CHA6100 A.P. U.S. History can be substituted for this course or taken as a senior elective.*

Activities: Research, Decades Project, Presentations**Assessments:** Research, Decades Project, Essays, Class/Homework, Quizzes/Tests**Hawai'i Content and Performance Standards addressed in this course:**

- Standard #3: Understand important historical events during the 20th century.
- Standard #4: Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives.
- Standard #7: Use geographic representations to organize, analyze and present information on people, places and environments and understand the nature and interaction of geographic regions and societies around the world.
- Standard #8: Understand economic concepts and the characteristics of various economic systems.

Course Variations:**CHU1100H (Honors)****Pre/Co-requisite(s):** Teacher approval and application signed by the parents, previous teacher and the student.**Course Modifications:** Honors U.S. History will require more reading, writing and research than Regular U.S. History.**CHU1100S (SPED)****Pre/Co-requisite(s):** None**Course Modifications:** This course will be modified for the special education student, enrollment determined by the IEP team and case manager.**CHA6100****AP U.S. HISTORY****Suggested Grade Level(s):** 11th – 12th**YEAR/Required****Pre/Co-requisite(s):** Teacher approval and application signed by the parents, previous teacher and student.

Course Description: The first semester of this Advanced Placement United States History course will focus on the early colonization of America, the struggle for independence, the foundations of American government and culture, and the causes and events related to the Civil War. The second semester of this Advanced Placement United States History course will focus on Reconstruction, the Gilded Age, Western Migration, treatment of minority groups, World War I, the Great Depression, World War II, the Cold War, the Civil Rights Movement, etc. up to the 1980's. This course will cover college material and will require a great deal of reading and writing. *NOTE: this course can be taken in place of the required US History course – CHU1100.*

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai'i Content and Performance Standards addressed in this course:

- Standard #3: Understand important events from the settling of the American colonies to the present.
- Standard #3: Understand change, cause and effect and continuity as it applies to U.S. History.
- Standard #4: Understand the purpose and historical impact of America's political institutions, the principals and values of American constitutional democracy and the various influences that helped the founders develop our democratic republic.
- Standard #6: Understand culture as a system of beliefs, knowledge and practices shared by a group and understand how American culture has been influenced by various groups of immigrants and native inhabitants.
- Standard #7: Understand the nature and interaction of geographic regions and societies around the world.
- Standard #8: Understand economic concepts and how economics has impacted American history (i.e. Panics of 1819, 1837, etc. and the Great Depression).

CSD2500

ECONOMICS



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): Teacher Recommendation and application.

Additional Information: Seniors will be given first preference.

Course Description: This course will examine economic principles and enable students to comprehend the forces that affect them every day. This knowledge will help students identify and evaluate the consequences of private decisions and public policies.

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai'i Content and Performance Standards addressed in this course:

- Standard #8: Resource, Markets and Government – Understand economics concepts and the characteristics of various economic systems.

CSD2200

PSYCHOLOGY



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): Teacher Recommendation and application.

Additional Information: Seniors will be given first preference.

Course Description: Psychology will help students to understand the physiological and psychological basis for human behavior. Students will explore a variety of theories and practices regarding the study of mental health.

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai'i Content and Performance Standards addressed in this course:

- Standard #1: Change, Continuity and Causality – Understand and evaluate some of the causative factors that lead people to change or continue their behaviors and beliefs.
- Standard #2: Inquiry, Empathy and Perspective – Understand some of the physical, mental and emotional factors that impact personal actions, decisions and thought processes.

CSD2300**SOCIOLOGY****Suggested Grade Level(s):** 11th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** Teacher Recommendation and application.**Additional Information:** Seniors will be given first preference.**Course Description:** Sociology will analyze cultural assimilation, cultural change, social institutions and conditions. These aspects will be analyzed using inquiry and sociological methodologies and practices.**Activities:** Research, Projects, Presentations**Assessments:** Research, Projects, Essays, Class/Homework, Quizzes/Tests**Hawai'i Content and Performance Standards addressed in this course:**

- Standard #1: Change, Continuity and Causality – Understand and evaluate the various factors that influence societal behaviors and beliefs.
- Standard #6: Systems, Dynamics and Inquiry – Understand culture as a system of beliefs, knowledge and practices shared by a group and understand how cultural systems change over time.

CGU2200**AMERICAN PROBLEMS****Suggested Grade Level(s):** 11th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** None**Additional Information:** Seniors will be given first preference**Course Description:** American Problems will involve a good deal of discussion and research regarding the causes and solutions to a number of problems we face in America. Some of the topics will include: Abuse, Alcoholism, Crime, Drug Use, Pollution, Prejudice, and Terrorism.**Activities:** Research, Projects, Presentations**Assessments:** Research, Projects, Essays, Class/Homework, Quizzes/Tests**Hawai'i Content and Performance Standards addressed in this course:**

- Standard #1: Change, Continuity and Causality – Understand and evaluate various problems and issues in America and some of the causative factors that lead to their change or continuity.
- Standard #6: Systems, Dynamics and Inquiry – Understand culture as a system of beliefs, knowledge and practices shared by a group and understand how cultural systems change over time.

CER2300**PACIFIC ISLAND CULTURES****Suggested Grade Level(s):** 11th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** None**Additional Information:** Seniors will be given first preference.**Course Description:** Pacific Island Cultures examines the cultural practices of the Pacific Islands with a focus on analysis of beliefs, practices, assimilation and preservation. It actively engages students in multicultural problem solving and decision-making activities and uses the methodology of anthropologists to investigate issues.**Activities:** Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai`i Content and Performance Standards addressed in this course:

- Standard #6: Understand culture as a system of beliefs, knowledge and practices shared by a group and understand how cultural systems change over time.

CER2200

HAWAIIAN STUDIES



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): None

Additional Information: Seniors will be given first preference.

Course Description: This course will examine “old Hawai`i” and its impact on present-day Hawai`i. Students will study the various historic, geographic and cultural influences that have shaped and continue to influence Hawaiian culture and traditions.

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai`i Content and Performance Standards addressed in this course:

- Standard #6: Understand culture as a system of beliefs, knowledge and practices shared by a group and understand how cultural systems change over time.

CSD2100

GEOGRAPHY



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): None

Additional Information: Seniors will be given first preference.

Course Description: World Cultural Geography is a study of the physical, cultural, and governmental features of the nations and the world. It also includes identifying and locating the nations of the world. This course explores ways in which people adapt to and shape their environments. An emphasis will be placed on the five geographical themes of Location, Movement, Place, Human & Environmental Interaction, and Rationality.

Activities: Research, Projects, Presentations

Assessments: Research, Projects, Essays, Class/Homework, Quizzes/Tests

Hawai`i Content and Performance Standards addressed in this course:

- Standard #7: World in Spatial Terms – Use geographic representations to organize, analyze and present information on people, places and environments and understand the nature and interactions of geographic regions and societies around the world.

CITIZENSHIP CREDIT

NOTE: These classes are applied to Citizenship. These are not offered as separate classes so you MAY NOT sign up for these credits.

CGU2100

POLITICAL PROCESS



Suggested Grade Level(s): 9th – 10th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: Political Processes is the official name for the course that ninth and tenth grade students are taking in Citizenship. The focus of this course is on analyzing and learning the

ideas and values of our constitutional government. This is facilitated by study of local, state, national and global issues & policies. In addition, it is required that students study and engage in activities that reflect civic action.

NOTE: One-half (½) credit is earned over two years, i.e. ¼ credit per academic year.

Activities: Broadcast Discussions/Presentations via closed circuit, group work, public service announcements, surveys, school-wide interviews, peer teaching, etc.

Assessments: Worksheets, Examples of Civic Action, Discussions, and Group Work.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and demonstrate the principles and values underlying American constitutional democracy.
- Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.

CGW2400

GLOBAL STUDIES



Suggested Grade Level(s): 11th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): None

Course Description: Global Studies is the official name for the course that eleventh and twelfth grade students are taking in Citizenship. This course will focus on the global concepts of interdependence, perceptions (related to prejudice, stereotypes, and bias), social justice, conflict/conflict resolution, and working to make positive changes for the future. Active engagement is expected of students. NOTE: Credit of .50 is earned over two years.

Activities: Broadcast Discussions/Presentations via closed circuit, group work, public service announcements, surveys, school-wide interviews, peer teaching, etc.

Assessments: Worksheets, Examples of Civic Action, Discussions, and Group Work.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and demonstrate the principles and values underlying American constitutional democracy.
- Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.

FINE ARTS

Vision Statement: The vision of the Fine Arts Department is to encourage and nurture the creativity of students so that they value their artistic abilities and use them to inspire and uplift the human spirit.

Hawai'i Content and Performance Standards Addressed in Each Course in this Department:

These Standards differ in each course and listed in the course guide for each course taught.

General Department Information:

- The Fine Arts department offers instruction and practice sessions for the visual and performing arts with the goal of providing opportunities for creative contributions through a variety of artistic expressions, performances, and visual displays to the school and community at large.
- Students who take these courses enrich their lives and spark their own creativity. And, when they're proficient enough, they enrich the lives of others who enjoy and appreciate their art form.
- All fine arts courses are electives, and students need six electives to graduate.

Art Courses

FVL1000 Ceramics 1	FVL2000 Ceramics 2	FVL3000 Ceramics 3
FVB1000 General Art 1	FVB2000 General Art 2	FVB3000 General Art 3
FVQ1000 Drawing & Painting 1	FVQ2000 Drawing & Painting 2	FVQ3000 Drawing & Painting 3
FVP1000 Photography 1	FVP2000 Photography 2	
FVM1000 Metals & Jewelry	FVA1000 AP Studio Art	

Music Courses

FMB1000 Intro Band			
FMB2000A Band (AM & regular)	FMB3000A Band (AM& regular)	FMB4000A Band (AM& regular)	FMB5000A Band (AM& regular)
FMF1000 Guitar 1	FMF2000 Guitar 2	FMF3000 Guitar 3	FMF4000 Guitar 4
FML1000 Ukulele 1	FML2000 Ukulele 2	FML3000 Ukulele 3	FML4000 Ukulele 4
FMC1000 Chorus 1	FMC2000 Chorus 2	FMC3000 Chorus 3	FMC4000 Chorus 4
FMN1000A Ensemble 1 (AM)	FMN1300A Ensemble 2 (AM)	FMN1600A Ensemble 3 (AM)	FMN1900A Ensemble 4 (AM)

Theatre Courses

FTA1300 Beginning Acting	FTA2000 Intermediate Acting	FTA3000 Advanced Acting
FTP5000 Theatre Arts	FTP1000 Play Production	

Art Courses

FVL1000

CERAMICS 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Additional Information: \$15.00 lab fee

Course Description: 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.

Activities: Produce a variety of ceramic pieces.

Assessments: Critiques of Projects, history projects, vocabulary test.

Hawai'i Content and Performance Standards addressed in this course:

- Students reflect upon the meaning, nature, and value of one's own works and the works of others through description, analysis, interpretation, and judgment.
- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.

FVL2000

CERAMICS 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVL1000

Additional Information: Lab fee \$15.00

Course Description: 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.

Activities: Produce a variety of ceramics pieces.

Assessments: Critiques of projects, history projects, vocabulary test.

Hawai'i Content and Performance Standards addressed in this course:

- Students reflect upon the meaning, nature, and value of one's own works and the works of others through description, analysis, interpretation, and judgment.
- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.

FVL3000

CERAMICS 3



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVL2000

Additional Information: Lab fee \$15.00

Course Description: This advanced course in hand-building and wheel-throwing techniques requires application of the elements and principles of design and craftsman. A portfolio of ceramic works is prepared. The instructor is to select Visual Arts Standards appropriate for the student, while integrating other Fine Arts Standards.

Activities: Produce a variety of ceramic pieces.

Assessments: Critique of projects, history projects, vocabulary tests.

Hawai`i Content and Performance Standards addressed in this course:

- Apply appropriate materials, *techniques, and *processes with sufficient skill, confidence, and sensitivity to visually convey intentions.
- Participate in independent and group critiques of own works and works of others.

FVM1000

METALS & JEWELRY



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Additional Information: Lab fee \$15.00

Course Description: This is an introductory course that offers students experiences in jewelry such as beading, macramé, and wire wrapping. Projects will include earrings, bracelets, and necklaces with shells, wire, beads and clay.

Activities: Produce a variety of jewelry pieces.

Assessments: Critique of projects, history projects, vocabulary tests.

Hawai`i Content and Performance Standards addressed in this course:

- Apply appropriate materials, *techniques, and *processes with sufficient skill, confidence, and sensitivity to visually convey intentions.
- Participate in independent and group critiques of own works and works of others.

FVB1000

GENERAL ART 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Additional Information: Lab fee → \$10.00

Course Description: This course helps students to explore a variety of art 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 introductions to art processes.

Activities: Painting, drawing, 2 and 3 dimensional art projects, vocabulary development.

Assessments: Vocabulary tests, critiques, history project, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.
- Establish correlations between works of art in terms of history and culture.

FVB2000

GENERAL ART 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVB1000

Additional Information: Lab fee → \$10.00

Course Description: This course follows General Art I 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.

Activities: Painting, drawing, 3-dimensional art projects, vocabulary development.

Assessments: Vocabulary tests, critiques, research projects, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Participate in independent and group critiques of own works and works of others.
- Students identify, understand, and apply the elements and principles of art using the language of the visual arts. The elements of art are: line, shape, form, space, value, texture, color, time, and motion. The principles of art are: emphasis, balance, proportion, pattern, repetition & variation, transition, rhythm, and unity.

FVB3000

GENERAL ART 3



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVB2000

Additional Information: Lab fee → \$10.00

Course Description: Advanced course to further expand skills learned in General Art 2. Provides students with opportunities to develop a portfolio of works which demonstrate attainment of an art production skills, creative potential, aesthetic sensitivity, and an understanding of personal expression through the Visual Arts. This is a year class.

Activities: Painting, drawing, 2 and 3 dimensional projects, vocabulary development, research projects.

Assessments: Critiques of projects, history research projects, vocabulary tests, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Analyze relationships of works of art to one another in terms of history and culture; and use conclusions drawn from the analysis to inform own art making.
- Analyze and interpret the origins of specific images and ideas and explain why they are significant in own works and in the works of others.

FVQ1000

DRAWING & PAINTING 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Additional Information: Lab fee → \$10.00

Course Description: Introductory course experiences with the experimentation in dry media such as pencil, pastels, and conte crayon, and wet media such as ink, watercolor, tempera, acrylics, and mixed media. Drawing and paintings of various cultures are introduced, aesthetically scanned, and further explored as investigative research.

Activities: Two- and three- dimensional art projects using different media, vocabulary development, history project.

Assessments: Critiques, vocabulary tests, research project, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.

- Students identify, understand, and apply the elements and principles of art using the language of the visual arts. The elements of art are: line, shape, form, space, value, texture, color, time, and motion. The principles of art are: emphasis, balance, proportion, pattern, repetition & variation, transition, rhythm, and unity.

FVQ2000

DRAWING & PAINTING 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVQ1000

Additional Information: Lab fee → \$10.00

Course Description: Designed to expand on skills, attitudes, and knowledge learning in Drawing and Painting I. Experiences may emphasize a particular medium and specialized subject matter. The examination and study of artworks of various periods and cultures is encouraged.

Activities: Two- and three- dimensional art projects using different media, vocabulary development, history project.

Assessments: Critiques, vocabulary tests, research project, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.
- Students identify, understand, and apply the elements and principles of art using the language of the visual arts. The elements of art are: line, shape, form, space, value, texture, color, time, and motion. The principles of art are: emphasis, balance, proportion, pattern, repetition & variation, transition, rhythm, and unity.

FVQ3000

DRAWING & PAINTING 3



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVQ2000

Additional Information: Lab fee \$5.00

Course Description: Advanced course to further expand on skills, attitudes, and knowledge gained from Drawing and Painting 1 and 2. Emphasis is on developing a student's individual style of creative expression in one or more modes of expression. This course is designed to prepare students for continued study in an art school, college, or university.

Activities: Two- and three- dimensional art projects using different media, vocabulary development, history project.

Assessments: Critiques, vocabulary tests, research project, portfolio.

Hawai`i Content and Performance Standards addressed in this course:

- Evaluate and defend sources for content and the manner in which subject matter, symbols, and images are used in own art works and in the art works of others.
- Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

FVA1000

AP STUDIO ART



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): Ceramics I, General Art I and Drawing & Painting

Additional Information: Teacher approval required

Course Description: AP studio art is designed for students that are serious about submitting portfolios on an extensive study. Portfolio may include work that you have done over a single year or longer. The portfolio will show quality and breadth of work to reflect first year of college. Portfolios are required. Portfolios may be Drawing/Painting, 2-D design and 3-D. Students submit 24 slides of works of art for this portfolio. The quality part of the portfolio includes 12 slides and will show students demonstrating the use of technical skills to convey intentions. The concentration part of the portfolio is 12 slides showing the use of a variety of medias within a concentrated topic or a single theme. Requirements are 24 slides and 5 pieces of artwork that must be submitted.

Activities: Drawing (landscapes, portraits, still-life), painting with different medias (watercolor, tempera, acrylics), ceramics, print making (mono-prints, linoleum).

Assessments: Portfolios and vocabulary. All students will be required to have a portfolio. The fee is \$80.00. The grading on the portfolio is 1 – 5. Grading for Kealakehe H.S. will be done on projects in the classroom. The 4 “C’s” will be applied to critiques. The 4 “C’s” are: Good craftsmanship, Good Composition, Extreme Concept, and Catch the Viewer’s Eye.

Hawai`i Content and Performance Standards addressed in this course:

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.
- Students exhibit visual understanding in their evaluation and the use of visual themes, symbols, and metaphors.
- Students identify, understand, and apply the elements and principles of art using the language of the visual arts. The elements are art are: line, shape, form, space, value, texture, color, time, and motion. The principles of art are: emphasis, balance, proportion, pattern, repetition, and variation, transition, rhythm, and unity.

Music Courses

FMB1000

INTRODUCTORY BAND

◇◇◇◇◆

Suggested Grade Level(s): 9th – 10th

YEAR/Elective

Pre/Co-requisite(s): none

Course Description: Introductory Band is only for 9th and 10th grade students. Introductory band is designed to teach students to read and write music, and perform on an instrument of their choice- flute, clarinet, saxophone, trumpet, trombone, baritone, tuba, or drums. Students will learn to play different styles of music while developing correct techniques for their instruments. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: In-school concerts

Assessments: Class participation, individual performance tests, group performance tests.

Hawai'i Content and Performance Standards III addressed in this course:

- Standard 2: Music: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - FA.9-12.2.1 Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - FA.9-12.2.2 Improvise short melodies based on a chord pattern.
 - FA.9-12.2.3 Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - FA.9-12.2.4 Analyze compositional devices and techniques
 - FA.9-12.2.5 Critique music using specific criteria
 - FA.9-12.2.6 Describe how various elements and roles of music integrate with other content areas
 - FA.9-12.2.7 Analyze the significance of music and composers in various cultures and time periods

FMB2000

BAND 1 A.M.

◇◇◇◇◆

Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): 7th-8th grade Band

Course Description: Band 1 AM meets Monday- Friday from 7:45am-8: 35am. Band 1 AM is designed to improve the students' music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai'i Content and Performance Standards III addressed in this course:

- Standard 2: Music: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

- FA.9-12.2.1 Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
- FA.9-12.2.2 Improvise short melodies based on a chord pattern.
- FA.9-12.2.3 Apply knowledge of music theory to compose and arrange music within specified guidelines.
- FA.9-12.2.4 Analyze compositional devices and techniques
- FA.9-12.2.5 Critique music using specific criteria
- FA.9-12.2.6 Describe how various elements and roles of music integrate with other content areas
- FA.9-12.2.7 Analyze the significance of music and composers in various cultures and time periods

FMB3000

BAND 2 A.M.



Suggested Grade Level(s): 9th – 12th

YEAR/ Elective

Pre/Co-requisite(s): Band 1

Course Description: Band 2 AM meets Monday- Friday from 7:45am-8: 35am. Band 2 is designed to improve the students’ music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai`i Content and Performance Standards III addressed in this course:

- Standard 2: Music: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - FA.9-12.2.1 Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - FA.9-12.2.2 Improvise short melodies based on a chord pattern.
 - FA.9-12.2.3 Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - FA.9-12.2.4 Analyze compositional devices and techniques
 - FA.9-12.2.5 Critique music using specific criteria
 - FA.9-12.2.6 Describe how various elements and roles of music integrate with other content areas
 - FA.9-12.2.7 Analyze the significance of music and composers in various cultures and time periods

FMB4000**BAND 3 A.M.****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** Band 2

Course Description: Band 3 AM meets Monday- Friday from 7:45am-8: 35am. Band 3 is designed to improve the students' music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - **FA.9-12.2.4** Analyze compositional devices and techniques
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMB5000**BAND 4 A.M.****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** Band 3

Course Description: Band 4 AM meets Monday- Friday from 7:45am-8: 35am. Band 4 is designed to improve the students' music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

- **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
- **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
- **FA.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
- **FA.9-12.2.4** Analyze compositional devices and techniques
- **FA.9-12.2.5** Critique music using specific criteria
- **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas
- **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMB2000

BAND 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): 7th-8th grade Band

Course Description: Band 1 is designed to improve the students’ music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai'i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - **FA.9-12.2.4** Analyze compositional devices and techniques
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMB3000

BAND 2



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): Band 1

Course Description: Band 2 is designed to improve the students’ music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as

athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai'i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - **FA.9-12.2.4** Analyze compositional devices and techniques
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMB4000

BAND 3



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): Band 2

Course Description: Band 3 is designed to improve the students' music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai'i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - **FA.9-12.2.4** Analyze compositional devices and techniques
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas

- **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMB5000

BAND 4



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): Band 3

Course Description: Band 4 is designed to improve the students’ music reading and instrument performance abilities. Further development of skills and musical understanding is maintained through the performance of various musical literature at school and public performances, such as athletic events, public concerts, school assemblies, and parades. Students will also develop skills through music composition, music evaluation of recorded and live performances, and visitations by professional musicians.

Activities: Public concerts, in-school concerts & assemblies, public parades, football & basketball games.

Assessments: Class participation, individual performance tests, group performance tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.3** Apply knowledge of music theory to compose and arrange music within specified guidelines.
 - **FA.9-12.2.4** Analyze compositional devices and techniques
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.6** Describe how various elements and roles of music integrate with other content areas
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMF1000

GUITAR 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite: Student must supply own guitar for classroom use.

Course Description: Guitar 1 is designed to help students develop guitar performance skills while learning music fundamentals such as note reading, rhythms, scales, chord progressions, and music evaluations. Students develop basic guitar techniques such as picking and strumming accompaniments to various styles of music, note and chord reading without the use of tablature, and finger exercises to develop speed.

Activities: Performances, rehearsals.

Assessments: Performances, rehearsals, playing tests, written tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

- **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
- **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
- **FA.9-12.2.5** Critique music using specific criteria
- **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMF2000

GUITAR 2



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite: Guitar 1. Student must supply own guitar for classroom use.

Course Description: Guitar 2 is designed to help students develop guitar performance skills while learning music fundamentals such as note reading, rhythms, scales, chord progressions, and music evaluations. Students develop basic guitar techniques such as picking and strumming accompaniments to various styles of music, note and chord reading without the use of tablature, and finger exercises to develop speed.

Activities: Performances, rehearsals.

Assessments: Performances, rehearsals, playing tests, written tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMF3000

GUITAR 3



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite: Guitar 2. Student must supply own guitar for classroom use.

Course Description: Guitar 3 is designed to help students develop guitar performance skills while learning music fundamentals such as note reading, rhythms, scales, chord progressions, and music evaluations. Students develop basic guitar techniques such as picking and strumming accompaniments to various styles of music, note and chord reading without the use of tablature, and finger exercises to develop speed.

Activities: Performances, rehearsals.

Assessments: Performances, rehearsals, playing tests, written tests.

Hawai`i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.5** Critique music using specific criteria

- **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FMF4000

GUITAR 4



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite: Guitar 3. Student must supply own guitar for classroom use.

Course Description: Guitar 4 is designed to help students develop guitar performance skills while learning music fundamentals such as note reading, rhythms, scales, chord progressions, and music evaluations. Students develop basic guitar techniques such as picking and strumming accompaniments to various styles of music, note and chord reading without the use of tablature, and finger exercises to develop speed.

Activities: Performances, rehearsals.

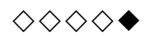
Assessments: Performances, rehearsals, playing tests and written tests.

Hawai'i Content and Performance Standards III addressed in this course:

- **Standard 2: Music:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
 - **FA.9-12.2.1** Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group.
 - **FA.9-12.2.2** Improvise short melodies based on a chord pattern.
 - **FA.9-12.2.5** Critique music using specific criteria
 - **FA.9-12.2.7** Analyze the significance of music and composers in various cultures and time periods

FML1000

UKULELE 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Course Description: Introductory course designed to provide students with opportunity to develop skills in ukulele playing. Students will be involved in performing, listening to, and evaluating ukulele music.

Activities: Individual, small and large group projects, papers, to advance Students' melodic, rhythmic and theory learning.

Assessments: Class participation, homework, playing tests, class work, quizzes and tests, and in class performances.

Hawai'i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FML2000

UKULELE 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): FML1000

Course Description: This is a continuation of the Ukulele I course. Students develop intermediate skills in ukulele playing, such as picking melodies and solo work. Students will be involved with performing, listening to, and evaluating ukulele music.

Activities: Individual, small and large group projects, papers, to advance Students' melodic, rhythmic and theory learning.

Assessments: Class participation, homework, playing tests, class work, quizzes and tests, and mandatory performances.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FML3000

UKULELE 3



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): FML2000

Course Description: In this continuation of the Ukulele 2 course, students will continue to develop a higher level of skills in ukulele playing, with a focus on composition and improvisation. Performing as soloist and in groups for the school community will be an important part of the course.

Activities: Individual, small and large group projects and papers to improve the students' melodic, rhythmic and theory learning.

Assessments: Class participation, homework, playing tests, class work, quizzes and tests, and mandatory performances.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FML4000

UKULELE 4



Suggested Grade Level(s): 12th

YEAR/Elective

Pre/Co-requisite(s): FML3000

Course Description: This is a continuation of the Ukulele 3 course. Students develop advanced skills in ukulele playing with a focus on composition, improvisation, and recording of their original compositions and/or arrangements. Students should be able to work independently while performing as soloist or in groups for school and community events. This course is repeatable up to two times.

Activities: Individual, small and large group projects and papers to improve the students' melodic, rhythmic and theory learning.

Assessments: Class participation, homework, playing tests, class work, quizzes and tests, and mandatory performances.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FMC1000**CHORUS 1****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** None

Course Description: This course is designed to help beginning vocal students develop performance skills and knowledge & understanding of musicianship. Students will develop fundamental vocal skills, which include posture, breath control, tone production and diction. Rhythmic and melodic learning will also be taught. Musical arrangements from a variety of styles; e.g., rock, rhythm & blues, contemporary Hawaiian songs and modern pop songs will be sung in unison, two-part and three part harmony. Performances will take place throughout the school year. The course will focus on Music Standard number 2, while integrating other standards Music Standards.

Activities: Large and small groups, papers, projects, demonstrations, performances, melodic and rhythmic learning.

Assessments: Class participation, Core Abilities, class work, homework, quizzes and tests, performances, vocal tests and mandatory concerts.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FMC2000**CHORUS 2****Suggested Grade Level(s):** 10th – 12th**YEAR/Elective****Pre/Co-requisite(s):** FMC1000

Course Description: Students will continue to develop their musical skills by pitch matching, writing rhythmic dictation and demonstrating the use of notational symbols. Solo, two-part, three-part and four-part harmonies are introduced. Styles of music to be sung will include rock, rhythm & blues, contemporary Hawaiian songs and modern pop music. Performances will take place through out the school year. The course will focus on Music Standard number 2, while integrating other Standards of Music.

Activities: Small and large groups, ear training, rhythm learning, melodic learning, papers, projects, demonstrations.

Assessments: Class participation, Core Abilities, class work, melodic learning, papers, projects, demonstrations and mandatory concerts.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FMC3000**CHORUS 3****Suggested Grade Level(s):** 9th – 12th**YEAR/Elective****Pre/Co-requisite(s):** FMC2000

Course Description: Advanced musicianship involving diction, dynamic nuances and changes in musical mood are stressed. Musical arrangements in unison, two-part, three-part and four-part harmonies will be sung. Solo work and small ensemble work will be encouraged. Musical works

to be sung will be on the same lines as Chorus II. The course will focus on Music Standard number 2, while integrating other Standards of Music.

Activities: Large and small groups, ear training, performances, rhythm learning, melodic learning, papers, projects, demonstrations.

Assessments: Class participation, Core Abilities, class work, melodic learning, papers, projects, demonstrations and mandatory concerts.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

FMC4000

CHORUS 4



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): FMC3000

Course Description: Students focus on musicianship qualities through the performance of varied solo, ensemble, a cappella and larger group work. Students will study more advanced styles of music and conducting skill will be encouraged. Styles of music to be performed and studied will be similar to Chorus 2 and 3 songs. Performances will be held throughout the school year. The course will focus on Music Standards number 2, while integrating other Standards of Music.

Activities: Large and small groups, ear training, performances, rhythm learning, melodic learning, papers, projects, demonstrations.

Assessments: Class participation, Core Abilities, class work, melodic learning, papers, projects, demonstrations and mandatory concerts.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music, communicates ideas, feelings, and experiences across cultures.

FMN1000

A.M. ENSEMBLE 1 (VOCAL & INSTRUMENTAL



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite: Audition only

Course Description: The ensemble class is a class designed for students who have an interest in performing in a small group and are drawing together by a common interest in a particular form of music. Students who are vocal, guitar, bass, percussion or keyboard experiences are encouraged to sign up or this course. Music selected will be based on student interest; e.g., rock, rhythm & blues, jazz and modern pop. Performances will take place throughout the school year at school and in the community. The course will focus on Music Standards number 2. . **This is a morning and lunchtime class only!**

Activities: Large and small groups, ear training, performances, rhythm learning, melodic learning, papers, projects, demonstrations.

Assessments: Class participation, Core Abilities, class work, melodic learning, papers, projects, demonstrations and mandatory concerts.

Hawai`i Content and Performance Standards addressed in this course:

Assessments: Class participation, core abilities, class work, homework, quizzes, tests, vocal tests, playing tests, and mandatory performances.

Hawai`i Content and Performance Standards addressed in this course:

- Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

Theatre Courses

FTA1300

BEGINNING ACTING



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Course Description: This is an introductory course to the world of theatre and is designed especially for students who have little to no acting experience. The curriculum allows student to explore the numerous aspects of the theatre while finding their own voice as they practice mimes, skits, monologues and reading.

Activities: Group skits, monologues, acting evaluations, and theatre projects

Assessments: Evaluations of individual and group acting assignments, performance and film critiques, theatre journals and projects.

Hawai'i Content and Performance Standards addressed in this course:

Use elements of art and organizational principles to solve specific art problems in the creation of visual art.

- Demonstrate artistic choices and acting skills by performing a scene or play.

FTA2000

INTERMEDIATE ACTING



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): Beginning Acting of teacher recommendation.

Course Description: Students who have had basic acting experience will continue to expand their talents in this course. A varied curriculum of mimes, monologues, skits and one act plays will help students gain confidence and strengthen existing abilities.

Activities: Skits, monologues, acting evaluations, and theatre projects

Assessments: Participation, evaluations of individual and group acting assignments, performance and film critiques, theater journals and projects.

Hawai'i Content and Performance Standards addressed in this course:

Use elements of art and organizational principles to solve specific art problems in the creation of visual art.

- Demonstrate artistic choices and acting skills by performing a scene or play.

FTA3000

ADVANCED ACTING



Suggested Grade Level(s): 11th – 12th

YEAR/Elective

Pre/Co-requisite(s): Intermediate Acting or teacher recommendation

Course Description: This is an advanced course to the world of theatre and is designed especially for students who have taken and mastered Beginning Acting. The curriculum allows student to explore the numerous aspects of the theatre while finding their own voice as they continue to practice mimes, skits, monologues and reading.

Activities: Group skits, monologues, acting evaluations, and theatre projects

Assessments: Evaluations of individual and group acting assignments, performance and film critiques, theatre journals and projects.

Hawai'i Content and Performance Standards addressed in this course:

Use elements of art and organizational principles to solve specific art problems in the creation of visual art.

- Demonstrate artistic choices and acting skills by performing a scene or play.

FTP5000

THEATRE ARTS



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Course Description: In this course young actors will stretch their knowledge as they more thoroughly explore the complexities of the theatre. Acting skills will be honed as students more finely tune their personal abilities while practicing a multitude of skills necessary to performing on stage.

Activities: Improvisations, acting evaluations, auditions, rehearsals, play production

Assessments: Participation, performance, acting critiques, theatre journals and productions assignments

Hawai`i Content and Performance Standards addressed in this course:

Develop and explain appropriate criteria in making artistic choices for informal and formal productions.

- Students understand and apply artistic collaboration in drama and theatre.

FTP1000

PLAY PRODUCTION



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): Beginning Acting or teacher recommendation

Course Description: Curriculum covers specific production assignments necessary to launch a live performance. Everything from costuming to stage set is considered, evaluated and executed for the final play

Activities: Select scripts, coordinate props; create and organize costumes, hair and make-up; design stage set, invent appropriate graphics, launch advertising campaign

Assessments: Prop lists and table; costume cards and organization; make-up diagrams and execution; program tickets; flyers and ads

Hawai`i Content and Performance Standards addressed in this course:

Develop and explain appropriate criteria in making artistic choices for informal and formal productions.

- Students understand and apply artistic collaboration in drama and theatre.

HEALTH EDUCATION

Vision Statement: Students graduating Kealakehe High School that meet the required and optional Health Standards working independently, collaboratively and co-operatively within a global society. Students comprehend concepts related to health promotion and disease prevention. Students will access valid health information, practice health enhancing behaviors, analyze influences of media, culture and technology, practice interpersonal communication, use goal-setting and decision making skills, and advocate for personal, family, and community health.

Hawaii Content and Performance Standards Addressed in Each Course in this Department:

All standards will be taught in the following content areas:

- Personal and Consumer Health
- Community and Environmental Health
- Injury & Violence Prevention
- Mental & Emotional Health
- Nutrition & Physical Activity
- Tobacco & Alcohol Use Prevention
- Drug Use Prevention
- Sexual Health (A permission form will be sent home in order for the student to attend this unit.)

General Department Information: Each unit will have a corresponding project. This is a required class for graduation from high school in the state of Hawai`i.

Courses Offered

HLE1000	<i>HEALTH TODAY & TOMORROW</i>
HMP1100	<i>PEER EDUCATION FOR HEALTH 4A</i>
HMP1200	<i>PEER EDUCATION FOR HEALTH 4B</i>

HLE1000**HEALTH TODAY & TOMORROW****Suggested Grade Level(s):** 9th– 12th**SEMESTER/Required****Pre/Co-requisite(s):** None

Course Description: Students in this required course develop and practice skills that will promote healthy behavior choices. Students engage in discussions and exploration of current issues and health trends for adolescents. Content risk areas include: Personal and Consumer health, Injury and Violence Prevention, Mental and Emotional Health, Nutrition and Physical Activity, Tobacco and Alcohol Use Prevention, Drug Use Prevention, and Sexual Health.

Activities: Group presentations with visual aids.

Assessments: Projects, quizzes, written tests, worksheets, and class participation.

Hawai'i Content and Performance Standards addressed in this course:

- Students advocate for personal, family, and community health.
- Students comprehend concepts related to health promotion and disease prevention. All standards must be taught in the following content areas. (Injury & Violence Prevention, Tobacco Use Prevention, Alcohol & Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, Community and Environmental Health)

HMP1100**PEER EDUCATION PROGRAM FOR HEALTH 4****Suggested Grade Level(s):** 10th– 12th**SEMESTER/Elective****Pre/Co-requisite(s):** Teacher Approval Required

Course Description: This standards-based, service-learning intensive course is designed to give students a well-rounded knowledge of health and the skills required to present this information to a variety of audiences, including peers, students, and teachers at feeder elementary schools, and to parents and the community. Students will acquire extensive health education knowledge of critical risk areas, which may include AIDS and sexually transmitted diseases, personal and social skills development.

Activities: Group presentations with visual aids, storybooks, CPR training, and peer teaching.

Assessments: Projects, quizzes, written tests, worksheets, and class participation.

Hawaii Content and Performance Standards addressed in this course:

- Students advocate for personal, family, and community health.
- Students comprehend concepts related to health promotion and disease prevention. All standards must be taught in the following content areas. (Injury & Violence Prevention, Tobacco Use Prevention, Alcohol & Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, Community and Environmental Health)

HMP1200**PEER EDUCATION PROGRAM FOR HEALTH 4B****Suggested Grade Level(s):** 10th– 12th**SEMESTER/Elective****Pre/Co-requisite(s):** Teacher Approval Required

Course Description: This course is designed to build on the Peer Educator skills presented in Peer Education for Health 1. In addition to the acquisition of health knowledge, students will

take greater leadership in the planning, creation, and execution of student-identified projects, lessons, and activities to communicate health-enhancing messages in a variety of formats and to a variety of audiences, including parents, faculty and staff, community, feeder elementary schools, and peers. Students will acquire extensive health education knowledge and be proactive advocates for health issues and solutions in their school, community, and statewide.

Activities: Group presentations with visual aids, storybooks, CPR training, and peer teaching.

Assessments: Projects, quizzes, written tests, worksheets, and class participation.

Hawaii Content and Performance Standards addressed in this course:

- Students advocate for personal, family, and community health.
- Students comprehend concepts related to health promotion and disease prevention. All standards must be taught in the following content areas. (Injury & Violence Prevention, Tobacco Use Prevention, Alcohol & Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, Community and Environmental Health)

PHYSICAL EDUCATION

Vision Statement: Students graduating Kealakehe High School will meet the required and optional physical education content standards through independent and collaborative work within a dynamic, global society. Students will comprehend and perform skills to help themselves to achieve a positive self-esteem, as well as make voluntary contributions to the community. Students will be lead through a comprehensive progression of skills, sports and dances, which promote physical fitness components, application skills to games/sports/dances, and to promote an overall healthy lifestyle now and in the future.

Hawai`i Content and Performance Standards Addressed in Each Course in this Department:

- Students apply movement concepts and principles to the learning and development of motor skills.

General Department Information: One year of Physical Education is required to graduate from high school in the State of Hawai`i. The Physical Education department offers the traditional physical education class required for graduation as well as standards based dance classes to meet the requirements of graduation. The department also offers elective dance classes for students interested in the performing arts and a variety of weight training elective classes. Here at Kealakehe High School we have three innovative physical education instructors.

Students to demonstrate responsible personal and social behavior in physical activity settings.

Courses Offered

PEP1005 *PHYSICAL EDUCATION LF (Required)*

PEP1010 *PHYSICAL EDUCATION LA (Required)*

PWP1210 *WEIGHT TRAINING 1 A (Elective)**

PWP1220 *WEIGHT TRAINING 1 B (Elective)**

PWP1230 *WEIGHT TRAINING 2 A (Elective)**

PWP1240 *WEIGHT TRAINING 2 B (Elective)**

***NOTE: Weight Training does not qualify for PE Credit**

PEP1005**PHYSICAL EDUCATION LF****Suggested Grade Level(s):** 10th – 12th**SEMESTER/Required****Pre/Co-requisite(s):** None

Course Description: This standards-based course is designed to build on intermediate or middle school Physical Education course experiences and to further develop and strengthen physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences including target, net, field, invasion, and aquatic sports games. Sports could include outdoor experiential and adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, wrestling, and weight training. Emphasis is placed on the acquisition of skills, understanding of rules and strategy, ability to work together, and the application of knowledge into the game situation. Students assess personal levels of physical fitness and physical activity and apply scientific principles to improving and maintaining a healthy lifestyle.

Activities: Calisthenics, loco motor activities, basic skills and concepts of fitness/sports.

Assessments: Written tests, quizzes, portfolios, demonstrations, oral presentations and fitness testing and measurements.

Hawai'i Content and Performance Standards addressed in this course:

- Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate basic movement forms and mastery of some movement forms in a variety of sports, games, dance and exercises

PEP1010**PHYSICAL EDUCATION LA****Suggested Grade Level(s):** 10th – 12th**SEMESTER/Required****Pre/Co-requisite(s):** None

Course Description: This course builds on the PEP1005 course and further develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including invasion, target, net, field, and aquatic sports and games. Sports could include physical fitness experiences, outdoor experiential and adventure games, archery, table tennis, tennis, basketball, volleyball, soccer, softball, team handball, flag football, swimming, wrestling, and weight training. Emphasis is placed on the acquisition of skills, understanding of rules and strategy, ability to work together, and the application of knowledge into the game situation. Students assess personal levels of physical fitness and physical activity and apply this knowledge to future physical activity pursuits. Student knowledge of physical activity training and conditioning principles and strategies allows for peer assessment and group support of appropriate goals and objectives.

Activities: Calisthenics, loco motor activities, basic skill and concepts of fitness/sports.

Assessments: Written test/quizzes, student portfolios, presentations and demonstrations.

Hawai'i Content and Performance Standards addressed in this course:

- Students exhibit a physically active lifestyle.
- Review and investigate a variety of physical activities to independently maintain an active lifestyle.

PWP1210/1220**WEIGHT TRAINING 1 A/B****Suggested Grade Level(s):** 10th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** Physical Education 2PEP1005 / Physical Education For Life PEP1010

Course Description: This standards-based course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of weight training activities. The skills include a variety of techniques and safety procedures to insure proper use of equipment. The activities may include experiences on a variety of apparatus and training modalities including flexibility and working the major and minor muscle groups as well as combinations of these groups. Students will also identify muscle groups and skeletal sites as defined by each lift. The emphasis is on the skills required to perform some movement forms at a basic level, and most at the mastery level.

Activities: Basic skills and concepts of weight training.

Assessments: Demonstration, written tests and quizzes, portfolios, oral presentations and fitness testing and measurement.

Hawai`i Content and Performance Standards addressed in this course:

- Review and investigate a variety of physical activities to independently maintain an active lifestyle.
- Evaluate personal performance on health-related fitness (e.g., flexibility, muscular strength and endurance, and cardio respiratory endurance to improve physical fitness).

PWP1230/1240**WEIGHT TRAINING 2 A/B****Suggested Grade Level(s):** 10th – 12th**SEMESTER/Elective****Pre/Co-requisite(s):** PB21/PB22

Course Description: This standards-based course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of weight training activities. The skills include a variety of techniques and safety procedures to insure proper use of equipment. The activities may include experiences on a variety of apparatus and training modalities including flexibility and working the major and minor muscle groups as well as combinations of these groups. Students will also identify muscle groups and skeletal sites as defined by each lift. The emphasis is on the skills required to perform some movement forms at a basic level, and most at the mastery level.

Activities: Basic skills and concepts of weight training.

Assessments: Demonstration, written tests and quizzes, portfolios, oral presentations and fitness testing and measurement.

Hawai`i Content and Performance Standards addressed in this course:

- Review and investigate a variety of physical activities to independently maintain an active lifestyle.

WORLD LANGUAGES

Vision Statement: Work and learn in a positive learning environment, i.e., Spanish and Japanese classes. Continuous learning through interactive, cooperative projects for all levels of students in the Spanish and Japanese classes.

Hawai'i Content and Performance Standards Addressed in Each Course in this Department:

- Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange.

Courses Offered

WAJ1010/WAJ1020 *JAPANESE 1 A/B*
WAJ2010/WAJ2020 *JAPANESE 2 A/B*
WAJ3010/WAJ3020 *JAPANESE 3 A/B*
WAJ4010/WAJ4020 *JAPANESE 4 A/B*
WAJ5010/WAJ5020 *ADVANCED JAPANESE*

WES1010/WES1020 *SPANISH 1 A/B*
WES2010/WES2020 *SPANISH 2 A/B*
WES3010/WES3020 *SPANISH 3 A/B*
WES4010/WES4020 *SPANISH 4 A/B*

WAC1010/WAC1020 *CHINESE 1 A/B*

WAJ1010/WAJ1020**JAPANESE 1 A/B****Suggested Grade Level(s):** 9th – 12th**Semester/Semester****Pre/Co-requisite(s):** None**Additional Information:** Fees may be assessed for cooking

Course Description: Designed for beginning language learner. 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.

Activities: Pair/group speaking exercises, listening, reading and writing activities, flashcards, oral presentations, cultural projects.

Assessments: Oral/written test, daily work, projects, presentations, and participation.

Hawai'i Content and Performance Standards addressed in this course:

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

WAJ2010/WAJ2020**JAPANESE 2 A/B****Suggested Grade Level(s):** 10th – 12th**Semester/Semester****Pre/Co-requisite(s):** WAJ1010/WAJ1020 with teacher approval, Level I Exit Exam/Previous Study**Additional Information:** Fees may be assessed for cooking/Purchase of Japanese/English dictionary recommended.

Course Description: Students enrolled in this course have either successfully completed Level 1 or have placed out of Level 1 due to previous language study. 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. In reading and writing, emphasis is on developing a greater range of topic and situations in which students can produce learned material through exclusive use of the writing system of the language.

Activities: Pair/group speaking exercises, listening, reading and writing activities, flashcards, oral presentations, cultural projects.

Assessments: Oral/written test, daily work, projects, presentations, and participation.

Hawai'i Content and Performance Standards addressed in this course:

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

WAJ3010/WAJ3020**JAPANESE 3 A/B****Suggested Grade Level(s):** 11th – 12th**Semester/Semester****Pre/Co-requisite(s):** WAJ2010/WAJ2020 with teacher approval or previous study**Additional Information:** Fees may be assessed for cooking/Purchase of Japanese/English dictionary recommended.**Course Description:** Students should have mastered the Hiragana and Katakana writing system and know a number of Kanji. This course provides students additional opportunities to expand their listening, speaking, reading, and writing proficiencies.**Activities:** Use of text, supplemental materials, authentic materials, dialogues, oral presentations and participation.**Assessments:** Written tests/quizzes, oral tests, flashcards tests, projects and presentations.**Hawai'i Content and Performance Standards addressed in this course:**

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

WAJ4010/WAJ4020**JAPANESE 4 A/B****Suggested Grade Level(s):** 11th – 12th**Semester/Semester****Pre/Co-requisite(s):** WAJ3010/WAJ3020 with teacher approval or previous study**Additional Information:** Lab fees may be assessed for cooking, purchase of Japanese/English dictionary recommended.**Course Description:** Students continuing on to this level continue study of Kanji Characters. A major focus of this course is to enable students to create with language, communicating orally, in writing, and in more extended type of conversations. They will develop skills to narrate, discuss, and describe using sentences or groups of related sentences.**Activities:** Use of text, authentic materials, flash cards, dialogue, and oral presentations.**Assessments:** Written and oral tests, presentations, projects and in class work.**Hawai'i Content and Performance Standards addressed in this course:**

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

WAJ5010/WAJ5020**ADVANCED JAPANESE A/B****Suggested Grade Level:** 12th**Semester/Semester****Pre/Co-requisite(s):** WAJ4010/WAJ4020 with teacher approval or previous study**Additional Information:** Fees may be assessed for cooking, Purchase of Japanese and English dictionary recommended.**Course Description:** Students continue their study of Japanese, expanding their repertoire of written Kanji. The focus of the course is to enable students to communicate in writing and in

extended exchanges on a variety of topics and to begin to adjust to narration and discussion of ideas and concepts.

Activities: Use of text, authentic material, reading and writing activities, discussions and presentations

Assessments: Oral/written test, daily work, projects, presentations and interviews

Hawai'i Content and Performance Standards addressed in this course:

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

WES1010/WES1020**SPANISH 1 A/B****Suggested Grade Level(s):** 10th – 11th**Semester/Semester****Pre/Co-requisite(s):** None**Additional Information:** Fees may be assessed for cooking

Course Description: Course designed for beginning language learner. Students begin the study of the target language and its culture by developing 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 these basic listening, speaking, reading, and writing skills.

Activities: Games, projects, culture reports, worksheets, dialogs, and skits.**Assessments:** Daily oral works, scheduled interview, written quizzes and tests, small group projects and reports, self-assessment.**Hawai'i Content and Performance Standards addressed in this course:**

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

WES2010/WES2020**SPANISH 2 A/B****Suggested Grade Level(s):** 10th – 12th**Semester/Semester****Pre/Co-requisite(s):** WES1010/WES1020 and Teacher approval or passing Level I Exit Exam**Additional Information:** Lab fees may be assessed for cooking. Purchase of Spanish/English dictionary suggested.

Course Description: Course designed for beginning language learner. Students begin the study of the target language and its culture by developing 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 these basic listening, speaking, reading, and writing skills.

Activities: Games, projects, culture reports, worksheets, dialogs, and skits.**Assessments:** Daily oral works, scheduled interview, written quizzes and tests, small group projects and reports, self-assessment.**Hawai'i Content and Performance Standards addressed in this course:**

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

WES3010/WES3020**SPANISH 3 A/B****Suggested Grade Level(s):** 10th – 12th**Semester/Semester****Pre/Co-requisite(s):** WES2010/WES2020 with teacher approval or by passing Level II exit exam. Having Spanish/English dictionary is encouraged.**Additional Information:** Lab fees may be assessed for cooking.

Course Description: Students enrolled in this course have successfully completed Level 2. This course provides students with additional opportunities 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.

Activities: Games, skits and dialog, worksheets, small group work, projects and reports.

Assessments: Daily oral work, quizzes and tests, scheduled interviews, small group projects.

Hawai`i Content and Performance Standards addressed in this course:

- Prepare and make an oral report about a significant event or topic including reasons for their opinions and feelings about it.
- Engage in sustained conversations to exchange opinions and give reasons for personal reactions about significant events and literary selections- read, heard, or viewed.

WES4010/WES4020

SPANISH 4 A/B



Suggested Grade Level(s): 10th – 12th

Semester/Semester

Pre/Co-requisite(s): WES3010/WES3020 with teacher approval or by passing Exit Exam.

Additional Information: Lab fees may be assessed for cooking.

Course Description: 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. Together, 4A and 4B lead to the completion of Stage II and therefore must include all grade 6 - 8 benchmarks.

Activities: Skits and dialog, interviews, group individual projects, journals.

Assessments: Daily oral work, quizzes and tests, scheduled interviews, small group projects.

Hawai`i Content and Performance Standards addressed in this course:

- Initiate, sustain, and conclude conversations on a wide variety of topics.
- Discuss expressive products of the culture, including selections for various literary genres and the fine arts and explain how they reflect and aspect of that culture.

Suggested Grade Level(s): 9th – 12th

Semester/Semester

Pre/Co-requisite(s): None

Course Description: This is an introductory language course designed for the beginning language learner. The study of Chinese and its culture is a part of this language study. Students will develop a repertoire of learned materials needed to comprehend and respond to simple daily social situations. Emphasis is placed on development of basic listening, speaking, reading and writing skills.

Activities: Discussions, lectures, listening and written practices, worksheets, oral presentations, singing, and cultural projects.

Assessments: Daily work, projects, presentations, participation, oral/written test.

Hawai`i Content and Performance Standards addressed in this course:

- Communication—Understand and interpret written and spoken language on a variety of topics. (Interpretive)
- Cultures—Students demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products of another culture.

MULTIDISCIPLINARY COURSES

General Information: These courses do not belong to any particular department; instead they combine parts from several different departments giving the student a multidisciplinary learning experience.

Courses Offered

XAL2010	<i>LIBRARY RESEARCH 1</i>
XAL2020	<i>LIBRARY RESEARCH 2</i>
XYY8610	<i>YEARBOOK PRODUCTION 1</i>
XYY8630	<i>YEARBOOK PRODUCTION 2</i>
XYY8650	<i>YEARBOOK PRODUCTION 3</i>
XYY8670	<i>YEARBOOK PRODUCTION 4</i>
XMT1020	<i>VIDEO PRODUCTION 1 A/B</i>
XMT1025	<i>VIDEO PRODUCTION 2 A/B</i>
XMT1028	<i>CINEMATOGRAPHY / VIDEOGRAPHY A/B</i>
FVP1000	<i>PHOTOGRAPHY 1</i>
FVP2000	<i>PHOTOGRAPHY 2</i>
XLP1015	<i>LEADERSHIP TRAINING</i>

Library Research

XMAL2010

LIBRARY RESEARCH 1



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Course Description: This one semester course is designed develop 21st century information research skills. Based on the Hawai`i Content and Performance Standards and the General Learner Outcomes, this integrated studies course focuses on the Library as an information center and the access of information to develop critical consumers of information. The course will provide opportunities to apply skills learned and share them with others. Service Learning is an integral component of this course. There will be a culminating project.

XMAL2020

LIBRARY RESEARCH 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): XMAL2010

Course Description: This semester two course reinforces and expands on the research skills gained in semester one and looks at other sources of information. Based on the Hawai`i Content and Performance Standards and the General Learner Outcomes, in this integrated studies course students will examine and analyze information. The course will provide opportunities to apply skills. There will be a culminating project. Service learning is an integral component of this course.

Yearbook Production

XYY8610

YEARBOOK PRODUCTION 1



Suggested Grade Level(s): 10th - 12th

YEAR/Elective

Pre/Co-requisite(s): None

Additional Information: Minimum grade of "C" in past English courses and/or teacher recommendation, Yearbook teacher approval.

Course Description: This course introduces students to planning and producing the school's yearbook. Writing of copy, captions, and headlines; typing; designing and completing layouts; working with photography; and meeting deadlines are included.

Activities: Layout and design, photography, academic writing, desktop publishing, responsibility, teamwork, leadership, public speaking.

Assessments: On-going observation, summative, formative, rubrics.

Hawai'i Content and Performance Standards addressed in this course:

- Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).
- Write to report information from research using appropriate forms e.g., term paper, position paper, I-search, interviews).

XYY8630

YEARBOOK PRODUCTION 2



Suggested Grade Level(s): 10th - 12th

YEAR/Elective

Pre/Co-requisite(s): XYY8610

Additional Information: Teacher approval.

Course Description: This course is for advanced 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.

Activities: Editing, product design, cover and art work, advanced caption and story writing.

Assessments: On-going observation, summative, formative, rubrics.

Hawai'i Content and Performance Standards addressed in this course:

- Read a broad range of traditional and contemporary, canonical and non-canonical texts in many genres.
- Write to report information from research using appropriate forms e.g., term paper, position paper, I-search, interviews).

XYY8650

YEARBOOK PRODUCTION 3



Suggested Grade Level(s): 11th - 12th

YEAR/Elective

Pre/Co-requisite(s): XYY8670

Additional Information: Teacher approval.

Course Description: This course is for students who have taken Yearbook Production 2. Because of their experience, students in this course will assume major responsibility for planning and producing a yearbook.

Activities: Editing, product design, cover and art work, advanced caption and story writing.

Assessments: On-going observation, summative, formative, rubrics.

Hawai`i Content and Performance Standards addressed in this course:

- Participate in informal and formal groups e.g., forum, symposium, parliamentary procedure) for a variety of purposes.
- Write to report information from research using appropriate forms e.g., term paper, position paper, I-search, interviews).

XYY8670

YEARBOOK PRODUCTION 4



Suggested Grade Level(s): 12th

YEAR/Elective

Pre/Co-requisite(s): XYY8650

Additional Information: Teacher approval

Course Description: This course is for advanced 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.

Activities: Editing, product design, cover and art work, advanced caption and story writing.

Assessments: On-going observation, summative, formative, rubrics.

Hawai`i Content and Performance Standards addressed in this course:

- Participate in informal and formal groups e.g., forum, symposium, parliamentary procedure) for a variety of purposes.
- Write to report information from research using appropriate forms e.g., term paper, position paper, I-search, interviews).

Media

XMT1020 A/B

VIDEO PRODUCTION 1



Suggested Grade Level(s): 9th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): None

Additional Information: Student should register for this course for both first and second semester. The student may earn up to one credit.

Course Description: This course is designed to acquaint the students with tools, techniques, and terminology of video production. Students are given the opportunity to take initiative in visualizing, planning, taping, and editing. Students will be taught basic camera techniques using digital video camcorders and also basic digital computerized video editing. Students will be assessed a \$25 semester lab fee plus they will be expected to pay for their own personal supplies. **Students must provide their own digital video camera. This camera must be pre-approved by the instructor.**

Activities: Students will shoot, edit, and produce video presentations.

Assessments: Projects and written evaluations.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

XMT1025 A/B

VIDEO PRODUCTION 2



Suggested Grade Level(s): 10th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): XMT1020

Additional Information: Student should register for this course for both first and second semesters. The student may earn up to one credit.

Course Description: This is a continuing video production course which includes further instruction in advanced video techniques. Specific emphasis will be placed on editing and production of video projects. Students will be assessed a \$25 semester lab fee plus they will be expected to pay for their own personal supplies. **Students must provide their own digital video camera. This camera must be pre-approved by the instructor.**

Activities: Students will shoot, edit, and produce video presentations and they will also be expected to assist the beginning video production students.

Assessments: Projects and written evaluations.

Hawai`i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

XMT1028 A/B

CINEMATOGRAPHY / VIDEOGRAPHY



Suggested Grade Level(s): 10th – 12th

SEMESTER/Elective

Pre/Co-requisite(s): XMT1025

Additional Information: Student should register for this course for both first and second semester. The student may earn up to one credit.

Course Description: This course is for committed students to work closely in conjunction with the daily bulletin and citizenship class broadcast. Students are expected to already possess basic video skills acquired from television production classes. Emphasis will be on collecting and editing video footage to support the daily broadcasts. Students will be trained in all aspects of pre-production techniques as well as digital editing and the daily responsibilities of live video broadcast in the studio. This class meets everyday before school. Students will be interviewed and accepted only with the written consent of the instructor. This course is repeatable for elective credit.

Activities: Students will shoot, edit, and produce video presentations and they will be expected to assist in live studio broadcast.

Assessments: Projects and written evaluations.

Hawai'i Content and Performance Standards addressed in this course:

- CTE (Technological Design)—Students design, modify, and apply technology to effectively and efficiently solve problems.

FVP1000

PHOTOGRAPHY 1



Suggested Grade Level(s): 9th – 12th

YEAR/Elective

Pre/Co-requisite(s): None

Course Description: This is an introductory course to photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, contact printing, enlarging, and print mounting. Darkroom safety procedures are also introduced. Students will also be introduced to basic color photography and color photo processing along with basic digital photography.

Activities: Photographic principals, B&W photo processing, color processing, introductory digital photography.

Assessments: Students will be assessed on the quality of the project and mastery of the photo concepts.

Hawai'i Content and Performance Standards addressed in this course:

- Apply appropriate materials, *techniques, and *processes with sufficient skill, confidence, and sensitivity to visually convey intentions.

FVP2000

PHOTOGRAPHY 2



Suggested Grade Level(s): 10th – 12th

YEAR/Elective

Pre/Co-requisite(s): FVP1000

Course Description: This class will expand on the skills the student learned during their first year of basic photography. They will attack more complicated projects and they will get more involved in color photo processing and digital photography.

Activities: Photographic principals, B&W photo processing, color processing, introductory digital photography.

Assessments: Students will be assessed on the quality of the project and mastery of the photo concepts.

Hawai'i Content and Performance Standards addressed in this course:

- Apply appropriate materials, *techniques, and *processes with sufficient skill, confidence, and sensitivity to visually convey intentions.

INDEX of COURSES

A

A+ CERTIFICATION · 3, 16
ACTING · 76, 95, 96
ADVANCED GUIDANCE · 3, 29
AGRICULTURE TECHNOLOGY · 3, 21, 22
ALGEBRA 1 · 53
ALGEBRA 2 · 57
AMERICAN PROBLEMS · 66, 72
AP CALCULUS · 50, 58
AP ENGLISH · 39, 40, 45, 46
AP ENVIRONMENTAL SCIENCE · 59, 64
AP STUDIO ART · 75, 80
ARMY JROTC · 34, 35, 36
ARMY JROTC LEADERSHIP · 34, 37
ARTS & COMMUNICATION · 3, 5
AUTOMOTIVE TECHNOLOGY · 3, 16, 17

B

BAND · 75, 82, 83, 84, 85, 86, 87
BASIC PHYSICS · 59, 60
BASIC TECHNOLOGY EDUCATION · 3, 18
BEGINNING ACCOUNTING · 3, 10
BIOLOGY · 59, 61, 64
BUILDING & CONSTRUCTION TECHNOLOGY · 3, 18, 19
BUSINESS · 3, 9, 30
BUSINESS COMPUTER APPLICATIONS · 3, 30

C

CALCULUS · 50, 58
CAREER & LIFE PLANNING · 4, 29
CERAMICS · 75, 80
CHEMISTRY · 59, 60, 65
CHINESE · 106, 112
CHORUS · 75, 91, 92
CINEMATOGRAPHY · 114
CITIZENSHIP CREDIT · 73
COMMUNICATION SKILLS · 40, 47, 48
CREATIVE WRITING · 40, 46

D

DIGITAL MEDIA TECHNOLOGY · 3, 6
DIRECTED STUDY IN ENGLISH · 40, 46
DRAFTING TECHNOLOGY · 3, 19
DRAWING & PAINTING · 5, 75, 79, 80

E

EARTH SYSTEMS SCIENCE · 59, 62
ECONOMICS · 66, 71
ENGLISH LANGUAGE ARTS 1 · 39, 41
ENGLISH LANGUAGE ARTS 2 · 39, 42
ENGLISH LANGUAGE ARTS 3 · 39, 43

ENGLISH LANGUAGE ARTS 4 · 39, 44
ENSEMBLE · 76, 92, 93
ENTREPRENEURSHIP · 3, 10
ENVIRONMENTAL SCIENCE · 59, 64
EXPLORATIONS IN EDUCATION · 3, 25

F

FOOD SERVICE · 3, 4, 26, 27

G

G.R.A.D.S. · 4, 30
GENERAL ART · 75, 78, 79, 80
GEOGRAPHY · 67, 73
GEOMETRY · 50, 53, 55
GRAPHIC COMMUNICATION · 3, 6
GRAPHIC COMMUNICATION TECHNOLOGY · 3, 7
GUITAR · 75, 87, 88, 89

H

HAWAIIAN STUDIES · 67, 73
HEALTH OCCUPATIONS · 3, 12
HEALTH SERVICES · 3, 12
HEALTH TODAY & TOMORROW · 99
HUMAN PHYSIOLOGY · 59, 63

I

INDUSTRIAL & ENGINEERING TECHNOLOGY · 3, 15
INTERNSHIP · SEE WORK-BASED LEARNING

J

JAPANESE · 106, 107, 108

K

KEYBOARDING · 3, 31

L

LEADERSHIP TRAINING · 114
LIBRARY RESEARCH · 38, 114
LOGIC & REASONING · 50, 55

M

MARINE SCIENCE · 59, 63
MARKETING · 3, 11
MATHEMATICS WORKSHOP · 50, 51, 52, 56
MEDICAL TERMINOLOGY · 3, 13
METALS & JEWELRY · 75, 78
MODERN HISTORY OF HAWAII · 66, 68

N

NATURAL RESOURCES · 3, 21
NETWORKING FUNDAMENTALS AND LAN · 3, 19

P

PACIFIC ISLAND CULTURES · 67, 72
PARTICIPATION IN DEMOCRACY · 66, 68
PATHWAY EXPLORATIONS · 3, 32
PEER EDUCATION · 98, 99
PHOTOGRAPHY · 5, 75, 114
PHYSICAL EDUCATION · 102, 103
PHYSICS · 59, 63, 65
PLAY PRODUCTION · 76, 96
PRE-ALGEBRA · 50, 52
PRECALCULUS · 50, 57
PROBLEM SOLVING · 50, 52
PSYCHOLOGY · 67, 71
PUBLIC & HUMAN SERVICES · 3, 25

R

READING WORKSHOP · 40, 47

S

SCIENTIFIC RESEARCH · 59, 62
SOCIOLOGY · 67, 72
SPANISH · 106, 110, 111
STATISTICS · 50, 55
STRATEGIC READING · 40, 47

T

THEATRE ARTS · 76, 96
TRIGONOMETRY · 50, 57

U

U.S. HISTORY · 66, 70
UKULELE · 75, 89, 90

V

VIDEO PRODUCTION · 113
VIDEOGRAPHY · 113

W

WEIGHT TRAINING · 102, 104
WORLD HISTORY & CULTURES · 66, 69

Y

YEARBOOK PRODUCTION · 38, 114