

# **WAIĀKEA HIGH SCHOOL**

## ***Catalog of Courses***



***A bulletin for students and parents***  
***2020-2021***



## **Waiākea High School**

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## Principal's Message

Waiākea High School's vision and mission reflects the school's design as a smaller learning communities (SLC) high school. A solid mix of core classes and elective courses should challenge every student to discover who they are, what they are passionate about and what they would like to pursue as possible career choices. Our Freshman Academy and four career academies are designed to introduce students to real life experiences in the world of work through school-community research projects and internships.

As they decide on which courses to take, students are encouraged to seek counsel and advice from their teachers, parents and employers. Policies and informational materials about courses and general procedures for registration are developed in accordance with the Dept. of Education's rules and regulations and with Federal and State laws related to non-discrimination and equal access.

***Kelcy KM Koga, Principal***

## **Notice of Language Assistance**

If you have difficulty understanding English, you have the right to receive language assistance at no cost to you. Please contact your school's principal for more information.

**(Traditional Chinese / 繁體中文)** 如果您理解英語有困難，您有權得到免費的語言幫助。  
請聯繫您的學校校長以獲得更多信息。

**(Simplified Chinese / 简体中文)**

如果您理解英语有困难，您有权得到免费的语言帮助。请联系您的学校校长以获得更多信息。

**(Japanese / 日本語)** 英語の理解に困難を覚える方は、無料で言語支援を受ける権利があります。  
詳細につきましては学校長にお問合わせください。

**(Hawaiian / 'Ōlelo Hawai'i)** Ina pilikia oe i ka hoomaopopo i ka olelo Pelekania, he kuleana no kou e lawelaweia oe i ke kokua olelo me ka uku ole. E hui kuka me ke poo kumu o kou kula no kekahi ike hou aku.

**(Korean / 한국어)** 영어를 이해하는데 어려움이 있는 경우, 무료로 통역 지원을 받을 권리가 있습니다.  
더 자세한 정보는 학교장에게 연락하십시오.

**(Chuukese / Kapasen Chuuk)** Ika epwe weires ngonuk omw weweiti fóós un Merika, mi wor omw pwúúng omw kopwe angei aninnisin aweween fóós esapw kame. Kose mochen kékkééri ewe meinapen ewe sukkun (Principal) ren tichikin pworausun.

**(Ilokano / Ilokano)** Nu narigat mo a maawatan ti Ingles, karbengam nga umawat ti tulong ti lenggwahe ket awan bayad na dayta a serbisyo. Para ti kanayonan nga impormasyon, mabalin a kontakem ti prinsipal ti eskwelaan yo maipanggep iti dayta a serbisyo.

**(Samoan / Gagana Samoa)** Afai e faigatā ona ē malamalama i le Igilisi, e i ai lau aiā e maua ai le fesoasoani tau gagana e aunoa ma se tupe e te totogi ina. Fa'amolemole fa'afeso'ota'i le pule o lau aoga mo nisi fa'amatalaga.

**(Tongan / Lea faka-Tonga)** Kapau 'oku faingata'a ke mahino kiate koe 'a e lea faka-Papalangi, 'oku 'i ai ho' o totonu ke ke ma'u ha tokoni fakatonulea 'ikai totongi. Kataki 'o fetu'utaki ki he puleako ki ha toe fakaikiiki ange.

**(Tagalog / Tagalog)** Kung nahihirapan kang intindihin ang Ingles, karapatan mong makatanggap ng tulong para sa lenggwahe at libre ang serbisyong ito. Para sa karagdagang impormasyon, maari mong kontakin ang prinsipal ng iyong paaralan tungkol sa serbisyong ito.

**(Cebuano / Sugboanon)** Kon kamo adunay kalisud sa pagsabut sa Iningles, naa moy katungod sa pagdawat sa tabang sa pinulongan nga walay gasto kaninyo. Palihog kontaka ang prinsipal sa inyong eskwelahan alang sa dugang nga impormasyon.

**(Vietnamese / Tiếng Việt)** Nếu quý vị thấy khó khăn trong việc hiểu tiếng Anh, quý vị có quyền nhận được sự hỗ trợ ngôn ngữ miễn phí. Vui lòng liên hệ hiệu trưởng của trường quý vị để biết thêm thông tin.

**(Spanish / Español)** Si tiene dificultad para entender Inglés, tiene derecho a recibir asistencia lingüística sin costo alguno para usted. Comuníquese con el director de su escuela para obtener más información.

**(Marshallese / Kajin Majôl)** Elaññe ejabwe am melele kajin Pälle, ewōr am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjelāik lok principle eo an jikuul eo am ñan melele ko relap lok.

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# **WAIĀKEA HIGH SCHOOL**

## **VISION - "LEARN FOR LIFE!"**

Waiākea High School prepares and empowers the whole student with 21<sup>st</sup> century skills for success in high school and beyond.

## **MISSION**

The mission of Waiākea High School is to graduate students with the essential skills of critical thinking, problem solving, communication and collaboration for success in today's world. Our mission is achieved through an environment of Smaller Learning Communities (SLC).

## **EDUCATIONAL FRAMEWORK**

The Smaller Learning Communities of Waiākea High School are composed of a Freshman Academy and four career academies. Smaller learning communities allow teachers and other adults within the school to know individual student's needs, interests, and aspirations and to provide the necessary academic supports to facilitate learning.

The educational framework for our smaller learning communities has been adopted from the Partnership of 21<sup>st</sup> Century Skills. The interconnected components of the P21 framework include:

- **CORE SUBJECTS & 21<sup>ST</sup> CENTURY THEMES**
  - Core Subjects: Language Arts, Mathematics, Science, Government & Civics/History/Geography/Economics, Arts, and World Languages
  - Interdisciplinary Themes: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Environmental Literacy
- **LEARNING & INNOVATION SKILLS**
  - Creativity & Innovation
  - Critical Thinking & Problem Solving
  - Communication & Collaboration
- **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**
  - Information Literacy
  - Media Literacy
  - Information, Communications & Technology (ICT) Literacy
- **LIFE & CAREER SKILLS**
  - Flexibility and Adaptability
  - Initiative and Self-Direction
  - Social & Cross-Cultural Skills
  - Productivity & Accountability
  - Leadership & Responsibility

**The General Learning Outcomes (GLOs) as outlined by the Department of Education are embedded within the P21 Framework:**

- Self-Directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective and Ethical User of Technology

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## GENERAL INFORMATION

### **School Description**

Waiākea High School is a Smaller Learning Community (SLC) high school serving approximately 1270 students who come from varied ethnic, cultural and socio-economic backgrounds. The school is built on forty-three acres of land adjacent to Waiākea Elementary and Waiākea Intermediate schools and is part of the Waiākea Schools Complex which also includes Waiākeawaena Elementary School. College and career preparation is Waiākea's most important priority.

### **Student Residence**

Students must reside within the Waiākea High School District, either with his/her parents or legal guardian. Students transferring from other schools (private or public) must bring a school release, including transcripts, current courses and grades, health record, and if applicable, approved Geographic Exception (GE), legal guardianship, and/or power of attorney. You may visit <https://tinyurl.com/lma5c5f> to see the school district in which you reside.

### **Geographic Exception**

A **Geographic Exception (GE) Request Form CHP 13-1**, must be filed by the parent/legal guardian of a student not attending his/her home school. The forms are available at all public schools and should be completed and submitted to the home school if the student is new to the DOE or to the school where the student is currently enrolled between Jan 2 – February 28, 2020. Approval for GE is based on 1) space availability, 2) program of study, 3) sibling at the school and/or, 4) child of a staff member. Please attach a self-addressed stamped envelope in order to receive a copy of your filed form.

### **Health Requirements**

The Hawai'i School Attendance Law requires all students entering school in the State of Hawai'i for the first time to meet certain health requirements before they can be admitted to school.

Students must provide the school with:

1. A complete health record (DOE Form 14) indicating that a physical exam, negative tuberculin(TB) test and all other required immunizations have been completed or,
2. A signed statement from the doctor to prove that the student is in the process of completing the health requirements. A student attending school on provisional attendance status has 3 months from the date of provisional attendance to complete the missing health requirements. There is NO provisional attendance for students lacking a TB clearance.

### **Physical Education Exemptions**

If for any reason a student is not able to participate in physical education class, a written medical excuse from the doctor is required. The note should state the reason and duration for the restriction and submitted to the principal at the start of school or at the onset of a particular condition.

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### **Non-Discrimination**

Waiākea High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

WHS Principal 155 West Kawili Street Hilo, HI 96720-5038 (808) 974 – 4888

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## CO-CURRICULAR ACTIVITIES

### Student Activities

Waiākea High School, through its student activities and athletics programs, provides opportunities for students to participate in a wide variety of activities for such purposes as development, improvement of skills and enjoyment.

There are many chartered clubs at Waiākea High School. They consist of a wide range of interest areas and offer a variety of activities to its club members. Some of the clubs are:

#### **Curriculum-related Clubs:**

Akamai Finance Academy  
Art Club  
DECA-Distributive Education Clubs of America  
French Club  
Japanese Club  
Math League  
National Honor Society  
Photography Club  
Speech & Debate Club

#### **Service-oriented Clubs:**

Interact Club  
Key Club  
Leo Club

#### **Special-interest Clubs:**

Filipino Club  
Health & Wellness Club  
Ka Leo Wai  
Korean Club  
Polynesian Social Club

### Athletics

There are 18 different types of interscholastic sports offered at Waiākea High School. They are as follows:

#### **Fall Sports:**

Air Riflery – Girls and Boys  
Cheerleading (JV/Varsity)  
Cross Country – Boys (JV/Varsity)  
Cross Country – Girls (JV/Varsity)  
Football (JV/Varsity)  
Volleyball – Girls (JV/Varsity)

#### **Winter Sports:**

Basketball – Boys (JV/Varsity)  
Basketball – Girls (JV/Varsity)  
Canoe Paddling – Boys (JV/Varsity)  
Canoe Paddling – Girls (JV/Varsity)  
Soccer – Boys (JV/Varsity)  
Soccer - Girls (JV/Varsity)  
Swimming – Girls and Boys  
Wrestling – Boys (JV/Varsity)  
Wrestling – Girls (JV/Varsity)

#### **Spring Sports:**

Baseball – Boys (JV/Varsity)  
Golf – Girls and Boys  
Judo – Girls and Boys  
Softball – Girls (JV/Varsity)  
Tennis – Boys (Varsity)  
Tennis - Girls (JV/Varsity)  
Track – Boys (JV/Varsity)  
Track – Girls (JV/Varsity)  
Volleyball – Boys (JV/Varsity)  
Water Polo – Girls

There is a state-wide academic requirement of 2.0 GPA (MPA) for participation in co-curricular (athletics and other school related) activities.

A student must have a 2.0 GPA (MPA) and no failures in required courses to participate in

- athletics
- hold office or court position
- perform, compete, or leave school for a co-curricular activity

In athletics, a student on academic review status has a grade check every two weeks and must maintain a 2.0 GPA with no failures in required courses in order to continue to actively participate.

Questions on eligibility should be addressed to the Student Activities Coordinator or Athletic Director.



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## **COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)**

Waiākea High School's Comprehensive Student Support System allows all students access to opportunities for growth, in knowledge, skills and appropriate attitudes, in order to enter college, be career ready and be a positive contributing citizen.

Each Smaller Learning Community / Academy team developed and implements their unique support structure. It consists of a proactive and integrated tiered continuum of supports and interventions to improve student performance within and beyond the classroom.

Effective teaching practices, personalization and collaboration with targeted community resources, as appropriate, provide a foundation so all students graduate and realize their goals and aspirations.

### **Student Support Programs**

- Advancement Via Individual Determination (AVID)
- Alternative Learning Center (ALC)
- Attendance is Mandatory (AIM)
- Behavior Health Specialist (BHS)
- Big Island Substance Abuse Council (BISAC)
- Counseling and Career Programs (See page 11)
  - Guidance Resource Activity Center (GRAC)
  - Accelerated Learning Opportunities
    - Advanced Placement (AP)
    - Early College (EC)
    - Running Start (RS)
  - PLATO – Credit Recovery
- English and Math Labs
- English Language Learners (ELL)
- Programs and Services for Secondary At-Risk Students (PSSAS)
- Resource Room
- Section 504 Services
- Special Education for Students with Disabilities (SpEd)
- Turn It In, E-School, GEAR UP Hawaii

# SCHOLASTIC INFORMATION

## WHS Promotion Policy

- a) Students must have the following credits at the end of the designated year to be promoted to the next grade level.
  - 5 credits after the first year to be classified a sophomore (Grade 10)
  - 11 credits after the second year to be classified as a junior (Grade 11)
  - 17 credits after the third year to be classified as a senior (Grade 12)
- b) Students who are retained will remain in the retained grade level until the end of the school year when credits are made up.
- c) Students will receive 0.5 credit for each 1 semester, 0.5 credit course passed or 1.0 credit for each 1 year, 1.0 credit course passed. Credit for a 1 year, 1.0 credit course will be based on the YEAR grade.

## DIPLOMA REQUIREMENTS

Course Requirement	Hawaii High School Diploma
<b>English</b>	<b>4.0 credits including:</b> <ul style="list-style-type: none"> <li>English LA 9 (1.0)</li> <li>English LA 10 (1.0)</li> <li>Expos. Writing 1 (0.5)</li> <li>Basic English Electives (1.5) or **newly developed CCSS proficiency-based equivalent</li> </ul>
<b>Social Studies</b>	<b>4.0 credits including (recommended sequence):</b> <ul style="list-style-type: none"> <li>US History (1.0)</li> <li>World History (1.0)</li> <li>MHH/PID (0.5 ea)</li> <li>Basic Social Studies elective (1.0) or **newly developed CCSS proficiency-based equivalent</li> </ul>
<b>Math</b>	<b>3.0 credits including:</b> <ul style="list-style-type: none"> <li>Algebra 1 (1.0)</li> <li>Geometry (1.0)</li> <li>Other Math Course (1.0) or **newly developed CCSS proficiency-based equivalent</li> </ul> <p>Option: 3.0 credits: Algebra 1 (1.0), Geometry (1.0) OR a two-year integrated course sequence (2.0) AND a **newly-developed CCSS proficiency-based equivalent (1.0) or other math course (1.0)</p>
<b>Science</b>	<b>3.0 credits including:</b> <ul style="list-style-type: none"> <li>Biology (1.0)</li> <li>Two laboratory science (2.0) or **newly-developed proficiency based equivalents</li> </ul>
<b>World Lang, Fine Arts, Career and Tech- Ed</b>	<b>2.0 credits</b> in one of the specified programs of study or **newly-developed proficiency-based equivalent
<b>Physical Education</b>	<b>1.0 credit including:</b> <ul style="list-style-type: none"> <li>PE Lifetime Fitness (0.5)</li> <li>Basic PE Elective (0.5) or **newly developed proficiency-based equivalent</li> </ul>
<b>Health</b>	Health Today and Tomorrow ( <b>0.5 credit</b> ) or **newly developed proficiency-based equivalent
<b>Personal Transition Plan</b>	<b>0.5 credit</b> or **newly developed equivalent. Awarded at the end of Semester 1 of senior year.
<b>Electives</b>	<b>6.0 credits;</b> may include Senior Project ( <b>1.0 credit</b> ) or **newly-developed proficiency-based equivalent
<b>TOTAL</b>	<b>24.0 credits</b>

\*Graduates with a cumulative GPA of 3.0 or better will be awarded Grade-Point Average Honors (See Page 9)

\*\*DOE will establish a process for developing and approving all proficiency-based equivalents

\*\*\*AP Lang/Comp (gr. 11), AP Lit/Comp (gr. 12) can be used to meet the Expository Writing requirement.

A Certificate of Completion of an Individually Prescribed Program may be issued to IDEA students who complete all requirements set by their Individual Education Program (IEP). Certificates are not equivalent to high school diplomas.

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## **Personal Transition Plan**

The Board of Education Policy 4540, *High School Graduation Requirements and Commencement* establishes that all students must complete a Personal Transition Plan (PTP) as a requirement toward earning a Hawai'i High School Diploma. This graduation requirement was passed by the State Board of Education and approved by Superintendent Hamamoto on April 10, 2007 and is in effect beginning with the graduating class of 2010 and for all incoming students thereafter. Under this new mandate, if a student does not complete the requirement of the Personal Transition Plan, he/she will not graduate despite good academic standing. Credit (0.5) will be awarded only upon completion of the PTP requirements (1<sup>st</sup> semester of senior year) and will not be based on the hours spent completing the PTP but on its content and quality.

The PTP will contain elements aimed at customizing a plan of action which will assist and guide students towards maximizing their high school opportunities for life after graduation. School personnel strive to support students in their post-secondary planning however parents are also an integral part in a child's personal and academic life. Ultimately, it is each student's responsibility to complete the components of his/her PTP.

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## **School College and Career Recognition Requirements**

In addition to the Hawai'i High School Diploma, students may also receive special recognition. The following School College and Career Recognition is awarded to **students with cumulative mark point averages (GPA) of 3.0 and above by the end of the 3<sup>rd</sup> quarter of their senior year.**

### **Academic Honors**

- 4 credits of Math (4<sup>th</sup> credit beyond Algebra 2)
- 4 credits of Science
- 2 courses minimum in AP/IB/College Credit (e.g., Early College, Running Start)

### **CTE Honors**

- Completes program of study (2-3 courses in sequence) AND required academic course
- Earn a B or better in each required program of study course AND required academic course
- Complete one of the following
  - Meet or exceed proficiency on performance-based assessment
  - Earn a nationally recognized certificate
  - Earn a passing score on a Dual Credit Articulated program of study assessment

### **STEM Honors**

- 4 credits in Math (4<sup>th</sup> credit beyond Algebra 2)
- 4 credits of Science
- STEM capstone/STEM senior project

### **Grade Point Average Honors**

- Cum Laude – GPA of 3.0 to 3.5
- Magna Cum Laude – GPA of 3.5+ to 3.8
- Summa Cum Laude – GPA of 3.8+ or higher

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## **WHS End of Year Academic Recognition**

At the end of each school year, academic award certificates are given to freshman, sophomores, and juniors who have maintained a GPA of 3.8 or higher, up to the third quarter. Seniors who maintain a 3.8+ or higher cumulative GPA for seven and a half semesters receive Academic Honors at commencement.

\* The graduating senior with the highest cumulative GPA at the end of the third quarter is declared the class Commencement Valedictorian, and the student with the second highest cumulative GPA is the class Commencement Salutatorian. In case of ties for Commencement Valedictorian, positions will be shared. In case of ties for the Salutatorian, quarter grades will be looked at.

All seniors who receive a 4.0 GPA at the end of the eighth semester and have earned at least one of the following: Academic Honors, CTE Honors, STEM Honors, receive the distinction of Valedictorian and are ranked 1 among the members of the class.

\*School Community Based Management (SCBM) decision April, 1994

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## **National Honor Society Selection Process**

Selection for membership into the WHS National Honor Society is by a faculty advisory group and is based on outstanding *scholarship, character, leadership, citizenship, and service*. Students who, at the end of their sophomore or junior year, received a cumulative GPA of 3.60 and above and have been in attendance at the school for the equivalent of one semester immediately prior to the end of the school year may be considered.

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## COUNSELING AND CAREER PROGRAMS

The staff of the Counseling Department provides a comprehensive program of academic, personal/social, college and career counseling for all students. Through a variety of methods, counselors share information on high school academic planning and registration procedures, testing and assessment opportunities, post-high school options and financial aid. The Guidance Resource Activity Center (GRAC) houses information on post-secondary education and financial aid. Students seeking opportunities in the military and other post-high school options are assisted individually. Visits by college representatives and scholarship information are posted on the counseling website (<https://waiakeahighcounselors.weebly.com/>) and in the daily bulletin which can be accessed through the WHS web site (<http://Waiakeahigh.k12.hi.us>).

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### **Accelerated Learning Opportunities**

**Advanced Placement** - Waiākea High School is committed to providing an environment in which all students have equal access to all classes, including Advanced Placement (AP) classes. AP courses are college level courses based on the College Board course description guidelines. These classes provide students with an emphasis on critical thinking skills, college preparatory experiences and opportunities to earn college credit if they earn a qualifying score on the AP exams. Students who enroll in AP courses are expected to take the course for its duration, and are required to take the appropriate AP exam(s) with a good-faith effort in May to receive the weighted grade. Waiākea High School requires that all students and their parent/guardian(s) sign a contract to acknowledge that the student is making an informed decision regarding enrollment in AP classes. Waiākea High School offers the courses necessary to earn the College Board AP Capstone Diploma as well as the AP Seminar and Research Certificate.

**Early College** is a dual-credit program that brings Hawai'i Community College (HawCC) professors into Waiākea High School to teach college-level coursework and enables students to earn dual credit to satisfy requirements at both. Qualified students are able to take these courses free-of-charge. Sophomores enroll in a series of pre-selected courses and are provided a range of supports. Students who enter their junior or senior\* year may enroll in any Early College (EC) course for which they meet the prerequisites. EC students have the opportunity to earn at least eighteen 100-level and higher EC credits at HawCC. Interested freshman can begin applying in the spring semester of their freshman year for summer and fall courses. Sophomores, juniors, and seniors may apply at any time. Students should consult with their counselor and the EC Coordinator. All students must meet admission criteria and submit the appropriate WHS and HCC registration and consent forms as provided by the EC Coordinator. For more information about EC, see: <https://whsearlycollege.weebly.com>.

**Running Start** at Hawai'i Community College (HawCC) and University of Hawai'i-Hilo (UHH) is an optional program that provides academic opportunities for qualified high school juniors and seniors\*. Students are able to enroll in HawCC and UHH classes and earn both college and high school credits. Interested students must take the appropriate placement tests in reading, writing, and/or math and meet the pre-requisite levels for the course. The UH System Application Form and Dual Credit Form must be completed. College tuition/fees apply. Interested students can begin applying in the spring semester of their sophomore year of high school and should consult with their counselor regarding course selection. Students and parents must also read and sign the Waiākea High School Running Start Criteria form. For more information see a counselor and/or go to [www.hawaii.edu/dualcredit](http://www.hawaii.edu/dualcredit).

\* Seniors may not take courses required for graduation during the Spring term of their senior year.

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### **Credit Recovery**

**PLATO** is an on-line curriculum that is interactive and engaging. Course work may be done either on- or off-campus (internet accessible location), however, all exams need to be taken on-campus. Progress grades are factored into Athletic Eligibility grade checks. Processing Fee/Supervision Fee: \$100.00/credit or \$50.00/0.5 credit. See a school counselor for more information.

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## CREDIT POLICY

In order for Waiākea High School (WHS) students to earn credits toward high school graduation, they must adhere to the following.

### High School Credit Courses

1. High school credit course taken at a Hawaii DOE School or approved DOE Program
  - a. Examples:
    - E-School
    - Hawaii DOE Summer School
  - b. Discuss with WHS Counselor
  - c. Register for courses with WHS Counselor consent
  - d. Hawaii DOE School or approved DOE Program will input credits earned directly to the transcript or will send official grade reports to the registrar directly.
2. High school credit course taken at a Non-Hawaii DOE School
  - a. Examples
    - St. Joseph High School Summer School
    - Kamehameha Schools Summer School
    - Online Schools (accredited)
  - b. Prior to registering for the course
    - Discuss with WHS Counselor
    - Complete a **Credit Request Form** ([bit.ly/2kOxDt5](http://bit.ly/2kOxDt5))
      - Present the course description and/or syllabus to Registrar
      - Provide reason for taking the course (Especially for courses offered at WHS)
      - Registrar will submit the request to the Principal and notify student/parent of the decision

*\*\*Note - If approval is not received, credit may not be awarded at the completion of the course.*

  - c. If the Principal approves of the request
    - Register for the course
    - Submit course schedule or confirmation of registration to the Counselor and Registrar
    - Present an Official Transcript within 2 weeks of the culmination of the course to the Registrar
    - Registrar will post course and credit(s) to the transcript
  - d. If the Principal does not approve the request
    - Students can still register for the course, but no high school credit will be earned

### College/University Credit Courses (Dual Credits)

Dual credits can be earned by high school students who are enrolled in college classes. Both credit(s) toward high school graduation and a college degree can be earned by taking and passing the college class(es).

1. Running Start and/or Early College (<https://www.hawaii.edu/dualcredit/>)
  - a. Hawaii DOE students who enroll in college courses through the following process:
    - Grade level requirement
      - Running Start - 11th or 12th grade
      - Early College - promoted to grade 10 or higher

## CREDIT POLICY (CONTINUED)

- Application
  - Early College Only - Submit a WHS Early College Application and WHS Early College Student and Parent Consent form (from Counselor or Early College Coordinator)
  - Apply to the Dual Credit Application (online)
  - Submit and print the completed form
    - Acquire required signatures (parent, student, WHS Counselor, WHS Principal)
    - Submit signed form to the appropriate UH System School Office
  - Complete the UH System Application form
  - Submit application to the appropriate UH System School Office
  - Watch for a notification letter in the mail
- Register for the approved college class(es) during the UH System School registration window.
- Submit a copy of UH System School schedule to the WHS Counselor and Registrar.
- UH System School course(s) will appear on your WHS Course Schedule as a Running Start/Early College course. **\*Dual Credits must be entered into student schedules for credit to be earned.**
- Report Grades within 2 weeks of course completion
  - Early College - Hawaii Community College will send grade reports directly to the Registrar upon course completion.
  - Running Start - Submit a copy of the STAR report, Report Card, or Transcript to the Registrar.

### 2. Other College Courses

- a. Examples
    - University or College courses taken through Non-Hawaii DOE Schools (Kamehameha Schools, Liliuokalani Trust, Catholic Charities, Alu Like, etc.)
    - Any College or University course taken independently
  - b. Prior to registering for the course
    - Discuss with Counselor
    - Complete a **Credit Request Form ([bit.ly/2kOxDt5](http://bit.ly/2kOxDt5))**
      - Present the course description and/or syllabus to Registrar
      - Provide reason for taking the course
      - Registrar will submit the request to the Principal and notify student/parent of the decision
- \*\*Note - If approval is not received, credit may not be awarded at the completion of the course.*
- c. If the Principal approves of the request
    - Register for the course
    - Submit course schedule or confirmation of registration to the Counselor and Registrar
    - Course(s) will appear on your WHS Course Schedule as an approved course. **\*Dual Credits must be entered into student schedules for credit to be earned.**
    - Present an Official Transcript within 2 weeks of the culmination of the course to the Registrar
    - Registrar will post course and credit(s) to the transcript
  - d. If the Principal does not approve the request
    - Students can still register for the course, but no high school credit will be earned.

# INITIAL ELIGIBILITY – NCAA



## Athletic Eligibility at NCAA Division I and II Colleges and Universities

Qualifying for NCAA allows you to receive financial aid including athletic aid to practice and to compete at the college level. For a student/athlete to be classified a “qualifier” in their freshman year at any NCAA Division I or II school, he/she must satisfy the following requirements:

1. Graduate from high school.
2. Have a GPA of 2.3 or higher in 16 core courses (see table below)
3. Meet Core GPA with matching SAT or ACT on the sliding scale.  
Division II candidates must have 820 SAT (reading and math only) or 68 ACT (English, math, reading, and science)

<b>DIVISION I</b> <b>16 Core-Course Rule</b>	<b>DIVISION II</b> <b>14 Core-Course Rule</b>	<b>DIVISION I</b>
<b>16 Core Courses:</b> <b>4 years of English.</b> <b>3 years of mathematics (Algebra 1 or higher).</b> <b>2 years of natural/physical science (1 year of lab if offered by high school).</b> <b>1 year of additional English, mathematics or natural/physical science.</b> <b>2 years of social science.</b> <b>4 years of additional courses (from any area above, or world language).</b>	<b>14 Core Courses:</b> <b>3 years of English.</b> <b>2 years of mathematics (Algebra 1 or higher).</b> <b>2 years of natural/physical science (1 year of lab if offered by high school).</b> <b>2 years (3 years) of additional English, mathematics or natural/physical science.</b> <b>2 years of social science.</b> <b>3 years (4 years) of additional courses (from any area above, or world language).</b>	<b>10 Core-Courses Rule</b> <ul style="list-style-type: none"> <li>• To be completed prior to the 7<sup>th</sup> semester.</li> <li>• 7 of the 10 core courses must be a combination of English, math, or natural or physical science that meets the distribution requirements outlined in the box to the far left.</li> <li>• The 10 courses become “locked in” at the 7<sup>th</sup> semester and cannot be taken for grade improvement.</li> </ul>

### Additional Points of Interest:

Meeting the above requirements **does not** mean that you will be allowed to play at your school of choice. You must **also** meet the school’s admission requirements, which in most cases, exceeds the NCAA requirements for participation.

The NCAA has also established a category of “partial qualifier” and waivers are available under specified circumstances for “non-qualifiers”. These are initiated through the college or university after the student has been accepted to the institution.

**Visit the following website for more information regarding prospective student athletes.**  
<https://web1.ncaa.org/eligibilitycenter/common/>

### NCAA Approved Core Courses for Initial Eligibility

If you are a student athlete and may be attending and playing for an NCAA Division I or II school, please discuss your plans with your counselor, the Athletic Director and Head Coach.

#### English

Argument and Debate  
Creative Writing  
Expository Reading and Writing  
Expository Writing 1 & 2  
English LA 1, 2, 3, 4  
Group Communication and Leadership  
AP English Lang/Comp  
AP English Lit /Comp  
American Literature  
British Literature

#### Mathematics

Algebra 1, 2, 3  
Analytic Geometry  
AP Calculus  
Calculus  
Geometry  
Geometry Concepts  
Precalculus  
Probability  
Statistics  
AP Statistics  
Trigonometry

#### Social Sciences

American Problems  
Asian St  
European St  
Directed Studies-Soc. St  
Economics  
Geography  
Global St  
Hawaiian Studies  
Humanities  
Mod History of Hawaii  
Pacific Island Cultr  
Participation in a Democ  
Psychology  
Political Science  
Sociology  
US Hist/Govt  
AP US History  
World Hist/Culture  
AP World History

#### Natural/Physical Science

Biology  
AP Biology  
Chemistry  
AP Chemistry  
Human Physiology  
Marine Science  
Physical Science  
Physics  
Earth System Science  
Environmental Science  
AP Environmental Science

#### Additional Core Courses

French 1, 2, 3, 4  
Hawaiian 1, 2, 3, 4  
Japanese 1, 2, 3, 4  
Spanish 1, 2, 3, 4



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## COLLEGE AND CAREER ACADEMIES

Waiākea High School is a college and career academy school. All ninth graders belong to the Freshman Academy where they explore their talents, aspirations and interests. Based on this, they select a career which they are most interested in pursuing. They then enroll in a career-themed academy beginning in their tenth grade year. These academies are:

- Health Services Academy
- Public Services Academy
- Business, Engineering, Science and Technology (BEST) Academy
- Sustaining Traditions, Arts and Recreation (STAR) Academy

The following pages give more information about each academy and their recommended course sequences.

In Spring 2019, the Health Services Academy and the Public Services Academy participated in a review by the National Career Academy Coalition (NCAC). By meeting or exceeding each of the 10 National Standards of Practice, both academies received the highest rating: Model. They are two of the 29 academies nation-wide that received that distinction in 2019. Waiākea High School is also the only neighbor island school with model academies.

Waiākea High School plans to have their other academies participate in the review process in the near future.

The following pages contain more information about our career-themed academies.

Pages 16 - 19 Careers associated with each of the academies  
**Careers listed in Bold are those that are considered H3 (One or more of the following)**

- **High Demand (job outlook is favorable)**
- **High Wage (at or above the cost of living)**
- **High Skill (requiring post high school education/training)**

*Careers listed in italics are those for which Waiākea High School offers pathway courses (see examples below)*

- *Accounting (WHS offers Beginning Accounting & Advanced Accounting)*
- *Nursing (WHS offers Clinical Health)*
- *Teaching (WHS offers Explorations in Education and Elementary/Secondary Education)*
- *Chef (WHS offers Culinary 1 and Culinary 2)*

**Careers in both Bold and italics are those that are H3 and have pathway courses offered at WHS.**

Pages 20 - 24 Career Academy Recommended Course Sequence or Program of Study or Pathways

These are the courses we recommend students take each year at Waiākea High School based upon their current career interest.

# CAREER LISTING

**Bold - Careers that are High Demand/High Wage/High Skill (at least one)**

*Italic - Careers that WHS offers pathway courses for*

**Bold & Italic - Both High Demand/High Wage/High Skill (at least one) & pathway courses offered at WHS**

## Business, Engineering, Sciences & Technology (BEST) Academy

### BUSINESS

#### Accounting and Finance

- Accountant
- Bank Teller
- Banker
- Certified Public Accountant (CPA)
- Chief Financial Officer (CFO)
- **Financial Advisor/Manager**
- Financial Analyst
- Forensic Accountant
- Internal Revenue Service (IRS) Agent
- Loan Officer
- Payroll Specialist

#### Management

- Actuary
- **Administrative Service Manager**
- **Business Operations Specialist**
- Chief Executive Officer (CEO)
- **Compliance Officer**
- *Convention & Event Planner*
- Entrepreneur
- **General & Operations Manager**
- **Human Resource Specialist**
- **Management Analyst**

#### Marketing

- Advertising Agent
- Distribution Manager
- **Market Research Analyst**
- **Marketing Specialist**
- Marketing Manager
- Public Relations Executive
- Real Estate Agent
- Retail Merchandising
  - Store Manager
  - Buyer
- Sales Associate
- Social Media/Influencer Marketing
- Sports & Entertainment Marketing

#### Office Administration

- Administrative Assistant
- Bookkeeper
- Legal Secretary
- Office Manager
- Receptionist
- Virtual Assistant

### CAREER AND TECHNICAL EDUCATION

#### Automotive

##### Manufacturing

- Machinist
- Metal Worker
- Sheet Metal Technician
- Welder:
  - Custom
  - Pipe
  - Underwater
  - Ship Builder
  - Skyscraper

##### Transportation Systems

- **Aircraft/Airframe Mechanic**
- Auto Body Refinisher/Restoration
- **Automotive Mechanic**
- **Automotive Technician**
- **Diesel Mechanic**
- Heavy Equipment Operator
- **Heavy Equipment Repair**
- Marine Mechanic
- Motorsports Mechanic
- Operations (Mechanical) and Support
- Powerplant Mechanic
- Ship Mechanic/Engineer
- *Small Engine Repair Technician*

#### Building & Construction:

- **Architect**
- **Computer-Aided Design (CAD) Technician**
- Construction Trades:
  - Cabinet Maker
  - **Carpenter**
  - Drywall
  - **Electrician**
  - Finish Carpenter
  - General Labor
  - **Heating, Ventilations & Air Conditioning (HVAC)**
  - Mason
  - Painter
  - Plumber
  - Roofer
- County Planner
- Draftsperson**
- Home Inspector
- Project Managers**

#### Electricity & Electronics:

- Cable Installer
- **Computer Support Specialist**
- Electronic Technician
- **Information Technology (IT)**
- Networking Technician
- **Software Developer**
- Systems Engineer

#### Engineering:

- *Automotive Engineer*
- **Civil Engineer**
- **Computer Engineer**
- **Electrical Engineer**
- *Mechanical Engineer*
- *Structural Engineer*



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# CAREER LISTING

**Bold - Careers that are High Demand/High Wage/High Skill (at least one)**

*Italic - Careers that WHS offers pathway courses for*

**Bold & Italic - Both High Demand/High Wage/High Skill (at least one) & pathway courses offered at WHS**

## Health Services Academy

### Animal Science

- **Veterinarian**
- *Veterinary Technician*

### Audiology

- **Audiologist**

### Direct Patient Care/Nursing

- **Certified Medical Assistant**
- *Certified Nursing Assistant (CNA)*
- *Dental Hygienist*
- *Licensed Practical Nurse (LPN)*
- **Pathologist**
- **Radiological Technician**
- **Registered Nurse (BSN)**

### Emergency Medical Services

- **Firefighter**
- **Paramedic**
- **Emergency Medical Technician (EMT)**

### Molecular Biology

- **Biochemist**
- **Biomedical Chemist**
- **Epidemiologist**
- **Geneticist**
- **Microbiologist**
- **Molecular Biologist**
- **Pharmaceutical Scientist**
- *Research Assistant*
- **Toxicologist**

### Nutrition

### Physician

- **Anesthesiologist**
- **Dentist**
- **Medical Doctor**
- **Medical Examiner**
- **Ophthalmologist**
- **Physician Assistant**
- **Radiologist**

### Pharmacy

- **Pharmacist**
- *Pharmacy Support Services*
- *Pharmacy Technician*
- **Research Pharmacist**

### Rehabilitation

- *Massage Therapist*
- **Occupational Therapist**
- **Physical Therapist**
- **Speech Pathologist**



# CAREER LISTING

**Bold - Careers that are High Demand/High Wage/High Skill (at least one)**

*Italic - Careers that WHS offers pathway courses for*

***Bold & Italic - Both High Demand/High Wage/High Skill (at least one) & pathway courses offered at WHS***

## Public Services Academy

### Education

#### Administration

- **Dean**
- **Principal**

#### Curriculum/ Instruction

- Corporate Trainer
- Curriculum Designer
- Educational Specialist
- **Instructional Coordinator**
- Prison Education
- **Teacher**

#### Public Information

- Educational Tourism Director
- **Librarian**
- Museum Educator

### Historic Preservation

- **Anthropologist**
- **Archaeologist**
- Conservationist
- Paleontologist
- Regional Planner

### Human and Social Services

#### Psychology

- Caseworker
- **Counselor**
  - **Mental Health**
- **Marriage & Family Therapist**
- **Psychologist**
- **Social & Human Services Assistant**
- **Social Worker**
  - **Mental Health**
  - **Substance Abuse**
- Sociologist

### Natural Resources

#### Science Research

- Animal Scientist
- **Astronomer**
- Chemist
- Climate Change Analyst
- **Environmental Scientist**
- Ethnobotanist
- Geologist
- Marine Scientist
- Meteorologist
- Physicist
- Wildlife Biologist

#### Applied Sciences

- Agronomist
- Animal Husbandry Technician
- Environmental Compliance Inspector
- Fish/Wildlife Technician
- Hydrologist
- Invasive Species Engineer
- **Life, Physical, & Social Sciences Technicians**
- Natural Farming Innovator
- **Natural Sciences Manager**
- Soil Conservationist

### Legal and Protective Services

#### Fire & Environmental

#### Emergency Services

- Air Traffic Controller
- Disaster Management Team Coordinator
- **Emergency Medical Technician (EMT)**
- **Firefighter**
- **Pilot/Co-Pilot/Flight Engineer**

#### Government/Public Services

- Civil Servant
- Foreign Service Officer
- Politician

#### Protective Services

- Airport/Homeland Security
- Crime Scene Investigator (CSI)
- Federal Agent
- Merchant Marine
- Park Ranger
- **Police Officer**
- **Security**
- **Transportation Security Screener**

#### Legal Services

- Bailiff
- Corrections Officer
- **Judge**
- **Lawyers**
- **Paralegal and Legal Assistants**
- **Sheriff**

#### Armed Forces

- Air Force
- Army
- Coast Guard
- Marines
- National Guard
- Navy



# CAREER LISTING

**Bold - Careers that are High Demand/High Wage/High Skill (at least one)**

*Italic - Careers that WHS offers pathway courses for*

**Bold & Italic - Both High Demand/High Wage/High Skill (at least one) & pathway courses offered at WHS**

## Sustaining Traditions Arts & Recreation (STAR) Academy

### Creative and Artistic Expression

#### Fashion Arts and Technology

- Fashion Designer
- **Makeup Artist/Cosmetologist**

#### Written Arts

- *Writer (Creative, Script, Editor)*
- Critic
- Advertising Copywriter

#### Performing Arts

- **Actor**
- *Dancer/Choreographer*
- *Cinematographer*
- *Composer*
- *Musician*
- *Production Manager*
- Technical Theatre

#### Speech Communication

- *Oral Interpreter*
- *Translator*

#### Visual Arts

- *Art Instructor*
- *Commercial Artists/Graphic Design*
- *Curators*
- *Archivist*
- Set Design
- Matting & Framing
- ***Fine Artists (2-D, 3-D)***
- ***Photographers***
- ***Videographers***
- ***Costume Designer***
- Floral Designer
- **Interior Designer**

### Communication Technology

#### Audio/Video/Film/Graphics

- *Audio/Video Systems Technician*
- ***Director/Producer***
- ***Graphic Designer***
- ***Computer Graphics Animator***
- ***Visual Effects Artist***
- Foley Artist
- ***Content Creator***
- ***Sound Recording Engineer***

#### Journalism/Broadcasting

- *Control Room/Broadcast Technician*
- ***Station Manager***
- *Public Relations*
- *Editor*
- *Writer*
- *Journalist*
- ***(News) Reporter***

### Healthy Lifestyle, Culture, & Hospitality

#### Food Production and Services

- *Caterer*
- ***Executive, Sous, Pastry, Banquet Chef***
- ***Restaurant/Facilities Manager***
- *Food Service Manager*

#### Hotel/Resort

- **Hotel Management**
- Concierge
- Hotel Services

#### Recreation and Sports

- Fitness Trainer
- Recreational Activities Director

#### Travel and Tourism

- Flight Attendant
- Travel Promotion
- Travel Events Coordinator

#### Sustainable Traditions

- Cultural Specialist
- Cultural Director
- Docent
- Eco Tourism





# Business, Engineering, Sciences & Technology (BEST) Academy:

## Recommended Course Sequence for Career Pathways



**Vision Statement:** The Business, Engineering, Sciences and Technology (BEST) Academy will encourage the pursuit and perseverance in the careers of automotive technology, building and construction, business, electronics, engineering and metals with work-based knowledge, experience and a strong academic foundation to become a contributing member of society.

**Mission Statement:** Students in the Business, Engineering, Sciences and Technology (BEST) Academy will strive to meet industry standards and gain knowledge and skills necessary for success in the areas of automotive technology, building and construction, business, electronics, engineering and metals. Students have the opportunity to apply these skills in the Cooperative Education or Directed Studies courses; where they also learn job skills and gain work experience in the various strands offered. Students have the opportunity to join the Technology Learning Center (TLC) or a Career & Technical Student Organization (CTSO), such as Distributive Education Clubs of America (DECA), Skills USA or the Waiākea High Robotics Program which will enrich their experiences through real-world application.

Courses		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English		<ul style="list-style-type: none"><li>English 1</li></ul>	<ul style="list-style-type: none"><li>English 2</li></ul>	<ul style="list-style-type: none"><li>English 3</li></ul>	<ul style="list-style-type: none"><li>English 4</li></ul>
Social Studies		<ul style="list-style-type: none"><li>U.S History</li></ul>	<ul style="list-style-type: none"><li>World History</li></ul>	<ul style="list-style-type: none"><li>Modern History of Hawaii/ Participation in Democracy</li></ul>	<ul style="list-style-type: none"><li>Psychology/Economics*</li><li>Psychology/Sociology</li></ul>
Science		<ul style="list-style-type: none"><li>Physical Science</li></ul>	<ul style="list-style-type: none"><li>Biology 1</li></ul>	<ul style="list-style-type: none"><li>Chemistry</li></ul>	<ul style="list-style-type: none"><li>Physics**</li></ul>
Mathematics		<ul style="list-style-type: none"><li>Algebra 1</li></ul>	<ul style="list-style-type: none"><li>Geometry</li><li>Geometry in Construction (&amp; Bldg/Construction 1)***</li></ul>	<ul style="list-style-type: none"><li>Algebra 2</li></ul>	<ul style="list-style-type: none"><li>Senior Math Course**</li></ul>
Health & PE		<ul style="list-style-type: none"><li>PE Lifetime Fitness</li><li>Transitions to High School</li></ul>	<ul style="list-style-type: none"><li>PE Lifetime Activities</li><li>Health</li></ul>	None Required	
Special Electives		Two (2) credits in <b>EITHER</b> Career & Technical Education (i.e Business & IET courses) <b>OR</b> Fine Arts <b>OR</b> Foreign Language			
Academy Electives (by Pathway)	Accounting & Finance	<ul style="list-style-type: none"><li>Business Core</li></ul>	<ul style="list-style-type: none"><li>Beginning Accounting</li><li>Business Technologies</li><li>Finance</li></ul>	<ul style="list-style-type: none"><li>Advanced Accounting</li><li>Work-Based Learning/ Group Communication</li></ul>	<ul style="list-style-type: none"><li>Directed Studies in Accounting</li><li>Co-op Business</li></ul>
	Marketing	<ul style="list-style-type: none"><li>Business Core</li></ul>	<ul style="list-style-type: none"><li>Marketing</li><li>Business Technologies</li></ul>	<ul style="list-style-type: none"><li>Retail Merchandising</li><li>Work-Based Learning/ Group Communication</li></ul>	<ul style="list-style-type: none"><li>Directed Studies in Marketing</li><li>Co-op Business</li></ul>
	Entrepreneurship & Management	<ul style="list-style-type: none"><li>Business Core</li></ul>	<ul style="list-style-type: none"><li>Beginning Accounting</li><li>Retail Merchandising</li><li>Business Technologies</li></ul>	<ul style="list-style-type: none"><li>Entrepreneurship</li><li>Work-Based Learning/ Group Communication</li></ul>	<ul style="list-style-type: none"><li>Directed Studies in Entrepreneurship</li><li>Co-op Business</li></ul>
	Automotive	<ul style="list-style-type: none"><li>IET Core</li></ul>	<ul style="list-style-type: none"><li>Automotive Technology 1</li><li>Automotive Body Repair/ Refinish 1</li></ul>	<ul style="list-style-type: none"><li>Automotive Technology 2</li><li>Automotive Body Repair/Refinish 2</li></ul>	<ul style="list-style-type: none"><li>Directed Studies – Auto</li><li>Co-op IET</li></ul>

Courses		9th Grade	10th Grade	11th Grade	12th Grade
Academy Electives (by Pathway)	<b>Metal Fabrication</b>	<ul style="list-style-type: none"> <li>IET Core</li> </ul>	<ul style="list-style-type: none"> <li>Metals Technology 1</li> </ul>	<ul style="list-style-type: none"> <li>Metals Technology 2</li> </ul>	<ul style="list-style-type: none"> <li>Directed Studies – Metals</li> <li>Co-op IET</li> </ul>
	<b>Building/Construction</b>	<ul style="list-style-type: none"> <li>IET Core</li> </ul>	<ul style="list-style-type: none"> <li>Building/Construction 1</li> <li>Design Technology 1</li> </ul>	<ul style="list-style-type: none"> <li>Building/Construction 2</li> <li>Design Technology 2</li> <li>Construction Academy Blueprint Reading</li> </ul>	<ul style="list-style-type: none"> <li>Directed Studies – Building/Construction</li> <li>Directed Studies – Design Technologies</li> <li>Co-op IET</li> </ul>
	<b>Electricity/Electronics</b>	<ul style="list-style-type: none"> <li>IET Core</li> </ul>	<ul style="list-style-type: none"> <li>Electronic Technology 1</li> <li>Computer Electronics</li> </ul>	<ul style="list-style-type: none"> <li>Electronic Technology 2</li> </ul>	<ul style="list-style-type: none"> <li>Directed Studies – Electricity/Electronics</li> <li>Co-op IET</li> </ul>
	<b>Engineering</b>	<ul style="list-style-type: none"> <li>IET Core</li> </ul>	<ul style="list-style-type: none"> <li>Design Technology 1</li> </ul>	<ul style="list-style-type: none"> <li>Directed Studies – Programming Logic</li> <li>Design Technology 2</li> </ul>	<ul style="list-style-type: none"> <li>Directed Studies – Science (STEM)</li> <li>Co-op IET</li> </ul>
<b>Other Electives</b>		<ul style="list-style-type: none"> <li>Fine Arts or</li> <li>World Language</li> </ul>	<ul style="list-style-type: none"> <li>Business Technologies</li> <li>Work-Based Learning (semester)</li> </ul>	<ul style="list-style-type: none"> <li>AP Chemistry**</li> <li>Finance</li> <li>Trigonometry/Precalculus**</li> <li>Work-Based Learning (semester)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to College Math**</li> <li>Statistics/Algebra 3**</li> <li>AP Calculus**</li> </ul>

\* Psychology/Economics are required courses for students in business.

\*\* Students' math and science courses should relate to their strand.

\*\*\* Geometry in Construction and Building/Construction Technology 1 are taken together. These courses are intended for students planning on a career in engineering or building/construction.

**Students are able to earn an Honors designation for Geometry in Construction.**

<p><b>Career &amp; Technical Student Organizations &amp; Clubs:</b></p> <ul style="list-style-type: none"> <li>Distributive Education Clubs of America (DECA)</li> <li>Skills USA</li> <li>Technology Learning Center (TLC)</li> <li>Waiakea High Robotics</li> </ul>	<p><b>Career &amp; Technical Education (CTE) Honors:</b></p> <ul style="list-style-type: none"> <li>Cumulative mark point average (GPA) of 3.0 and above by the end of the 3<sup>rd</sup> quarter of the student's senior year.</li> <li>Completes program of study (2 – 3 courses) in sequence and the respective academic course</li> <li>Earn a B or better in each required program of study and the respective academic course.</li> <li>Complete one of the following: <ul style="list-style-type: none"> <li>Meet or exceed proficiency on performance-based assessment</li> <li>Earn a nationally recognized certificate</li> <li>Earn a passing score on a Dual Credit Articulated program of study assessment</li> </ul> </li> </ul>	<p><b>Science, Technology, Engineering &amp; Mathematics (STEM) Honors:</b></p> <ul style="list-style-type: none"> <li>Cumulative mark point average (GPA) of 3.0 and above by the end of the 3<sup>rd</sup> quarter of the student's senior year.</li> <li>4 credits in Math (4<sup>th</sup> credit beyond Algebra 2)</li> <li>4 credits of Science</li> <li>STEM Capstone/STEM Senior Project</li> </ul>
<p><b>Available Industry Certifications:</b></p> <ul style="list-style-type: none"> <li>CareerSafe: Interview Training</li> <li>OSHA 10 Certification (Automotive, Construction, General)</li> </ul>		



# HEALTH SERVICES ACADEMY:

## Recommended Program of Study

**VISION:** Through a science-based curriculum, the Health Services Academy promotes opportunities for students to develop knowledge and skills necessary to become ethical advocates within their community.

**MISSION:** Students in the Health Services Academy will develop foundational knowledge in the pursuit of careers in health related fields. Course work and real-world experiences will also provide students with the knowledge and skills necessary to become advocates for a healthy lifestyle.

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English 1	English 2	English 3	English 4
Social Studies	US History	World History	Modern History of Hawaii / Participation in Democracy	Sr. Level Semester courses (2)
Science	Physical Science	Biology	Chemistry	Physics
Mathematics	Algebra 1	Geometry	Algebra 2	Sr. Level Math Course
Health & PE	PE Lifetime Fitness / Transition to HS	PE Lifetime Activities/Health Today & Tomorrow	None Required	
Special Electives	World Language or Fine Arts			
Academy Electives		Health Core	Human Physiology  PE/Health Electives(2)	Clinical Health  Health Capstone

Health Academy Completer Requirements
<ul style="list-style-type: none"> <li>• Health Core</li> <li>• Human Physiology</li> <li>• PE/Health Electives (2 semesters): Health Strategies, Body Conditioning, Individual/Dual Sports, Physical Fitness for Life, Recreational Leadership</li> <li>• Clinical Health</li> <li>• Health Capstone</li> <li>• 40 Community Service Hours (Health related)</li> <li>• CPR/First Aid Certification</li> </ul>

Recommended Electives
<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> </ul>

Available Industry Certifications
<ul style="list-style-type: none"> <li>• Bloodborne Pathogens Certification</li> <li>• CPR/First Aid Certification</li> <li>• EKG Certification</li> <li>• HIPAA Certification</li> <li>• Medical Assistant Certification</li> </ul>

Career & Technical Student Organization
Health Occupation Students of America (HOSA)





### ***Vision***

The Public Services Academy nurtures and educates our community of informed learners to work and lead to manage, protect, and serve the public and the environment.

### ***Mission***

The Public Services Academy provides students passionate in human services, education, legal and protective services, environmental sciences, or natural resources with a three year experience of integrated projects and community partnerships. Students will participate in rigorous, career-related curriculum and work experiences in their pathway.

### ***Recommended Course Sequence***

<b><i>Career Strand Area</i></b>		<b>EDUCATION</b>	<b>HUMAN AND SOCIAL SERVICES <u>or</u> LEGAL AND PROTECTIVE SERVICES</b>	<b>ENVIRONMENTAL SCIENCES</b>	<b>NATURAL RESOURCES</b>
<b>10<sup>TH</sup> GRADE</b>	Language Arts	English 2	English 2	English 2	English 2
	Math	Geometry	Geometry	Geometry	Geometry
	Science	Biology	Biology	Biology	Biology
	Social Studies	World History	World History	World History	World History
	Academy Core	Public Services Career Pathway Core	Public Services Career Pathway Core	Natural Resources Career Pathway Core	Natural Resources Career Pathway Core
	Required Elective	Health / PE Elective	Health / PE Elective	Health / PE Elective	Health / PE Elective
	Elective	Group Communication & Leadership / Argumentation & Debate	Group Communication & Leadership / Argumentation & Debate	Group Communication & Leadership / Argumentation & Debate	Group Communication & Leadership / Argumentation & Debate
<b>11<sup>TH</sup> GRADE</b>	Language Arts	English 3	English 3	English 3	English 3
	Math	Algebra 2	Algebra 2	Algebra 2	Algebra 2
	Science	Chemistry	Chemistry	Chemistry	Chemistry
	Social Studies	Modern History / Participation in Democracy	Modern History / Participation in Democracy	Modern History / Participation in Democracy	Modern History / Participation in Democracy
	Elective	Explorations in Education	Political Science / Government American Problems		Natural Resources Production 1
	Elective				
	Elective				
<b>12<sup>TH</sup> GRADE</b>	Language Arts	English 4	English 4	English 4	English 4
	Math	Introduction to College Math	Introduction to College Math	Introduction to College Math	Introduction to College Math
	Science	Science Elective	Science Elective	AP Environmental Science	Science Elective
	Social Studies	Psychology / Sociology	Psychology / Sociology	Psychology / Sociology	Psychology / Sociology
	Academy Capstone	Public Services Career Pathway Capstone	Public Services Career Pathway Capstone	Public Services Career Pathway Capstone	Public Services Career Pathway Capstone
	Elective	Elementary/Secondary Education	AP US Government & Politics	Directed Study in Natural Resources	Natural Resources Production 2
	Elective				Directed Study in Natural Resources



# STAR

## Sustaining Traditions, Arts & Recreation

**VISION:** STAR Academy prepares our diverse community to lead productive lives that will sustain healthy lifestyles, traditions, the arts, and their careers.

**MISSION:** STAR Academy encompasses the Creative/Artistic Expression, Healthy Lifestyle and Culture, and Communication careers in related fields including but not limited to: digital media, communications, cosmetology, music, photography, culinary arts, visual and performing arts, illustration and design, hospitality, and fitness. Taking relevant courses will provide students with experiences and skills to prepare for college and career aspirations.

### RECOMMENDED COURSE SEQUENCE / PROGRAM OF STUDY

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English 1	English 2	English 3	English 4
Social Studies	US History	World History	Modern History of Hawaii / Participation in Democracy	Sr. Level Semester courses *
Science	Physical Science	Biology	Chemistry	Sr. Level Science Course*
Mathematics	Algebra 1	Geometry	Algebra 2	Sr. Level Math Course*
Health & PE Elective	PE Lifetime Fitness / Transition to HS	PE Lifetime Activities/Health Today & Tomorrow	None Required	
Elective 1	• STAR Core	• Fine Arts or World Language	• Group Communication (Speech) • Global PE or Work-Based Learning	• STAR Capstone
<b>Elective 2</b>				
Creative/ Artistic Expression	• Fine Arts or World Language	• Fine Arts or World Language	• Fashion Design	• Fine Arts or World Language
Healthy Lifestyle & Culture	• Fine Arts or World Language	• Culinary 1	• Culinary 2	• Hospitality & Tourism
Communication	• Fine Arts or World Language	• Digital Media	• Broadcast Media	• Argument & Debate • Global PE or Work-based Learning
<b>Elective 3</b>				
Creative/ Artistic Expression	Not Applicable		• Fine Arts or World Language	• Fine Arts or World Language
Healthy Lifestyle & Culture			• Fine Arts or World Language	• Fine Arts or World Language
Communication			• Fine Arts or World Language	• Fine Arts or World Language

STAR Academy Completer Requirements
<ul style="list-style-type: none"> <li>• STAR Core</li> <li>• Fine Arts or Academy Electives (at least 2 credits)</li> <li>• Global PE <u>or</u> Work-Based Learning <u>and</u> Group Communication (Speech)</li> <li>• World Language (at least 1 credit)</li> <li>• STAR Capstone</li> </ul>

* Senior Level Courses Recommendations
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Creative Expression - Psychology &amp; Humanities</li> <li>• Healthy Lifestyle - Geography &amp; Global Studies</li> <li>• Communication - Psychology &amp; Humanities</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>• Physics, Human Physiology, Integrated Science, Earth Science</li> </ul> <b>Math</b> <ul style="list-style-type: none"> <li>• Statistics &amp; Algebra 3, Introduction to College Math, Trigonometry &amp; Pre-Calculus</li> </ul>

# CAREER & TECHNICAL EDUCATION (CTE)

The Career & Technical Education (CTE) Department offers a hands-on approach to learning. The CTE courses offer all students a comprehensive educational experience in the areas of Digital Media, Business, Building and Construction Technology, Design and Engineering Technology, Electronics and Computer Technology, Transportation Technology, Natural Resources, Career Pathways. All CTE courses focus on workplace skills development.

## BUSINESS COURSES OPEN TO ALL STUDENTS!

TBU3610	BUSINESS TECHNOLOGIES	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 9 - 12. This course is **HIGHLY RECOMMENDED** for **ALL STUDENTS** and **REQUIRED** for **BUSINESS PATHWAY STUDENTS**!



This is the **MOST USEFUL COURSE** that can be taken! Learning to type with speed and accuracy **will make your life easier** as a student in high school, college and the world of work. No more “two-finger” typing of those school papers! What took you hours will now take you minutes to type! You will learn the many tips to using MICROSOFT WORD to type reports, letters, essays, resumes and many other professional documents. Also learn how create spreadsheets, graphs and more using MICROSOFT EXCEL. Further expand your skills in the use of advanced software applications such as MICROSOFT PUBLISHER, and POWERPOINT. Using the internet and various sources, students will research and present their projects with these programs. This is a great project-based course—one that you will always remember.

TBN3810	ENTREPRENEURSHIP	Year
Course Number	Course Title	1 credit

**Special Notation:** Grade 10-12. This course is **HIGHLY RECOMMENDED** for students in **ANY ACADEMY** interested in starting their own business. Business Pathway students may also enroll in **TBK3910 (11<sup>th</sup> Grade: OPTIONAL, 12<sup>th</sup> Grade: REQUIRED)**.



**WANT TO START YOUR OWN BUSINESS? WANT TO BE YOUR OWN BOSS? WANT TO OWN A RESTAURANT, LAW FIRM, CLOTHING STORE, SPA, ENGINEERING FIRM, OR MEDICAL PRACTICE?** Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises.

Students will be able to explore the unique relationships between business and the culture and values found in Hawaii today. Students will design, develop, and implement a business plan. Assessments and evaluations will be done in partnership with business and industry.

TBU3310	FINANCE	Year
Course Number	Course Title	1 credit

**Special Notation:** Grade 10-12. Finance is a recommended elective for **ALL CAREER PATHS**.

Students will evaluate the principles needed to make sound personal decisions for budgeting their money, paying taxes, purchasing stocks and other investments, and making large purchases (house/car). Students will use technology to make and present their decisions. Learn to make important life choices and become a responsible young adult!



## WORK-BASED LEARNING: Employment Training

TGG1500		Semester
Course Number	Course Title	0.5 credit

**Special Notation:** Grade 10-12. The course is **HIGHLY RECOMMENDED** for **ALL ACADEMY STUDENTS** interested in seeking employment, internships and work-based learning experiences. This course is **REQUIRED** for students entering the BEST Academy (10<sup>th</sup> or 11<sup>th</sup> Grade). Student may earn 1 credit at Hawai'i Community College.

**JOB SEARCH 911!!!** Are you in need of emergency assistance when it comes to job search skills? Enroll in this course and develop the necessary attitudes and skills needed to enter into the world of work successfully. Topics such as professional business attire, resume writing, job applications, interviewing skills, follow-up calls and more will be introduced in this **EXCITING** class! Listen to guest speakers, network with community members and businesses....get a head start in one of life's most important skills...obtaining and successfully maintaining employment. **INTERNSHIPS ARE NOT PART OF THIS CLASS**



# BEST Academy Business Courses (Open to All Students)



TBC3010	BUSINESS CAREER PATHWAY CORE	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 9 - 12. This course is **REQUIRED** for students entering the BEST Academy's Business Pathway (9<sup>th</sup> or 10<sup>th</sup> Grade).

This course is designed for students who plan to pursue careers in business, management, technology and/or related occupations. Students will learn essential concepts that will provide a solid foundation for careers in business. Communication, professionalism, employability skills, personal finance, public speaking, management, customer service and the job search process will be covered. **ENROLL IN THIS CLASS TO LEARN BASIC BUSINESS SKILLS FOR ALL CAREERS!**

TBU3110	BEGINNING ACCOUNTING	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 10 - 12. This course is **HIGHLY RECOMMENDED** for students pursuing a business career pathway and **REQUIRED** for those students selecting the **ACCOUNTING STRAND**. Student may earn 3 credits at Hawai'i Community College. Accounting students may also enroll in **TBK3910 (11<sup>th</sup> Grade: OPTIONAL, 12<sup>th</sup> Grade: REQUIRED)**

In this course the student learns and applies accounting principles and procedures using realistic problems, forms and practice sets. Accounting is one of the basic **REQUIRED** courses that most universities, colleges, and community colleges **REQUIRE** of any business major. Consider Beginning Accounting in the 11th grade followed by Advanced Accounting in the 12th to maximize your potential.



TBN3116	ADVANCED ACCOUNTING	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 11 or 12. Student may earn 3 credits at Hawai'i Community College. Business Pathway students may also enroll in **TBK3910 (11<sup>th</sup> Grade: OPTIONAL, 12<sup>th</sup> Grade: REQUIRED)**.

**Prerequisite:** Successful completion of Beginning Accounting (TBU3110).

Basic concepts and skills of accounting are further developed through applications in various business situations.

TBU3510	MARKETING PRINCIPLES & APPLICATIONS	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 10 - 12. This course is **HIGHLY RECOMMENDED** for **ALL** students of all career interests! It is **REQUIRED** for those students selecting the **MARKETING STRAND**. Business Pathway students may also enroll in **TBK3910 (11<sup>th</sup> Grade: OPTIONAL, 12<sup>th</sup> Grade: REQUIRED)**



Marketing introduces students to processes, procedures, challenges, and opportunities in the business industry. Included in this course is the study of market viability, operations (including inventory management), customer service development, human resources, finance, promotion, and risk analysis. Start a **MINI-COMPANY** and learn to market your product/service successfully while **HAVING FUN!**

<b>TBN3710</b>	<b>RETAIL MARKETING &amp; MERCHANDISING</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 11 or 12. This course is **HIGHLY RECOMMENDED** for students pursuing a business career pathway and **REQUIRED** for those students selecting the **MARKETING STRAND**. Business Pathway students may also enroll in **TBK3910 (11<sup>th</sup> Grade: OPTIONAL, 12<sup>th</sup> Grade: REQUIRED)**.



**Prerequisite:** Successful completion of Marketing Principles & Applications (TBU3510).

This course is designed to immerse students in the development and application of essential marketing and merchandising concepts. Students will be expected to design, develop and implement a marketing plan that meets a need in the community and promotes a product, service, idea or organization that is sensitive to societal and industry ethics. Apply marketing and retail merchandising concepts while working as a **consultant for a Hilo community business and present your recommendations to a panel of industry experts!**

## **COURSE FOR BUSINESS STUDENTS ONLY!**

### **COOPERATIVE EDUCATION: Business (WORK EXPERIENCE)**

<b>TBK3910A/B</b>		<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 11 or 12. The course is repeatable. \*This course **MUST BE TAKEN CONCURRENTLY WITH A BUSINESS COURSE**. The student can earn a maximum of two year credits. Student may also earn 3 credits at Hawai'i Community College.

**THIS COURSE IS OPTIONAL DURING THE 11<sup>th</sup> GRADE.**

**THIS COURSE IS REQUIRED DURING THE 12<sup>th</sup> GRADE for BUSINESS PATHWAY STUDENTS**

OPTION: You may choose to leave campus early (Period 6 or 7) and go to work OR remain on campus for the entire school day and work during after-school hours (Period 9).

**TBK3910A** (Early Release: Pd. 6 or 7)

**TBK3910B** (Employment: After School Hours)



Cooperative Business Education provides on-the-job work experience in the business setting. Learn the basics of business and the necessary attitudes and skills needed to succeed in the world of work. Receive training from participating employers in the community and learn what it is REALLY like to obtain and hold a job. This course provides students an opportunity for Senior project and Showcase completion.

# BEST Academy

## Industrial and Engineering Technology Courses

The Industrial and Engineering pathway consists of programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. The technologies include design and engineering, electricity/electronics and computers, manufacturing, and transportation. These are the areas which assist businesses and industries in developing a skilled workforce.

Technology courses help students understand and be comfortable with the concepts and workings of modern technology. Students will benefit from future career preparations for work and at home in making the best product choice for their purposes, operating products properly, and troubleshooting them when necessary.

The goals of the industrial and engineering technology programs are to provide students with a conceptual understanding of technology, its place in society, and to help students use this understanding to evaluate and use new or emerging technologies.



**TIC5010**

**Industrial & Engineering Technology Core  
(IET Core)**

**TIC5010W**

**IET Core – Women in Technology**

**Year**

*Course Number*

*Course Title*

*1 credit*

**Special Notation:**

Grades 9 - 11.

These courses can be taken singly; but is a **Required** entry level course into the BEST Academy's industrial and engineering technology pathways.

No prior experience needed. **Open to ALL students in ALL Academies!!**

This **beneficial, highly-recommended, comprehensive, action-based course** introduces students to technological processes to solve real-world problems and develop the knowledge, skills, and attributes to design, modify, use, and apply technology. Students will be able to learn from different subject teachers every quarter. Emphasis will be on safety, skill development (including hands-on skills), operation of shop machines and basic engineering concepts. This course is intended for those considering a career in engineering or industrial technology. **TIC5010W** Covers the same topics as IET Core but introduces, emphasizes, and strives for women success and contribution in the industrial and technological arena.

## Building and Construction Technology

**TIU5800**

**Building and Construction Technology 1**

**TIU5800C**

**BC 1 (Geometry in Construction)**

**Year**

*Course Number*

*Course Title*

*1 credit*

**Special Notation:**

Grades 10 - 12.

**HawCC Construction Academy Course.** Students will be required to purchase certain materials/supplies; cost is dependent on the project type.

**Prerequisite:**

Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better.  
Approval of Instructor required.

**Check us out on youtube.com** at Sam Halsted WHS Building and Construction. Scan the QR code with your smart phone to take you to the video. QR code scan apps are readily available wherever you download smart phone apps.



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.

**BC1 (Geometry in Construction)** must be taken concurrently with MGX1500C Geometry in Construction

**TIN5814**

**Building and Construction Technology 2**

**Year**

*Course Number*

*Course Title*

*1 credit*

**Special Notation:**

Grades 11 or 12.

**HawCC Construction Academy Course.** Students will be required to purchase certain materials/supplies; cost is dependent on the project type.

**Prerequisite:**

Satisfactory completion of Building and Construction Technology 1 (TIU5800 or TIU5800C).  
Approval of Instructor required.

This Level 2 course features advanced study of building construction technology.

## Design and Engineering Technology

<b>TGG5316</b>	<b>Construction Academy Blueprint Reading</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12. **HawCC Construction Academy Course.** Student will be required to purchase or provide some of the basic supplies.

**Prerequisite:** Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.

This course is designed primarily for students in the construction trades. Topics include graphic representation, basic building construction, interpretation of working drawings and building specifications. Learning activities include: design, spatial visualization and techniques, sketching and use of instruments, shape and size description, multi-view projection, auxiliaries, rotation, pictorial drawings, and computer-aided drafting.

<b>TIU5310</b>	<b>Design Technology 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12.

**Prerequisite:** Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.

**Check us out on youtube.com** at Sam Halsted WHS Building and Construction. Scan the QR code with your smart phone to take you to the video. QR code scan apps are readily available wherever you download smart phone apps.



This action based course provides both classroom and laboratory (shop) learning experiences that are found in drafting and construction technology. Learning activities include: design, spatial visualization techniques, sketching and using of digital tools, and creation of models and/or projects. Through this course students will learn to use a large variety of shop equipment including the latest in robotic CNC technologies. This course is designed for students wanting to work with their minds and hands designing and fabricating various projects and models. A heavy emphasis will be placed on the integration of the design process and construction techniques used to fabricate real world products in the shop environment.

<b>TIN5320</b>	<b>Design Technology 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 11 or 12.

**Prerequisite:** Satisfactory completion of Design Technology 1 (TIU5310). Approval of Instructor required.

This action based course provides learning experiences which emphasizes theory, use of computer aided design, laboratory work as related to designing, and translating data or specifications. Planning, preparing, and interpreting mechanical, architectural, structural, electronics, topographical, and designs and schematics are included. Students entering this course will learn advanced shop techniques and how to further integrate Computer Aided Drafting and CNC technologies for solving basic real world problems or completion of a student designed project. This course can also be used to facilitate the completion of the senior project.

## Electricity/Electronics & Computer Technology

<b>TIU5610</b>	<b>Computer Electronics</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12.

**Prerequisite:** Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.

Entry level or first year course of study open to all students interested in exploring and learning about the areas of PC hardware, programming and video game design. This is an exploratory course in the principles of computers and their applications in our technological society. Instructional units include electrical/electronic hardware/circuit fundamentals, game scripting, digital and analog computer circuits, and related electronic functions and controls. Designing of a PC and development of apps for handheld devices will be used to reinforce classroom instruction.



<b>TIU5620</b>	<b>Electronic Technology 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.	

Second year electricity/electronics students interested in pursuing a post secondary educational program or career in electricity/electronics related professions and occupations. This class is an advanced course of study to electricity/electronic principles and their applications. Subject matter and laboratory experiences are concerned with the design, development, modification, and testing of electronic circuits, devices and systems. Emphasis is on analog and digital integrated circuits and other microminiaturization devices, with learning activities utilizing extensive use of electronic test equipment.

<b>TIN5623</b>	<b>Electronic Technology 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Satisfactory completion of Electronic Technology 1 (TIU5620) Approval of Instructor required.	

Second year electricity/electronics students interested in pursuing a post secondary educational program or career in electricity/electronics related professions and occupations. This class is an advanced course of study to electricity/electronic principles and their applications. Subject matter and laboratory experiences are concerned with the design, development, modification, and testing of electronic circuits, devices and systems. Emphasis is on analog and digital integrated circuits and other microminiaturization devices, with learning activities utilizing extensive use of electronic test equipment.

## Transportation Technology

<b>TIU5210</b>	<b>Metals Technology 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.	

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

<b>TIN5216</b>	<b>Metals Technology 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Satisfactory completion of Metals Technology 1 (TIU5210). Approval of Instructor required.	

Metals Technology 2 provides advanced learning experiences designed to prepare a well-rounded metal worker capable of fabrication and assembling a variety of products in various industries. Instruction includes layout; sequence of operations; setting up and operating fabricating machines; positioning, aligning, fitting, and welding parts together; and designing and constructing templates and fixtures. Simulated class experiences are included.

<b>TIU5410</b>	<b>Automotive Technology 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.	

The student will develop basic entry level skills in the power and automotive technology occupations. The student will acquire and apply technical math and science knowledge in the conversion, transmission, and utilization of power. This course is organized so that students will gain experience in the design and function of power systems employing various types of engines, mechanisms involved in the development, transmission and control of power. Emphasis is placed on basic entry-level job skills in automotive repair and service.



<b>TIN5419</b>	<b>Automotive Technology 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Satisfactory completion of Auto Technology 1 (TIU5410). Approval of Instructor required.	

This course is a continuation of Automotive Technology I in which students will receive more hands-on training in basic entry level jobs of automotive repair and service. Students will receive advanced training in the use of hand/power tools, and diagnostic equipment. Simulated class and on-the-job experiences are emphasized.

<b>TIU5416</b>	<b>Automotive Body Repair and Refinishing 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Completion of IET Career Pathway Core (TIC5010 or TIC5010W) with a grade of C or better. Approval of Instructor required.	

This course is designed to provide organized experiences in the study and application of skills in welding, soldering, frame straightening, plastics, fiberglass, trim and glass for auto body repair. Painting equipment, spray guns, surface preparation, matching and mixing paints and recognizing and correcting paint problems are covered in the course.

<b>TIN5422</b>	<b>Automotive Body Repair and Refinishing 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 11 or 12.	
<b>Prerequisite:</b>	Satisfactory completion of Automotive Body Repair and Refinishing 1 (TIU5416). Approval of Instructor required.	

This course is designed to provide more in-depth experiences in the study and application of skills in painting, resurfacing, color matching, welding, soldering, frame straightening, plastics, fiberglass, trim, and glass for auto body repair and refinishing.

### Directed Studies

<b>TIK5930A/B/D/E</b>	<b>Industrial and Engineering Technology</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. <b>This course is repeatable.</b>	
<b>Prerequisite:</b>	Approval of Instructor required.	

**A - Automotive    B - Building and Construction    D - Drafting    E - Electronics/Engineering**

A course for the student who needs, desires, and can profit from individual research and development projects. The importance and relationship of research and development being conducted by American industry is stressed. Learning experiences include gathering of technical and scientific information, creating, designing, constructing, testing, managing, and evaluating individual or group project problems. This course provides students an opportunity for Senior project and Capstone project completion.

### COOPERATIVE EDUCATION

<b>TIK5910A/B/D/E</b>	<b>Industrial and Engineering Technology</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. <b>This course is repeatable.</b>	
<b>Prerequisite:</b>	Earn a "C" or better in Work-Based Learning (TGG1500) and/or approval of Counselor.	

**A - Automotive    B - Building and Construction    D - Drafting    E - Electronics/Engineering**

Cooperative Industrial and Engineering Technology (IET) Education provides on-the-job work experience in the field of IET. Cooperative IET Education **MUST BE TAKEN CONCURRENTLY WITH ANOTHER IET PATHWAY COURSE**. This course provides students an opportunity for Senior project and Showcase completion.



# HEALTH SERVICES Academy

THC4010	Health Services Career Pathway Core	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 or 11. This course is required for students pursuing a health services career pathway or for entry into the **Health Services Academy**.

Students will gain essential knowledge and skills about healthcare systems, ethics, safety practices, legal systems, preventive care, employment expectations, and cultural awareness and sensitivity in dealing with patients and healthcare personnel. Workplace skills development will be emphasized.

THU4027	Clinical Health	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 12. Health Services Academy Elective.

**Prerequisite:** Satisfactory completion of Health Services Career Pathway Core (THC4010). Approval of Instructor required.

Using the major body systems as the framework, students will learn about diseases, disorders, prevention and treatment and the roles of the various healthcare providers involved in diagnosis and/or treatment. The course will combine content knowledge and basic skills common to all healthcare professions with work-based learning experiences.

T HK4990	Health Services Career Pathway Capstone	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 12. This course is required for students in the **Health Services Academy**.

**Prerequisite:** Satisfactory completion of Health Services Career Pathway Core (THC4010), Clinical Health (THU4027) or Human Physiology (SLH7503). Credit for course does not count as a required elective for graduation.

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the **Health Services Academy**. This senior project provides a venue for senior to plan and execute individualized study on a topic of particular interest to them.

# PUBLIC SERVICES Academy



TPC7010	PSA - Public Services Career Pathway Core	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 10 or 11. Course is required for students pursuing a public and human services career pathway or for entry into the **Public Services Academy**.

Students will learn essential concepts that provide a basic foundation for further study in preparation for careers in public service. The following concepts will be covered: 1) the nature of public service, 2) rhetorical competence and professionalism, 3) civic-mindedness, social justice, and global consciousness, and 4) ethics and conflict management. Knowledge of current public issues and facility in digital literacy will also be emphasized.

TNC6010	Natural Resources Career Pathway Core	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 9 - 11. This course is Required for students pursuing a natural resources/environmental career in the **Public Services Academy**.

Students will learn essential concepts that provide a basic foundation for further study in preparation for careers in public service. The following concepts will be covered: 1) the nature of public service, 2) rhetorical competence and professionalism, 3) civic-mindedness, social justice, and global consciousness, and 4) ethics and conflict management. Knowledge of current public issues and facility in digital literacy will also be emphasized.

TPU7210	Explorations in Education	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 11 or 12. **Open to all Academies.** Students can also earn dual credit with the University of Hawaii at Hilo for ED 110

**Prerequisite:** Successful completion of Public and Human Services Career Pathway Core (TPC7010). Approval of instructor required.

This course is designed to provide a focused preparation for students interested in pursuing a career in elementary (K-6) or secondary (7-12) teaching. Basic knowledge, skills and attitudes that will help students understand the principles of child growth, development, learning styles and teaching strategies will be addressed. School structure, organization and management and other relevant issues will be covered.

TPN7419	Elementary Education	Year
TPN7422	Secondary Education	
Course Number	Course Title	1 credit

**Special Notation:** Grades 12. **Open to all Academies.**

**Prerequisite:** Successful completion of Explorations in Education (TPU7210). Approval of Instructor required.

These courses are designed to provide a focused preparation for students interested in pursuing a career in elementary (K-6) or secondary (7-12) teaching. Basic knowledge, skills and attitudes that will help students understand the principles of child growth, development, learning styles and teaching strategies will be addressed. School structure, organization and management and other relevant issues will be covered.

<b>TNU6133A</b>	<b>Natural Resource Production 1- Aquatic</b>	<b>Year</b>
<b>TNU6133T</b>	<b>Natural Resource Production 1- Terrestrial</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12. Students must select either Terrestrial or Aquatic organisms.	
<b>Prerequisite:</b>	Satisfactory completion of Natural Resources Career Pathway Core (TNC6010). Approval of Instructor required.	

A continuation of Natural Resources Core, students who wish to pursue further experiences and knowledge in the NR Career Pathway will scaffold their skills with more in-depth projects and assignments. Emphasis will be on career development and skills as well as understanding systems and conditions necessary for a variety of natural resources to survive and thrive. Students will need to choose between the Terrestrial (land-based) **OR** Aquatic plants and animals courses.

<b>TNN6210A</b>	<b>Natural Resource Production 2 - Aquatic</b>	<b>Year</b>
<b>TNN6210T</b>	<b>Natural Resource Production 2 - Terrestrial</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. Students must select either Terrestrial or Aquatic organisms.	
<b>Prerequisite:</b>	Satisfactory completion of Natural Resources Production 1(Aquatic or Terrestrial). Approval of Instructor required.	

A continuation of Natural Resources Production 1, students will continue to pursue experiences and knowledge in the NR Career Pathway as well as further scaffold their skills with in-depth projects and assignments. This course also aims to transition students towards their individual chosen careers through specific and in-depth searches, practices, and the eventful acquisition of those careers. Students will need to choose between the Terrestrial (land-based) **OR** Aquatic plants and animals courses.

<b>TNK6930</b>	<b>Directed Study in Natural Resources</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. This course is repeatable for credit and can be used in conjunction with Senior Projects.	
<b>Prerequisite:</b>	Recommended for <b>Public Services Academy –Environmental Science and Natural Resources</b> strands. See Instructor for details. Approval of instructor required.	

This course is for students who need, desire, and can profit from individual research and development projects. The importance of industry based research and development is stressed. Learning experiences can include individual or group projects where students gather technical and scientific information, create, design, construct, test and evaluate them. This course also aims to transition students towards their individual chosen careers through specific and in-depth searches, practices, and the eventful acquisition of those careers. This course provides students an opportunity for Senior project and Capstone project completion.

<b>TPK7990</b>	<b>Public Services Career Pathway Capstone</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12. This course is <u>required</u> for students in the <b>Public Services Academy</b> . Credit for course does not count as a required elective for graduation.	

A Capstone Project reflects the culmination of knowledge, skills, and attitude by senior students in the **Public Services Academy**. This senior project provides a venue for senior to plan and execute individualized study on a topic of particular interest to them.

# STAR Academy



TAC2010A/C	STAR Career Pathway Core	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 9 - 11. Course is required for students pursuing a pathway career in the **STAR Academy**.

**A - Creative Expression or Healthy Lifestyle      C - Communication**

This course is designed for students who plan to pursue careers in the STAR Academy. **For Creative Expression or Healthy Lifestyle pathways (A):** Students will be introduced to basic concepts in Visual, Fashion, Performing Arts, human behavior and relationships, professional accountability and attributes, and the effective use of varied technologies appropriate to their occupation. **For Communication pathways (C):** Students will be introduced to basic concepts in Written and Media Arts, human behavior and relationships, professional accountability and attributes, and the effective use of varied technologies appropriate to their occupation. **Both options** use an interdisciplinary approach to cover the following concepts: 1) Innovation 2) Legal and Ethical Issues 3) Communication 4) Aesthetics 5) Problem Solving 6) Safety . This course is a prerequisite for students pursuing a Career and Technology Education program of study in Arts and Communication.

TAU2310	Fashion Design	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 10 - 12. **STAR Academy** course. A \$10 fee will be assessed for expendable materials/supplies.

**Recommended Prerequisite:** Successful completion of Arts and Communication Career Pathway Core (TAC2010). Approval of instructor required.

Fashion Design is a course for students interested in creating and constructing fashion wear. Content will focus on the history of fashion; social, economic and political influences; illustration and merchandising; and pattern manipulation and garment construction. This course also serves as a pathway course for the **STAR Academy**.

TPU7216	Culinary 1	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 10 - 12. **STAR Academy** course. Covered shoes are required for participation in foods laboratory. A \$10 fee will be assessed for expendable materials/supplies.

**Recommended Prerequisite:** Successful completion of Arts and Communication Career Pathway Core (TAC2010). Approval of instructor required.

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

TPN7223	Culinary 2	Year
Course Number	Course Title	1 credit

**Special Notation:** Grades 11 or 12. **STAR Academy** course. Covered shoes are required for participation in foods laboratory. A \$10 fee will be assessed for expendable materials/supplies.

**Prerequisite:** Successful completion of Culinary 1 (TPU7216). Approval of instructor required.

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

TPU7510		Hospitality & Tourism	Year
Course Number		Course Title	1 credit
Special Notation:	Grades 10 - 12.	A nominal fee will be assessed for expendable materials and supplies.	
Recommended Prerequisite:	Successful completion of Arts and Communication Career Pathway Core (TAC2010). Approval of instructor required.		
This course is designed to provide an in depth view of each major sector in the hospitality and tourism industry -- travel & tourism, hotel & lodging, cruises, food & beverage outlets, attractions, meetings & conventions, and special events -- focusing on how they interrelate to create the ultimate experience for leisure and business travelers. In addition, students will learn about career and management opportunities, job qualifications and benefits within these sectors on hospitality and tourism. This course serves as a pathway course for the <b>STAR Academy</b>			
TAU2210		Digital Media Technology	Year
Course Number		Course Title	1 credit
Special Notation:	Grades 10 - 12.	A nominal fee will be assessed for expendable materials and supplies.	
This course is designed to provide students the skills to support and enhance their learning about digital media technology. Topics include Google Apps for Education, the creation of media content and its communicative abilities. This course serves as a pathway course for the <b>STAR Academy</b>			
TAN2115		Broadcast Media	Year
Course Number		Course Title	1 credit
Special Notation:	Grades 11 or 12.	A nominal fee will be assessed for expendable materials and supplies. Course is repeatable for credit.	
Prerequisite:	Successful completion of Digital Media Technology (TAU2210). Approval of instructor required.		
This course is designed to give students hands-on opportunities in television news production and digital media story-telling. Through a variety of production experiences students will learn the power of the medium, examine issues of fairness and objectivity, make critical thinking decisions on a regular basis, exercise creativity, and gain an overall understanding of news-gathering and reporting techniques. Students will gain hands-on production experience using digital video equipment and editing software and may be selected to participate in video contests and PBS Hawaii's Hiki No student news program. This course serves as a pathway course for the <b>STAR Academy</b> .			
TAN2311		Gaming	Year
Course Number		Course Title	1 credit
Special Notation:	Grades 10 - 12.		
Recommended Prerequisite:	Successful completion of Digital Media Technology (TAU2210) and/or approval of instructor.		
The purpose of this course is to provide students with a foundation in the principles of interactive entertainment media and design. This will include a study of the gaming industry and gaming as a media form. Emphasis will be placed on designs and products that meet specific goals or criteria.			
TAK2990		STAR Career Pathway Capstone	Year
Course Number		Course Title	1 credit
Special Notation:	Grade 12.	This course is <u>required</u> for students in the <b>STAR Academy</b> . Credit for course does not count as a required elective for graduation.	
Designed for seniors in the STAR Academy, the Capstone or Senior Project reflects the culmination of the knowledge, skills, and dispositions necessary for success in today's world. This senior project provides a venue for the STAR senior to plan and execute an individualized study on a topic of particular interest to him/her.			

# ENGLISH LANGUAGE ARTS

Through an aligned curriculum of varied reading and writing experiences, the Waiākea High School English Language Arts Department prepares our diverse student body with communication skills to maximize their preferred futures.

**English Honors** is a fast-paced course in which students explore a multicultural survey of literature and language in all genres. For this reason, this course features the study of a wide variety of literary genres, purposes, and styles. Students complete ongoing, self-directed tasks in class and outside of class. Projects and assignments incorporate a variety of critical reading, writing, research, and analysis skills.

LCY1010 LCY1010H	English Language Arts 1 (Grade 9) English Language Arts 1 – Honors (Grade 9)	Year
Course Number	Course Title	1 credit
<b>Special Notation:</b>	LCY1010 – Required class for graduation. Classes are heterogeneously grouped. LCY1010H – Recommended for the highly motivated student. <u>Students in English LA 1-Honors are required to complete a summer reading/writing assessment</u>	

The English Language Arts 9 utilizes common core-based SpringBoard curriculum as a framework that provides practice of reading, writing, oral communication, literature, and language study. Student-centered activities and summative projects called embedded assessments help students develop skills in critical thinking, collaboration, and analysis. Students will analyze multiple forms of fiction and non-fiction texts with an emphasis on the theme of Coming of Age. Writing assignments range from short responses to analytical essays in which students critique texts for rhetoric, style, literary devices, and theme.

LCY2010 LCY2010H	English Language Arts 2 (Grade 10) English Language Arts 2 – Honors (Grade 10)	Year
Course Number	Course Title	1 credit
<b>Special Notation:</b>	LCY2010 – Required class for graduation. Classes are heterogeneously grouped. LCY2010H – Recommended for the highly motivated student. <u>Students in English LA 2-Honors are required to complete a summer reading/writing assessment</u>	

This course uses SpringBoard as a framework to explore the thematic concept of culture. Students read and analyze a variety of literary genre and informational texts. Each unit includes varied learning activities including vocabulary building, collaboration, discussion, and short responses. Each unit concludes with embedded writing assessments, including synthesis, argument, and literary analysis.

LCY3010 LCY3010H	English Language Arts 3 (Grade 11) English Language Arts 3 – Honors (Grade 11)	Year
Course Number	Course Title	1 credit
<b>Special Notation:</b>	LCY3010 – Required class for graduation. Can be used to meet the Expository Writing 1 graduation requirement. Classes are heterogeneously grouped. LCY3010H – Recommended for the highly motivated student. <u>Students in English LA 3-Honors are required to complete a summer reading/writing assessment</u>	

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

English Language Arts 4 (Grade 12)		Year
LCY4010H	English Language Arts 4 – Honors (Grade 12)	
Course Number	Course Title	1 credit
<b>Special Notation:</b>	LCY4010 – Required class for graduation. Can be used to meet the Expository Writing 1 graduation requirement. Classes are heterogeneously grouped. LCY4010H – Recommended for the highly motivated student. <u>Students in English LA 4-Honors are required to complete a summer reading/writing assessment</u>	

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

## Advanced Placement

Advanced Placement (AP) English Language & Composition		Year
LAY6010		
Course Number	Course Title	1 credit
<b>Special Notation:</b>	<b>Grade 11.</b> Students are required to take the College Board AP English Language & Composition exam in May for which college credit may be awarded. Can be used to meet the Expository Writing 1 graduation requirement. A completed AP Contract is required with the Course Request Form.	

LAY6010 is college composition course designed to challenge juniors capable of intensive reading and writing. The course focuses on rhetoric while promoting writing in many contexts for a variety of purposes. The course focuses predominantly on nonfiction texts, language as a persuasive tool, and the dynamic relationship of writer, context, audience, and argument. *Registration requires a written student/parent commitment and the completion of a summer reading/writing assignment.*

Advanced Placement (AP) English Literature & Composition		Year
LAY6100		
Course Number	Course Title	1 credit
<b>Special Notation:</b>	<b>Grade 12.</b> Students are required to take the College Board AP English Literature & Composition exam in May for which college credit may be awarded. Can be used to meet the Expository Writing 1 graduation requirement. A completed AP Contract is required with the Course Request Form.	

LAY6100 is a college literature course designed to challenge seniors capable of intensive reading and writing. The course engages students in the careful reading and critical analysis of imaginative literature and includes intensive study of representative works from various genres and periods. The course also focuses on the critical analysis of literature through intensive writing and discussion. *Registration requires a written student/parent commitment and the completion of a summer reading/writing assignment.*

## Elective English

Hawaiian and Pacific Islands Literature		Semester
LTH5170		
Course Number	Course Title	0.5 credit
<b>Special Notation:</b>	Grades 11 or 12. <i>Recommended to be taken together with LVH5330 Group Communication and Leadership (Speech).</i>	

Students will read representative selections from traditional and contemporary Hawaiian and Pacific literary traditions. Through their reading, discussion, and writing, students will develop an understanding of the scope and diversity of literary traditions of the Pacific and the effects of these traditions on the contemporary thought. Using personal, interpretive, and critical response to this literature, students will gain empathy and understanding of the world view of Pacific Islanders. Texts used will reflect traditional to contemporary Hawaiian Pacific Literature. For the purposes of this course, Hawaiian Pacific Literature is defined as literature written by indigenous people of the Pacific about their respective cultures, histories, perspectives, and experiences. Writing and oral communication support students' exposure to and experience of the selected works.



## Group Communication and Leadership

<b>LVH5330</b>	<b>(Speech)</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>
<b>Special Notation:</b>	Grades 10 - 12. This course does <u>not</u> meet the English requirement. Recommended for <b>STAR Academy</b> - With either Physical Fitness for Life (PFP1310) or Work-Based Learning (TGG1500) <b>Public Services Academy</b> - With Argumentation and Debate (LVH5370) <b>BEST Business Strand</b> - With Work-Based Learning (TGG1500)	

This course is to practice and improve students' public speaking skills through informative, persuasive, and special occasion speeches. Students will research their topics, plan and practice timed speeches, and work toward mastery of their delivery skills for a variety of purposes with an awareness of audience. There will be some instruction in listening skills and small group communication.

<b>LVH5370</b>	<b>Argumentation and Debate</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>
<b>Special Notation:</b>	Grades 10 - 12. This course does <u>not</u> meet the English requirement. Recommended for <b>Public Services Academy</b> - With Group Communication (LVH5330)	

This course is designed for students who seek training and experience in debate. This class teaches students to research, organize, and shape arguments. Students learn the debate process, practice team and individual debates, and develop techniques of persuasion they can use throughout life.

## English Laboratory

<b>LLH1013 (Sem 1)</b>	<b>English LA (Grade 9) Laboratory A</b>	<b>Semester</b>
<b>LLH1014 (Sem 2)</b>	<b>English LA (Grade 9) Laboratory B</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
<b>Special Notation:</b>	Grade 9. Courses may be taken separately.	

These courses support students who are enrolled in English 1 (Gr. 9). It provides additional instruction and support, where needed, to help students achieve the standards for three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled.

<b>LLH2013 (Sem 1)</b>	<b>English LA (Grade 10) Laboratory A</b>	<b>Semester</b>
<b>LLH2014 (Sem 2)</b>	<b>English LA (Grade 10) Laboratory B</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
<b>Special Notation:</b>	Grade 10. Courses may be taken separately.	

These courses support students who are enrolled in English 2 (Gr. 10). It provides instruction on reading comprehension skills as well as writing skills. Extra support will be provided where needed, to help students achieve the standards for three strands of language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled.

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# ONLINE SCHOOL (E-SCHOOL)

The Hawaii Department of Education (HIDOE) E-School provides standards-based, online classes for Hawaii's students. Students enrolled in any HIDOE public school can take these supplemental online courses in addition to their regular classes. E-School offers full-year, semester, and summer courses in English, science, social studies, science, world languages, mathematics, health, fine arts, and career and technical education. Advanced Placement courses are also offered in all subjects except health. Students should review course offerings with their counselor to determine if the student would benefit from E-School. Students can also take a short quiz to see if they are "E-School Ready" (<https://tinyurl.com/y3dj9z7x>).

**Students must have approval of parents and counselor before registering.** Students register through the Librarian who is the E-School Site Facilitator. For more information see: <https://tinyurl.com/y5kf6eoh>

Students who participate in E-School must agree to the following rules and expectations:

1. **Complete a Required Orientation Training** - All E-School students must successfully complete online training for using Blackboard, Hawaii's Virtual Learning Network (HVLN)/E-School's course management system.
2. **Supply Hardware and other computer requirements** - To be able to access course information, the following equipment, computer systems, and technical specifications are required: headphones w/microphone, high bandwidth connectivity (cable modem), a computer that's no more than 3 years old, and a speedy computer that can also input and output sound.
3. **Complete Required Forms**  
AUP (Acceptable Use Policy) – E-School expects a student to follow the AUP policy of their school.  
If taking an AP Course, a completed AP Contract is required prior to registering for the course.
4. **Provide a Working Email Address**
5. **Follow the HIDOE Code of Conduct**
6. **Attend class regularly:** Students are expected to log into their courses DAILY (1-2 hours at a time), actively engage in course work, check into their course messaging system while they are in the course, and meet all assignment deadlines.

# ENGLISH FOR LANGUAGE LEARNER (ELL)

All students whose first acquired or most often used language is other than English, or who come from homes where a language other than English is most often used, will be considered as potential ELL Program students. Based on the **Identification, Assessment, and Programming System for Students of Limited English**, the goals of the ELL Program are to assist students to:

1. Acquire a level of English proficiency which will provide them with an equal opportunity to succeed in the regular education program;
2. Acquire a level of achievement in language and reading which will enable them to succeed in the regular education program; and
3. Develop an understanding of an appreciation for diverse cultures in Hawai'i.

The school is committed to develop the English language skills of every ELL student in areas of listening, speaking, reading, and writing to achieve the goals of the ELL Program.

<b>LCY1010J</b>	<b>English Language Arts 1 – Grade 9</b>	
<b>LCY2010J</b>	<b>English Language Arts 2 – Grade 10</b>	
<b>LCY3010J</b>	<b>English Language Arts 3 – Grade 11</b>	
<b>LCY4010J</b>	<b>English Language Arts 4 – Grade 12</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each course</i>

**Special Notation:** Grade 9-12. Course is taught by the ELL teacher. See English Language Arts (p. 37-39) section for full course description.

**Prerequisite:** Approval of ELL teacher required.

These courses emphasize both writing and reading skills for success in mainstream classes. Students will learn reading strategies to use with a broad range of fiction and nonfiction texts and will respond orally and in written form. They will further develop academic writing skills by improving language mechanics and standard grammar.

<b>LLH1013J/1014J</b>	<b>English LA (Grade 9) Laboratory A/B</b>	
<b>LLH2013J/2014J</b>	<b>English LA (Grade 10) Laboratory A/B</b>	
<b>LLH3013J/3014J</b>	<b>English LA (Grade 11) Laboratory A/B</b>	
<b>LLH4013J/4014J</b>	<b>English LA (Grade 12) Laboratory A/B</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 9-12. Course taught by the ELL teacher.

**Prerequisite:** Approval of ELL teacher required.

These courses support ELL students. It provides additional English instruction and support, where needed, to help students achieve the standards for three strands of the language arts: reading, writing, and oral communication. Instruction will be differentiated as appropriate for the needs of the students enrolled.

# FINE ARTS

## VISUAL ARTS:

Visual arts are distinguished in the school curriculum because they deal with attitudes, emotions, and intuition. The study of art in a historical and humanistic context is addressed as well as perceptions, forms, and images in our visual environment. Students learn through art production; study art in its historical and cultural contexts; engage in art criticism; and make aesthetic judgments. The curricula is based on the State of Hawai'i Visual Arts Content standards. Assessment of student coursework includes performance of the General Learner Outcomes. All Gifted and Talented students can be serviced through the Directed Studies courses. Arts education develops skills of communication, critical thinking, problem-solving and creativity. All of these skills are needed for students to succeed in the competitive global economy and work place. Through the arts, students also gain life skills such as the ability to collaborate with others, the value of practice, and the need for perseverance and hard work to achieve a quality product. All students should have the opportunity to learn in and through the arts.

<b>FVB1000</b>	<b>General Art 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. A \$20 fee will be assessed for expendable materials/supplies. This course also serves as an introductory pathway course for the **STAR Academy Creative and Artistic Expression** strand.

An introduction to art offering exploration with a variety of art media and techniques for personal expression and providing further opportunities for students 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. The second semester will develop the student's creative potential to a higher degree of proficiency and sophistication. Curriculum is based on visual arts content standards.

<b>FVB2000</b>	<b>General Art 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 – 12. A \$20 fee will be assessed for expendable materials/supplies.

**Prerequisite:** Satisfactory completion of General Art 1.  
Approval of instructor required.

This course 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. Curriculum is based on visual arts content standards.

<b>FVB3000</b>	<b>General Art 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 11 – 12. A \$20 fee will be assessed for expendable materials/supplies.

**Prerequisite:** Satisfactory completion of General Art 2.  
Approval of instructor required.

This course provides a more in-depth development and refinement of skills in a variety of art media and techniques that emphasizes individual style and personal expression. Students will gain a deeper understanding and appreciation for historical periods, artifacts and diverse cultures. Curriculum is based on visual arts content standards.

<b>FVQ1000</b>	<b>Drawing and Painting 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. A \$20 fee will be assessed for expendable materials/supplies. This course also serves as an introductory pathway course for the **STAR Academy Creative and Artistic Expression** strand.

This course is an introduction to drawing and painting. Experiences include experimentation in wet and dry media such as pencil, pen, brush and ink, conte' crayon, and chalk; and media such as water color, tempera, synthetics, acrylics, and mixed media. Activities emphasize the development of each student's technical skills and interpretation of one's own expression.

<b>FVQ2000</b>	<b>Drawing and Painting 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 – 12. A \$20 fee will be assessed for expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Drawing and Painting 1. Approval of instructor required.	

This is an intermediate course designed to expand development of individual style, skills, attitudes, and knowledge learned in Drawing and Painting I. Drawing and painting experiences may emphasize a particular medium, specialized subject matter, or how drawing and painting experiences relate to art appreciation, art history, and theory. Curriculum emphasizes portfolio development and rigorous studio discipline.

<b>FVQ3000</b>	<b>Drawing and Painting 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 – 12. A \$20 fee will be assessed for expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Drawing and Painting 2. Approval of instructor required.	

This is an advanced course with continuing emphasis on developing student's individual style of creative expression in one or more modes of expression. The course is designed to prepare students for continued study in an art school, college, or university. Curriculum is based on visual arts content standards.

<b>FVL1000</b>	<b>Ceramics 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 – 12. A \$20 fee will be assessed for expendable materials/supplies. This course also serves as an introductory pathway course for the <b>STAR Academy Creative and Artistic Expression</b> strand.	

Ceramics 1 is an introductory course which is exploratory and experimental in scope, allowing discovery of potentialities and limitations of clay as a medium for art expressions. Basic skills and methods in hand-building techniques involving pinch, coil, slab, and free form modeling are covered. Introduction to glazes, glazing techniques, and methods of surface decorations are explored.

<b>FVL2000</b>	<b>Ceramics 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 – 12. A \$20 fee will be assessed for expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Ceramics 1. Approval of instructor required.	

This is an intermediate course offering a review and refinement of skills and methods in hand-building, and wheel throwing techniques, glazing, and surface decorations.

<b>FVL3000</b>	<b>Ceramics 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 – 12. A \$20 fee will be assessed for expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Ceramics 2. Approval of instructor required.	

This is an advanced course with continuing emphasis on developing student's individual style of creative expression in one or more modes of expression. The course is designed to prepare students for continued study in an art school, college, or university. Curriculum is based on visual arts content standards.

<b>FVP1000</b>	<b>Photography 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 – 12. <b>Students must provide their own digital camera</b> with at least a 1GB memory card, and regular internet access. A \$20 fee will be assessed for other expendable materials/supplies. This course serves as an introductory pathway course for the <b>STAR Academy Creative and Artistic Expression</b> strand.	

This is an introductory course to digital photography as an art which includes basic techniques in composition, exposure lighting, camera care and operation, instruction in digital manipulation, and studio work. Students in the class will create and maintain an online portfolio.

<b>FVP2000</b>	<b>Photography 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 – 12. <b>Students must provide their own digital camera</b> with at least a 1GB memory card, and regular internet access. A \$20 fee will be assessed for other expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Photography 1. Approval of instructor required.	

This is an intermediate course in Photography as an art, which includes measured and controlled use of light, time, filters and digital techniques. Individual projects will include experiments with portraits, advertising and action photography, narrative photography, and the photo essay. Students in the class will create and maintain an online portfolio.

<b>FVP3000</b>	<b>Photography 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 – 12. <b>Students must provide their own digital camera</b> with at least a 1GB memory card, and regular internet access. A \$20 fee will be assessed for other expendable materials/supplies.	
<b>Prerequisite:</b>	Satisfactory completion of Photography 2. Approval of instructor required.	

This is an advanced course that further develops skills and techniques learned in Photography 1 and 2 and offers new ideas and techniques utilized in contemporary photography. It is designed to emphasize the use of imaging processes as creative and vital forms of visual communication. A focus is on portfolio development and developing a personal website.

<b>FVD1000C/D/G/P</b>	<b>Directed Study in Art</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 – 12. Students will be screened using a set criterion and must present a portfolio of work to the instructor before being enrolled. A \$20 fee will be assessed for expendable materials/supplies.	
<b>Prerequisite:</b>	<b>Approval of art instructor and screening committee.</b> <b>C - Ceramics   D - Drawing and Painting   G - General Art   P - Photography</b>	

This seminar course includes studio experiences. Opportunity is provided for in-depth study in a selected mode of expression. Visual, oral, and written presentations should result from personal inquiry and investigative research. Students must demonstrate evidence of high self-motivation and sustained interest in creating and producing works of art in various art forms. Curriculum is based on visual arts content standards.

## MUSIC:

Students may be involved in a variety of musical experiences with our active music programs. In-class learning, and for some classes, outside performance activities work to promote musical goals. Students work on Music Content Standards 1 – 8. These standards range from singing, to playing, to composing music, and are applied as suits the need of the class. Students may be required to participate in formal concerts, marching band and pep-band situations, choral festivals or school performances for a well-rounded musical experience. Fundraisers will be available to assist the student in defraying personal costs of participation in the programs, if there should be a need.

<b>FMA1000</b>	<b>Music Appreciation</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. Recommended elective for **STAR Academy** students.

This is an introductory course designed to provide all students, regardless of musical background, with the opportunity to explore the world of music. The course contains an overview of simple musical theory, musical genres, music history, and popular music. Creating, analyzing, and responding to music is part of the course learning experience.

<b>FMB1000</b>	<b>Introductory Band</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. A \$10 fee may be assessed for instrument maintenance. Students must provide their own mouthpiece or drumsticks as well as small accessories (neck strap, swabs, valve oil). The school provides instruments as available. Students that have their own instrument may keep it in the teacher's office. This course serves as an introductory pathway course for the **STAR Academy Creative and Artistic Expression** strand.

This is a beginning band program designed for students who are interested in learning to play an instrument. Attention will be focused on learning musical notation, development of technical skills, and developing playing techniques and embouchures.

<b>FMB2000</b> <b>FMB3000</b> <b>FMB4000</b> <b>FMB5000</b>	<b>Band 1</b> <b>Band 2</b> <b>Band 3</b> <b>Band 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. A \$10 fee may be assessed for instrument maintenance. Students must provide their own mouthpiece or drumsticks as well as small accessories (neck strap, swabs, valve oil). The school provides instruments as available. Students that have their own instrument may keep it in the teacher's office. This class may meet after school prior to performances as needed with prior notice.

**Prerequisite:** Successful completion of previous level or its equivalent.  
Approval of instructor required.

This is a band program designed to continue musical development. Various levels of difficulty and style of band literature is studied for performances.

<b>FMC1000</b>	<b>Chorus 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. This course serves as an introductory pathway course for the **STAR Academy Creative and Artistic Expression** strand.

This is a choir program designed to introduce singing to all grades and varieties of students, develop performance skills, teach musical notation, and expands basic vocal skills. Musical arrangements from a variety of genres and time periods are sung in unison and simple harmony. Solo and ensemble singing are performed.

<b>FMC2000</b>	<b>Chorus 2</b>	
<b>FMC3000</b>	<b>Chorus 3</b>	
<b>FMC4000</b>	<b>Chorus 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 – 12.

**Prerequisite:** Satisfactory completion of previous level or outside choral experience.  
Approval of instructor required.

This is a choral program designed to teach beyond basic singing technique. Music of all genres, time periods, and ethnic groups will be performed and studied. Students will match pitches, demonstrate rhythms, and demonstrate understanding of musical notation. Solo, two-part, three-part, and four-part harmonies are practiced and performed.

<b>FMN1000</b>	<b>Ensemble Band 1</b>	
<b>FMN1300</b>	<b>Ensemble Band 2</b>	
<b>FMN1600</b>	<b>Ensemble Band 3</b>	
<b>FMN1900</b>	<b>Ensemble Band 4</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. A \$10 fee may be assessed for instrument maintenance.  
These are after-school courses offered on Tuesdays & Thursdays from 2:30 - 4:00 PM. The AIM policy applies.

**Prerequisite:** Satisfactory completion of previous level.  
Approval of instructor required

This band program is designed to continue musical development. Various levels of difficulty and styles of band literature are studied for performance.

<b>FMN1000P</b>	<b>Ensemble Ukulele 1</b>	
<b>FMN1300P</b>	<b>Ensemble Ukulele 2</b>	
<b>FMN1600P</b>	<b>Ensemble Ukulele 3</b>	
<b>FMN1900P</b>	<b>Ensemble Ukulele 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 9 – 12. Due to limited numbers of school ukuleles, it is highly recommended that students provide their own ukulele

**Prerequisite:** Satisfactory completion of previous level.  
Approval of instructor required for levels 2, 3 and 4.

This course is designed to help students develop their musical skills on ukulele. Emphasis will be on developing knowledge of chords, strumming, finger picking, as well as reading tabs and traditional music. Basic music theory will be covered. Performance opportunities as available to skill set.

<b>FMD1000</b>	<b>Directed Study in Music - 1</b>	
<b>FMD2000</b>	<b>Directed Study in Music - 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 11 or 12.

**Prerequisite:** Approval of instructor required.

The unique interests and skills of students can be met through independent or group study. With the approval and guidance of the teacher, the student develops a projected plan of study to pursue his/her specialized area of interest consistent with the music standards.



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## DRAMA AND THEATRE

### FTA1300

### Beginning Acting

**Year***Course Number**Course Title**1 credit*

**Special Notation:** Grades 9 – 12. This course serves as an introductory pathway course for the **STAR Academy Creative and Artistic Expression** strand. A \$10 fee may be assessed.

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

### FTA2000

### Intermediate Acting

### FTA3000

### Advanced Acting

**Year***Course Number**Course Title**1 credit*

**Special Notation:** Grades 10 - 12. A \$10 fee may be assessed

**Prerequisite:** Approval of instructor required.

Body and vocal exercises are continued with emphasis on some basic acting principles. Stage business and movement, pointers on characterizations, interpretation and analysis of roles, and vocal and emotional projection are taught. Students are given opportunities for practice, guidance, and training in these areas and perform in directed class scenes.

### FTD1000

### Directed Studies in Drama and Theatre

**Year***Course Number**Course Title**1 credit*

**Special Notation:** Grade 12. A \$10 fee may be assessed

**Prerequisite:** Approval of instructor required.

This course is provided to meet the unique interest and skills of students through independent or small group study. The instructor will select drama standards appropriate for students and may integrate other Fine Arts standards.

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## DANCE EDUCATION

### FDK1000

### Hawaiian Dance 1

### FDK2000

### Hawaiian Dance 2

### FDK3000

### Hawaiian Dance 3

**Year***Course Number**Course Title**1 credit*

**Special Notation:** Grades 9 – 12.

**Prerequisite:** Satisfactory completion of previous level.  
Approval of instructor required for levels 2 and 3.

**Hawaiian Dance 1** is a beginning course designed to provide students opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels. **Hawaiian Dance 2, 3** provides further opportunity to strengthen and refine dancing skills.

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# HEALTH and PHYSICAL EDUCATION

## Program Goals

The Waiākea High School Physical Education Department has the following goals for all students:

- 1) Achieve state standards as established by the Hawai'i Content and Performance Standards III.
- 2) Educate students about how to develop and maintain physical fitness.
- 3) Provide students with a wide variety of activities, thus leading to a lifetime of enjoyment and good health

## Requirements, Expectations, and Evaluation

Students will be required to participate in class activities regularly and to dress out in an appropriate PE uniform.

**Physical Education uniforms consist of blue athletic shorts, a gray T-shirt, and athletic shoes. Shirts and shorts are available for purchase.**

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## Required Courses:

PEP1005	Physical Education – Lifetime Fitness	Semester
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

**Special Notation:** Grade 9. Prerequisite for all Physical Education - Lifetime Activities (PEP1010).

This standards-based course is designed to integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in their school and community. Students will self-assess their personal fitness level, document their physical activity and develop a four year personal fitness plan, which will project the student's personal fitness activity through grade 12. All classes include general conditioning principles and concepts as well as activity specific conditioning principles and concepts.

HLE1000	Health – Today and Tomorrow	Semester
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

**Special Notation:** Grade 10. Prerequisite for all Health Elective Courses.

Students in this course develop and practice skills that will promote healthy behavioral choices. Students engage in in-depth discussion and exploration of current issues and health trends for adolescents. Content risk areas include, but are not limited to: Injury and Violence Prevention, Tobacco Use Prevention, Alcohol and Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, and Community and Environmental Health. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in advocating for the health of others.

PEP1010	Physical Education – Lifetime Activities	Semester
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

**Special Notation:** Grade 10. Prerequisite for all Global PE Courses.

**Prerequisite:** Successful completion of PEP1005 Physical Education – Lifetime Fitness

This standards-based course further develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences. Emphasis is placed on the acquisition of skills, understanding of rules and strategy, ability to work together, and the application of knowledge into game situations. Students assess personal levels of physical fitness and physical activity and apply this knowledge to future physical activity pursuits.

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## **Global Elective Courses:**

Global Elective Courses count toward the 0.5 credit Physical Education Elective requirement for graduation.

<b>See Below</b>	<b>PE Global Elective Courses</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each semester</i>

**Special Notation:** Grades 11 - 12.

**Prerequisite:** Successful completion of PEP1005 Physical Education – Lifetime Fitness and PEP1010 Physical Education - Lifetime Activities  
Approval of instructor required.

These courses are modeled around membership at a fitness club in the community where members are given a choice of participating in activities that meet their personal fitness needs and goals. These courses include daily student choice of weight training and conditioning, individual sports, dual sports, and team sports. Students may take up to four (4) PE Global Elective Courses in one school year.

<b>PBP1110</b>	<b>Body Conditioning 1A</b>
<b>PBP1120</b>	<b>Body Conditioning 1B</b>
<b>PBP1130</b>	<b>Body Conditioning 2A</b>
<b>PBP1140</b>	<b>Body Conditioning 2B</b>
<b>PFP1310</b>	<b>Physical Fitness for Life 1A</b>
<b>PFP1320</b>	<b>Physical Fitness for Life 1B</b>
<b>PFP1310</b>	<b>Physical Fitness for Life 1A</b>
<b>PFP1320</b>	<b>Physical Fitness for Life 1B</b>
<b>PIP1610</b>	<b>Individual and Dual Sports 1</b>
<b>PIP1620</b>	<b>Individual and Dual Sports 2</b>
<b>PIP1630</b>	<b>Individual and Dual Sports 3</b>

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## **Elective Courses:**

Elective Courses **DO NOT** count toward the 0.5 credit Physical Education Elective requirement for graduation.

<b>PLP1710</b>	<b>Recreational Leadership</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

**Special Notation:** Grades 11 or 12. Courses are offered each semester. **Highly recommended for Health and STAR Academy students.**

**Prerequisite:** Approval of instructor required.

This standards-based course is designed for those students who are interested in careers in the physical activity, movement, and educational fields of study. Responsibilities include assisting the physical education teacher with class instruction, equipment and classroom monitoring, and schoolwide physical activity promotion and organization. Emphasis will be placed on knowledge acquisition, presentation and leadership skills, and classroom management support.

<b>HLE5000</b>	<b>Health Strategies</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

**Special Notation:** Grades 11 - 12. Courses are offered each semester. **Highly recommended for Health Academy students.**

**Prerequisite:** Successful completion of HLE1000 Health-Today and Tomorrow  
Approval of instructor required.

Instructional emphasis will be placed on students analyzing their current health practices and developing the knowledge and skills to improve their health. Content areas may include Injury and Violence Prevention, Tobacco Use Prevention, Alcohol and Other Drugs Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, and Community and Environmental Health.

# MATHEMATICS

Due to the sequential nature of mathematics education, each math course requires the recommendation of a math teacher. The recommendation is based on student's aptitude, work habits, and mastery of the preceding math course. For those students thinking of college, most 4-year universities require up to high school Algebra 2.

Grade Level	Recommended Course	Elective (support)
9	Algebra 1	Math Workshop
10	Geometry	
	Geometry (In Construction)	
11	Algebra 2	Math Workshop
12	*MOW 2	
	Introduction to College Math	
	Algebra 3 / Statistics	

Accelerated Program	
Geometry H	Algebra 1 H
Algebra 2 H	Geometry H
Trigonometry H/ Pre-Calculus H	Algebra 2 H
AP Calculus AB	Trigonometry H/ Pre-Calculus H

Teachers may ask students to register for **Math Workshop** if they feel additional help may be needed in assisting the student to pass their registered math class.

\* **MOW 2** is for students who have repeated Algebra 1 and/or Geometry and require a 3<sup>rd</sup> math credit

<b>MAX1155</b>	<b>Algebra 1</b>	
<b>MAX1155H</b>	<b>Algebra 1 H (Honors)</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

Content of this course focuses on modeling with functions, linear functions, quadratic functions, solving equations and inequalities in two variables (including systems of equations), and analyzing bi-variate data to identify and explain apparent relationships. Learning opportunities will support students in understanding and describing symbolic, graphical, numeric (tabular) and verbal representations of important mathematical ideas. Conceptual understanding, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course. Student performance on the Algebra 1 End of Course Exam will account for 10% of the year grade.

**Algebra 1 H** covers the same standards as Algebra 1 with added material (both depth and breadth) as time permits and at a faster pace. Recommended for the advanced math student who would benefit from an accelerated program in algebra. A test is available for non-Waiākea Intermediate School students to assist with determining Waiākea High School's recommendation for math placement.

<b>MGX1150</b>	<b>Geometry</b>	
<b>MGX1150C</b>	<b>Geometry (In Construction)</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Prerequisite:** For Geometry (In Construction) - successful completion of IET Core (TIC5010).  
Approval of present math instructor.

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

**Geometry (In Construction):** This course must be taken concurrently with Building and Construction 1

<b>MGX1150H</b>	<b>Geometry H (Honors)</b>	<b>Year</b>
<b>MGX1150HC</b>	<b>Geometry In Construction - Honors</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Prerequisite:</b>	For Geometry In Construction - Honors: successful completion of IET Core (TIC5010). Approval of present math instructor.	
Geometry H covers the same standards as Geometry with a heavy emphasis on proof and logical reasoning, as well as a more challenging set of problems. It is much more rigorous and only recommended for the advanced math student who would benefit from an accelerated program in geometry. <b>For incoming 9th grades:</b> A test is available for non- Waiākea Intermediate School students to assist with determining Waiākea High School's recommendation for math placement.		
<b>Geometry In Construction - Honors:</b> This course must be taken concurrently with Building and Construction 1		
<b>MAX1200</b>	<b>Algebra 2</b>	<b>Year</b>
<b>MAX1200H</b>	<b>Algebra 2 H (Honors)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Prerequisite:</b>	Successful completion of Algebra 1 AND Geometry. Approval of present math instructor.	
The Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques and inverse functions. This course includes the following topics: 1. Review of Algebra 1 (quadratic & linear functions), 2. General Properties of Functions (modeling, graphically solve equations, domains & composition, transformations, inverses, and function representations) and 3. Families of Functions (polynomial, rational, exponential, and logarithmic).		
<b>Algebra 2 H</b> has the same standards as Algebra 2 with added material (both depth and breadth) as time permits and at a faster pace. Recommended for the advanced math student.		
<b>MSW1009A/B</b>	<b>Mathematics Workshop – (Algebra 1)</b>	<b>Semester</b>
<b>MSW1011A/B</b>	<b>Mathematics Workshop – (Algebra 2)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
<b>Special Notation:</b>	These courses are supplemental, repeatable, and for <b>elective</b> credit only. <b>Repeatable each semester.</b>	
<b>Prerequisite:</b>	Approval of present math instructor.	
This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, Algebra, Data Analysis, Statistics, and Probability. Concepts are systematically developed using concrete materials, multiple representations and symbols. Course is taught in collaboration with the Algebra math programs.		
<b>MIC1200</b>	<b>Introduction to College Mathematics</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12. Successful completion of Algebra 2.	
<b>Prerequisite:</b>	Approval of present math instructor.	
The course will focus on topics from the Algebra, Functions, Geometry, and Statistics domains of the Common Core State Standards with an emphasis on mathematical modeling and quantitative reasoning. Students will extend their understanding of high school mathematics concepts and apply that understanding in real-world problem solving situations and in purely mathematical contexts. This course is for 12th graders who have been identified as students who are intending to go to college and could benefit from intensive course work to ensure their preparation for credit-bearing mathematics courses, specifically MATH 100, MATH 111 (for elementary education majors), or Introduction to College Statistics at any of the ten University of Hawai'i campuses. In order to qualify for automatic placement in the above math courses, the following requirements must be met: receive a score of 2 or higher on the 11th grade Smarter Balanced Math assessment AND receive a grade of B or better in Introduction to College Math. This course WILL fulfill the 4th year mathematics credit that is required for the Honors Recognition Certificates.		

<b>MAX1310</b> <b>MXX1300</b>	<b>Algebra 3</b> <b>Statistics</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Prerequisite:** Successful completion of Algebra 2  
Approval of present math instructor.

**Algebra 3** is designed to provide opportunities for students to strengthen algebraic concepts and skills. Content includes: Matrices and linear systems, exponential and logarithmic functions and inverses, sequences and series, rational functions and basic trigonometry.

**Statistics** provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. Graphs and charts, collection and organization of data, frequency distribution, correlation and regression are some of the topics covered.

<b>MAX1180</b>	<b>Modeling Our World 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 12. Recommended for students who repeated Algebra 1 and/or Geometry and require a third math credit.

**Prerequisite:** Approval of present math instructor.

The course focuses upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses on specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear, exponential, quadratic and rational functions. This course is not equivalent to Algebra 2.

<b>MCX1010H</b> <b>MCX1020H</b>	<b>Trigonometry H (Honors)</b> <b>Pre-Calculus H (Honors)</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Prerequisite:** Successful completion of Geometry H and Algebra 2 H  
Approval of present math instructor.

**Trigonometry** includes the study of trigonometric functions, fundamental identities, trigonometric equations, inverse trigonometric functions, and applications including vectors, trigonometric and polar forms of complex numbers.

**Pre-Calculus** is designed for students who plan to study calculus. It includes graphs and properties of algebraic functions, transcendental functions, and the conics. Additional emphasis is placed on integration of appropriate technology.

<b>MCD1060A</b> <b>MCD1060B</b>	<b>Directed Study - Programming Logic (Sem 1)</b> <b>Directed Study - Programming Logic (Sem 2)</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each semester</i>

**Special Notation:** Grades 10 - 12. Courses may NOT be taken separately. Students must take both semesters.

**Prerequisite:** Approval of Directed Studies instructor.

This course includes a general survey of the field of computer science and principles of human/machine interface. This course will NOT count as a 3<sup>rd</sup> mathematics credit toward graduation nor a 4<sup>th</sup> mathematics credit towards an Honors Recognition Certificate.

<b>Advanced Placement:</b> <b>MCA1040</b>	<b>Calculus AB – Advanced Placement</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 11 or 12. Successful completion of Geometry H, Algebra 2 H, Trigonometry H and Pre-Calculus H.  
Students are required to take the College Board AP Calculus exam in May for which college credit may be awarded.  
A completed AP Contract is required with the Course Request Form.

**Prerequisite:** Approval of present math instructor and AP instructor.

This course is equivalent to a college-level course in Calculus. It is designed for the very able student who is expected to have a strong background in Algebra, Geometry, Trigonometry, and Pre-Calculus. Main ideas are limits, derivatives and integration. This course's syllabus is approved by the Advanced Placement program of the College Board.

# PROGRAMS AND SERVICES FOR SECONDARY AT-RISK STUDENTS (PSSAS)

## Special Motivation Program (SMP):

This alternative program is for students who have difficulty in the mainstream school environment due to academic, behavioral, social, and/or emotional problems. Students are scheduled into PSSAS for part of the school day for instruction and/or counseling support services. (note: Waiākea High School supports an inclusive model of a “whole school” approach that incorporates PSSAS service in some general education courses).

**English Language Arts:** See English Language Arts (p. 37-39) section for full course description.

<b>LCY1010U</b>	<b>English Language Arts 1 – Grade 9</b>	
<b>LCY2010U</b>	<b>English Language Arts 2 – Grade 10</b>	
<b>LCY3010U</b>	<b>English Language Arts 3 – Grade 11</b>	
<b>LCY4010U</b>	<b>English Language Arts 4 – Grade 12</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each course</i>

**Social Studies:** See Social Studies (p. 58-60) section for full course description.

<b>CHU1100U</b>	<b>U.S. History and Government</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

<b>CHW1100U</b>	<b>World History and Culture</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

<b>CHR1100U</b>	<b>Modern History of Hawai'i</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

<b>CGU1100U</b>	<b>Participation In Democracy</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

<b>CGW2400U</b>	<b>Global Studies</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

<b>CSD2100U</b>	<b>Geography</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>

## Work Study Program:

This program is designed to help students stay in school, by offering work study program elective credit for qualifying students. ½ Credit may be awarded for 60 hours of verified, paid employment.

<b>NWG1200U</b>	<b>PSSAS Work Study 1</b>	
<b>NWG1201U</b>	<b>PSSAS Work Study 2</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** PSSAS Work Study 2 is **repeatable**

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## Community Service

Community service gives elective credit to students for volunteer work they perform on their own time. Community service provides opportunities for students to develop responsibility, encourages humanitarian attitudes by doing things for others without compensation, and encourages cooperative working relationships with peers and adults in the community.

<b>XLH2001U</b>	<b>Community Service</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit for 60 hrs</i>

**Special Notation:** Participation with service organizations occur beyond the school day. **Course is repeatable**, however only 1.0 credit total will be counted toward graduation. No grade will be awarded.

**Prerequisite:** Approval of Advisor required.

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## Alternative Learning Center (ALC):

Students may earn high school credits from this alternative education program for identified students. Students are required to meet specific eligibility criteria. **Please refer to core department sections (English LA-p. 37, Math- p. 50, Science- p. 55 and Social St- p. 58) for course offerings.** See PSSAS counselor for more information on program offerings.

### Courses:

#### English Language Arts (1 credit/year)

LCY1010U1 – English 1 (9<sup>th</sup> Grade)  
LCY2010U1 – English 2 (10<sup>th</sup> Grade)  
LCY3010U1 – English 3 (11<sup>th</sup> Grade)  
LCY4010U1 – English 4 (12<sup>th</sup> Grade)

#### Mathematics (0.5 credit/semester)

MX1100U1 – Probability  
MX1250U1 – Logic & Reasoning

#### Mathematics (1 credit/year)

MAX1150U1 – Algebra 1  
MGX1150U1 – Geometry  
MAX1180U1 – MOW 2

#### Science (1 credit/year)

SPH2603U1 – Physical Science  
SLH2203U1 – Biology  
SEH2003U1 – Earth Systems Science

#### Social Studies (0.5 credit /semester)

CGU1100U1 – Part. in a Democracy  
CHR1100U1 – Modern History of Hawai'i  
CSD2100U1 – Geography  
CGW2400U1 – Global Studies

#### Social Studies (1 credit/year)

CHU1100U1 – U.S. History (year)  
CHW1100U1 – World History

#### Physical Ed. & Health (0.5 credit /sem)

PEP1005U1 – PE Lifetime Fitness  
PEP1010U1 – PE Lifetime Activities  
HLE1000U1 – Health Today & Tomorrow

#### Special Elective Courses (1 credit / year)

FVB1000U1 – General Art 1  
FVB2000U1 – General Art 2

#### Elective Courses

MSW1009U1/MSW1010U1/MSW1011U1 – Math Workshop 9/10/11 (0.5 credit/semester)  
LLHx013U1/LLHx014U1 – Eng LA Lab 1/2/3/4 (0.5 credit/semester)  
TGG1101U1/TGG1102U1 – Pathway Exploration 1/2 (0.5 credit/ semester)  
XLH2001U1 – Community Service (0.5 credit for 60 hours of service)  
TGG1100U1 – Career and Life Planning (0.5 credit)  
TGG1104U1 – Advanced Guidance (0.5 credit)  
PTP1640U1/PTP1650U1 - Team Sports 1/2 (0.5 credit/semester)

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**TGG1105 – Personal Transition Plan - 0.5 credit awarded at end of 1<sup>st</sup> semester of terminal year**

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# SCIENCE

The Science program of study at Waiākea High School provides learning experiences for *all* students to develop scientific literacy so that they may maintain and improve the quality of their lives and participate effectively as members of a global society. Instructional experiences are designed to help students meet the Science Content Standards and the following goals:

1. To understand and apply the processes, ways of thinking and dispositions that humans have while investigating the natural world.
2. To understand and apply the knowledge we know today about the world around us to our curiosities and in our daily lives.

<b>SPH2603</b>	<b>Physical Science</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 9. Recommended for all students in order to complete the first of the three science requirements.	

This content-focused course serves as a foundation for biology, chemistry, and physics. The course introduces modern principles and concepts of physical science through involvement in laboratory activities.

<b>SLH2203</b>	<b>Biology 1</b>	<b>Year</b>
<b>SLH2203H</b>	<b>Biology 1H (Honors)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 - 12. Required for graduation. This course fulfills the lab science requirement for students who plan to go to college. H- an accelerated and intensive course for the highly motivated student.	

**Prerequisite:** Approval of present science teacher for Honors level is recommended.

This is a laboratory course to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. *15% of the year grade will be attributed to student performance on the Biology End of Course Exam.*

<b>SPH3503</b>	<b>Chemistry</b>	<b>Year</b>
<b>SPH3503H</b>	<b>Chemistry H (Honors)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12. This course fulfills the lab science requirement for students who plan to go to college. H- an accelerated and intensive course for the highly motivated student.	

**Prerequisite:** Approval of present science teacher for Honors level is recommended.

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

<b>SPH5603</b>	<b>Physics</b>	<b>Year</b>
<b>SPH5603H</b>	<b>Physics H (Honors)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. Recommended for students who planning to pursue related fields in college. H- an accelerated and intensive course for the highly motivated student.	

**Prerequisite:** Approval of present science teacher for Honors level is recommended.

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

SLH7503	Human Physiology	Year
Course Number	Course Title	1 credit
Special Notation:	Grades 10 - 12.	
Prerequisite:	Course in Biology required and course in Chemistry highly recommended. Chemistry can be taken concurrently. Recommended for <b>Health Services Academy</b> .	
This is a year course that provides an in-depth study of the structure and functions of the human body. All of the organ systems are studied in terms of how each is related and contributes to the overall proper condition of the body's internal environment. Students are provided with opportunities to research various occupations in health-related fields. Current health and medical issues and advancement in medical research will also be studied.		

SAH2003	Integrated Science	Year
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
This is a laboratory course that provides students with extended opportunities to study issues, topics, and themes in greater depth. Scientific Inquiry has a significant place in this course, regardless of Life and Environmental Sciences, Physical Science, or Earth Space Science context. Students in this class will participate in the Maunakea Scholars Program.		

SEH2003	Earth System Science	Year
Course Number	Course Title	1 credit
<b>Special Notation:</b> Grades 11 or 12.		
This laboratory course encompasses four different content areas in earth-space and environmental sciences. The four content areas are astronomy, geology, meteorology, and oceanography. Students in this class will participate in the Maunakea Scholars Program.		

SAH3503 Directed Study – Science (STEM - non BEST)		
SAH3503A	Directed Study – Science (STEM - BEST Academy)	Year
Course Number	Course Title	1 credit
Special Notation:	Grade 12 only.	
Prerequisite:	Approval of <u>present</u> science instructor or Science Department Chairperson required.	
This course is designed for the student with high interest and ability in science who has a solid foundation in the content and methodologies of the basic sciences and who is able to use this foundation in conducting research on a self-selected topic. The student will work under the guidance of a science teacher and may also include assistance from professional or community resource persons. Recommended for students pursuing the STEM Honors Recognition Certificate.		

## Advanced Placement:

SLH8003	Advanced Placement – Biology		Year
Course Number	Course Title		1 credit
Special Notation:	Grade 11 or 12.	Students are required to take the College Board AP Biology exam in May for which <b>college credit may be awarded</b> . A completed AP Contract is required with the Course Request Form.	
Prerequisite:	Successful completion of biology and chemistry courses or taking chemistry concurrently. Recommended for <b>Health Services Academy</b> students Approval of present science instructor.		
This is a freshman college level biology course. Biology skills learned in the biology courses are reinforced and augmented. AP Biology uses extensive laboratory experiences to clarify underlying principles of biology. AP Biology offers college biology with more individual attention than the student is likely to find at the university level.			

SPH5003		Advanced Placement - Chemistry	Year
Course Number	Course Title		1 credit
<b>Special Notation:</b>	Grade 11 or 12.	Students are required to take the College Board AP Chemistry exam in May for which <b>college credit may be awarded</b> . A completed AP Contract is required with the Course Request Form.	
<b>Prerequisite:</b>	Successful completion of Chemistry and Algebra 2. Recommended for <b>Health Services Academy</b> students Approval of present science instructor.		

This is a freshman college level chemistry course. Chemistry skills learned in the Chemistry-X course are reinforced and augmented. AP Chemistry is highly quantitative, stressing mathematical analysis of chemical problems. Laboratory investigations, often student designed, add to the experience. AP Chemistry offers college chemistry with more individual attention than the student is likely to find at the university level.

SIH3903	Advanced Placement - Environmental Science		Year
Course Number	Course Title		1 credit
Special Notation:	Grade 11 or 12.	Students are required to take the College Board AP Environmental Science exam in May for which <b>college credit may be awarded</b> . A completed AP Contract is required with the Course Request Form.	
Prerequisite:	Successful completion of biology and chemistry courses. Recommended for <b>Public Services Academy</b> students Approval of present science instructor.		

This is a college level environmental science course. 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 both natural and human-induced environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

# SOCIAL STUDIES

The purpose of social studies is to help students prepare for citizenship. Social studies courses help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. The Social Studies Content Standards in History, Civics, Geography, and Economics are addressed in the required courses and with different emphasis in the elective courses.

Students take the social studies courses in the following sequence.

Grade 9:	United States History and Government
Grade 10:	World History and Culture or Advanced Placement (AP) World History or AP US Govt.
Grade 11:	Modern History of Hawai'i / Participation in a Democracy or Advanced Placement (AP) World History or AP US Govt.
Grade 12:	2 Senior Electives or Advanced Placement (AP) World History or AP US Govt.
H designation:	Honors-intensive and analytical

<b>CHU1100</b>	<b>U.S. History and Government</b>	
<b>CHU1100H</b>	<b>U.S. History and Government - H (Honors)</b>	<b>Year</b>

<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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**Special Notation:** Grade 9. Required for graduation.

**Prerequisite:** Approval of present social studies teacher for Honors level is recommended.

This course studies the development of the United States from Reconstruction to the present. Students examine key ideas, events, people, and movements in the U.S. to develop their own personal, national, and world views necessary to make informed decisions.

The **H** section investigates American history and culture from multiple perspectives, with in-depth historical research, interpretation and analysis. History Day is the culminating activity of this course.

<b>CHW1100</b>	<b>World History</b>	<b>Year</b>
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<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
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**Special Notation:** Grade 10. Required for graduation

This course examines the development and dynamics of human experience, through such themes as migration, imperialism, trade, and exchanges. It engages students in historical inquiry focusing on the historic, socio-political, geographic, economic, and technologic development of past and contemporary civilizations.

<b>CHR1100</b>	<b>Modern History of Hawai'i</b>	
<b>CGU1100</b>	<b>Participation in a Democracy</b>	<b>2 Semesters</b>

<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
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**Special Notation:** Grade 11. Both courses are required for graduation.

**Modern History of Hawai'i** studies the historical development of modern Hawai'i beginning from the mid-nineteenth century. People, events, and technological developments are studied to analyze their social, political, and economic effect on the development of Hawai'i.

**Participation in a Democracy** is a course on citizenship in which students use the community as an extension of the classroom to learn the role citizens play in policy making and the political process. Students gain a greater understanding and appreciation of their rights and responsibilities as citizens. Community service is encouraged in this class.

<b>CGU2300</b>	<b>Political Science-Government</b>	
<b>CGU2200</b>	<b>American Problems</b>	<b>2 Semesters</b>

<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
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**Special Notation:** Grade 11. Required course for **Public Service Academy – Legal & Protective Services & Human & Protective Services**.

**Political Science-Govt.** synthesizes the concepts of governance, power, and authority, the concepts of our political party system, the ideals of American constitutional government, and the role of the United States in international politics, policies, and relations. It provides opportunities for students to engage in civic actions and to develop and support positions on political and social issues.

**American Problems** is a course where students use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America.

## Senior Electives:

**CGU2300**

**CGU2200**

### Political Science-Government American Problems

**2 Semesters**

*Course Number*

*Course Title*

*0.5 credit each*

**Special Notation:** Grade 12. Required course for **Public Service Academy – Legal & Protective Services & Human & Protective Services**.

**Political Science-Govt.** synthesizes the concepts of governance, power, and authority, the concepts of our political party system, the ideals of American constitutional government, and the role of the United States in international politics, policies, and relations. It provides opportunities for students to engage in civic actions and to develop and support positions on political and social issues.

**American Problems** is a course where students use the tools and methodology of the political scientist, the economist, and the sociologist or anthropologist to investigate current social, political, and economic issues in contemporary America.

**CER2200**

**CER2300**

### Hawaiian Studies Pacific Island Cultures

**2 Semesters**

*Course Number*

*Course Title*

*0.5 credit each*

**Special Notation:** Grade 12.

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

**Pacific Island Cultures** examines the cultural systems of the Pacific Islands, with a focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and decision-making activities and uses the methodology of anthropologists to investigate issues.

**CSD2200**

**CSD2300**

### Psychology Sociology

**2 Semesters**

*Course Number*

*Course Title*

*0.5 credit each*

**Special Notation:** Grade 12. Course pairing is recommended for the **BEST Academy, Health Academy** and **Public Services Academy** students

**Psychology** is a survey course that focuses upon the study of behavior. Topics such as behavior disorders and developmental, personality, and learning theories will be covered. The goal of the course is to better understand one's own behavior and the behavior of others.

**Sociology** is a course that analyzes issues of cultural assimilation from sociological perspectives of diverse ethnic and racial groups. It is designed to focus on the understanding of relationships among cultures, cultural change, and social institutions and conditions.

**CSD22001**

**CSD2500**

### Psychology Economics

**2 Semesters**

*Course Number*

*Course Title*

*0.5 credit each*

**Special Notation:** Grade 12. Course pairing is recommended for the **BEST Academy** students

**Psychology** is a survey course that focuses upon the study of behavior. Topics such as behavior disorders and developmental, personality, and learning theories will be covered. The goal of the course is to better understand one's own behavior and the behavior of others.

**Economics** is the study of the concepts and analytical tools necessary to understand the economic issues facing individuals, the nation, and the world. It explains how the choices people make affect fluctuations in prices, money, business, prosperity, and the economy.

<b>CSD22004</b>	<b>Psychology</b>	<b>2 Semesters</b>
<b>CPG2100</b>	<b>Humanities</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 12. Course pairing is recommended for the **STAR Academy** students

**Psychology** is a survey course that focuses upon the study of behavior. Topics such as behavior disorders and developmental, personality, and learning theories will be covered. The goal of the course is to better understand one's own behavior and the behavior of others.

**Humanities:** This course particularly looks at the role of art, literature, music and social sciences in relation to human life and culture. It is an integrated course and students are engaged in examining values, issues, beliefs and the role of aesthetics in human society.

<b>CSD2100</b>	<b>Geography</b>	<b>2 Semesters</b>
<b>CGW2400</b>	<b>Global Studies</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 12. Course pairing is recommended for the **STAR Academy - Healthy Lifestyle & Culture** students

**Global Studies** addresses the increasingly complex global issues which have social, economic, political, cultural, technological, and ecological dimensions.

**Geography** is the study of the physical earth as it is related to human activity on it. Emphasis is given to providing core knowledge of the world's regions and geography skills to understand the interrelationship between humans and the land.

## Advanced Placement:

### Advanced Placement (AP) World History -

<b>CHA6300</b>	<b>Modern</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12. Students are required to take the College Board AP World History exam in May for which college credit may be awarded. A completed AP Contract is required with the Course Request Form.

This course is intended for students working to complete studies equivalent to a college introductory course. The course begins with foundations that set the historical and geographical context. Each period studied involves looking at the major developments which students use to compare across cultures. A satisfactory score on the College Board sponsored examination may exempt a student from taking the introductory World History course in college.

### Advanced Placement (AP) US Government and

<b>CGA6100</b>	<b>Politics</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12. Students are required to take the College Board AP US Government and Politics exam in May for which college credit may be awarded. A completed AP Contract is required with the Course Request Form.

This course is equivalent to an introductory college-level American Government course. It is offered to students who wish to be academically challenged and plan to take the AP exam in the Spring. This is a political science course designed to give students a comprehensive understanding of government and politics in the United States. Main ideas include political institutions, groups, beliefs, and theories that constitute U.S. politics and public policies. A satisfactory score on the College Board sponsored examination may exempt a student from taking a history course in college.

# SPECIAL EDUCATION

It has been the goal of the Special Education Department to educate students in the least restrictive environment, to the maximum extent appropriate with students who are not disabled. Waiākea High School supports an inclusive model of a “whole school” approach that incorporates special education as a service in general education. The special education students will be supported by special education teachers and educational assistants in the general education classes. The activities and assessments for these classes will be modified and/or accommodated, if necessary, as directed by the Individual Education Program (IEP).

## TO ALL INCOMING AND CURRENT STUDENTS (Grades 8 -11):

Students who are earning credit toward a regular high school diploma will enroll in the general education core course offerings. **Please refer to core department sections (English LA-p. 37, Math- p. 50, Science- p. 55 and Social St- p. 58) for course offerings.** Special Education electives to support students in general education core classes are listed below.

Non-credit course offerings are also listed in this section for those who require a more restrictive environment to improve language arts, math, and career skills.

## Electives:

<b>LLH1013S</b>	<b>English LA (Grade 9) Laboratory A</b>	<b>Semester</b>
<b>LLH1014S</b>	<b>English LA (Grade 9) Laboratory B</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 9 only. These courses are supplemental, repeatable, and for **elective** credit only.

This course supports students by providing additional instruction and support, where needed, to help students achieve standards for the three areas of the language arts: reading and literature, writing, oral communication, and study skills. Instruction will be differentiated as appropriate for the needs of the students enrolled.

<b>MSW1009SA</b>	<b>Mathematics Workshop – (Algebra 1 - Sem 1)</b>	<b>Semester</b>
<b>MSW1009SB</b>	<b>Mathematics Workshop – (Algebra 1 - Sem 2)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 9 only. These courses are supplemental, repeatable, and for **elective** credit only.

This course is designed for students who need to strengthen their understanding of mathematical concepts: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, Algebra, Data Analysis, Statistics, and Probability.

<b>LLH2013S</b>	<b>Combination Math/English Lab Gr 10</b>	<b>2 Semesters</b>
<b>MSW1010S</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 10. These courses are supplemental, repeatable, and for **elective** credit only.

These are taken in combination of a Mathematics Workshop and a Laboratory for English for the duration of the year. The combined course focuses on math, language arts and study skills throughout the year. It supports students by providing additional instruction and support, where needed. Instruction will be differentiated as appropriate for the needs of the students enrolled.

<b>LLH3013S</b>	<b>Combination Math/English Lab Gr 11</b>	<b>2 Semesters</b>
<b>MSW1011S</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 11. These courses are supplemental, repeatable, and for **elective** credit only.

These are taken in combination of a Mathematics Workshop and a Laboratory for English for the duration of the year. The combined course focuses on math, language arts and study skills throughout the year. It supports students by providing additional instruction and support, where needed. Instruction will be differentiated as appropriate for the needs of the students enrolled.

<b>LLH4013S</b>	<b>Combination Math/English Lab Gr 12</b>	<b>2 Semesters</b>
<b>MSW1011S1</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 12. These courses are supplemental, repeatable, and for **elective** credit only.

These are taken in combination of a Mathematics Workshop and a Laboratory for English for the duration of the year. The combined course focuses on math, language arts and study skills throughout the year. It supports students by providing additional instruction and support, where needed. Instruction will be differentiated as appropriate for the needs of the students enrolled.

## Individually Prescribed Program (Non-Diploma) Course Offerings

<b>XAG1011R</b>	<b>Study Skills</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	

This is a course provides a combined curriculum from multiple disciplines allowing students to see relationships and relevance to their current school and post high school goals. Instruction is differentiated according to the needs of each student. Recommended for students who are on an Individually Prescribed Program (IPP) working towards earning a certificate of completion. Instruction will be in accordance with the student's Individualized Education Program (IEP). **Repeatable each semester.**

<b>NWS1115S/R</b>	<b>Vocational Rehabilitation Work-Study 1</b>	
<b>NWS2225S/R</b>	<b>Vocational Rehabilitation Work-Study 2</b>	
<b>NWS3335S/R</b>	<b>Vocational Rehabilitation Work-Study 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	

**Special Notation:** Special Education student must be a certified client with the Division of Vocational Rehabilitation to register for this course. Approval of the instructor required.

Students develop academic, vocational, and social skills related to the world of work and developing adequate skills to progress from vocational exploration to work evaluation, training and competitive employment. Instruction will be in accordance with the student's Individualized Education Program (IEP).

<b>NSA2000S/R</b>	<b>Adaptive Living Skills 1</b>	
<b>NSA2100S/R</b>	<b>Adaptive Living Skills 2</b>	
<b>NSA2200S/R</b>	<b>Adaptive Living Skills 3</b>	
<b>NSA2300S/R</b>	<b>Adaptive Living Skills 4</b>	
<b>NSA2400S/R</b>	<b>Adaptive Living Skills 5</b>	
<b>NSA2500S/R</b>	<b>Adaptive Living Skills 6</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	

This series of courses provide students with intensive instruction focusing on functional living skills which address the state's performance indicators but at lower levels of complexity. Students require a self-contained program



# WORLD LANGUAGES

**GENERAL INFORMATION:** Students will be successful in world language classes if: 1) they are well-motivated, and 2) they have a genuine desire to learn the language.

## WHY LEARN A SECOND LANGUAGE?

- 1) Many colleges are now requiring a minimum of two years and preferably three years of a second language.
- 2) Knowing a second language is an asset when applying for any job. Certain languages are highly recommended in each of the six career paths to enhance proficiency in other required courses.
- 3) A student can expand cultural horizons and can communicate with speakers of different languages to develop global perspectives in any career.
- 4) The discipline of language study will help students succeed in all classes.

The World Language Department encourages all students to begin their language learning in the ninth grade. Classes in all languages cover vocabulary, sentence structure and limited cultural activities in the lower levels. Students must be willing and able to memorize vocabulary, participate in language drills and oral recitations with-and-in-front of the class. Although classes are separated into two semesters, classes are treated as year courses.

Students in this department will demonstrate competency in the **five C's**.

**Communication**.....Students understand, interpret and present information on a variety of topics to a variety of audiences.

**Cultures**.....Students understand multiple cultures.

**Comparisons**..... Students understand the nature of languages.

**Connections**.....Students use the target language to connect with other disciplines and to obtain information from authentic sources.

**Communities**.....Students can interact with people in a multicultural setting.

## FRENCH:

Besides enjoying the general benefits of language study, students of French will also find that their English vocabulary improves and their SAT scores will be higher for each year of study completed. First, they will learn many words and phrases we have borrowed directly from the French (ie: rendezvous, déjà-vu, R.S.V.P., détente, carte blanche, coup d'état, faux pas, etc.) Secondly, since the Norman conquest of England in 1066, the English language itself has been heavily influenced by French. A large percentage of present English vocabulary is derived from French. Topics address standards from interpersonal communication, interpretive communication, presentational communication and cultures.

<b>WEF1000</b>	<b>French 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b> Grades 9 - 12.		

Students in French 1 will practice basic French sentences through simple conversations including greetings, describing self, family and friends, colors and numbers, time and weather, everyday routine and vacations, eating out and travel. Students will be able to obtain information and provide information in French using present tense in reading, writing, and speaking.

<b>WEF2000</b>	<b>French 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b> Grades 10 - 12.		

**Prerequisite:** Successful completion of French 1.  
Approval of instructor required.

French 2 is a continuation of interpersonal communication in French with new topics, discussed both in present tense and past tense called *passé composé*. Students will be able to talk about what happened in the past, provide their opinion, inquire and provide information in sequence to retell in French what took place, either in written or spoken form.

<b>WEF3000</b>	<b>French 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b> Grades 11 or 12.		

**Prerequisite:** Successful completion of French 2.  
Approval of instructor required.

French 3 students further develop their communication skills in French and understanding of cultural facts. Conversations and reading will include new tenses such as imperfect and future tenses to interpret French stories and history texts and videos. Students will use all previous years content to obtain and provide information, including exchanging ideas in French.

<b>WEF4000</b>	<b>French 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12.	
<b>Prerequisite:</b>	Successful completion of French 3. Approval of instructor required.	

French 4 students are expected to communicate in French, verbally or in writing, about many provided topics, such as current events in Europe or in any country using French as an official language. The use conditional tense and all other tenses will allow students to discuss, obtain and provide information about what they would like to do or about predictions in French.

<b>WEF8000</b>	<b>French Conversation and Culture</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 - 12.      These courses do not address all of the World Languages standards and do not meet most college / university entrance requirements for language study.	
<b>Prerequisite:</b>	Approval of instructor required.	

Conversation and Culture courses emphasize listening and speaking skills as they relate to the cultural topics studied. These courses may serve as introductory phases of study leading to further language development through Language and Culture courses. These courses may provide solid instructions to language study by focusing on the Interpersonal and Cultures standards. Note: These courses do not address all of the World Languages standards and do not meet most college and university entrance requirements for language study.

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## **HAWAIIAN:**

The study of Hawaiian fuses cultural values and perspectives, focusing on the resources and wealth of our Waiākea community. Excursions, oli, hula, mele, curricular activities, and projects support course objectives to speak, read, and write the language within context.

<b>WPH1000</b>	<b>Hawaiian 1</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 - 12.	

Students will learn basic Hawaiian words and expressions. Speaking, reading, and writing will be emphasized. Cultural projects will supplement language learning.

<b>WPH2000</b>	<b>Hawaiian 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Successful completion of Hawaiian 1. Approval of instructor required.	

Speaking, reading and writing in Hawaiian are essential components of this course. Hawaiian culture projects will supplement language expansion.

<b>WPH3000</b>	<b>Hawaiian 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Successful completion of Hawaiian 2. Approval of instructor required.	

Speaking, reading and writing in Hawaiian are essential components of this course. Further expansion of language skills and vocabulary development are essential components of this course. Translations of Hawaiian authors and chants will also be emphasized. Students will focus on written projects in Hawaiian language.

<b>WPH4000</b>	<b>Hawaiian 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12.	
<b>Prerequisite:</b>	Successful completion of Hawaiian 3. Approval of instructor required.	

Major emphasis is on vocabulary growth. Readings are of cultural and literary nature. Grammatical presentation is expanded to more complex speech patterns and usage. Research conducted on cultural and career related topics. Colloquial speech usage is also emphasized.

<b>WPH8000</b>	<b>Hawaiian Conversation and Culture</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 9 - 12.      These courses do not address all of the World Languages standards and do not meet most college / university entrance requirements for language study.	
<b>Prerequisite:</b>	Approval of instructor required.	

This course emphasizes listening and speaking skills as they relate to the cultural topics studied. This course will have culminating projects to measure growth of knowledge. The class will be accountable for the Makahiki Games Festival and May Day Hō'ike and will work closely with the teacher to encourage and promote culture on campus.

## **JAPANESE:**

The influence of the Japanese culture is prevalent in Hawai'i. With the tourist industry, technological advances, overseas business investments, and opportunities to study abroad, it will be beneficial for students to have some understanding of the Japanese people and their language. The study of the Japanese language will equip students with the basic communication skills of listening, speaking, reading, and writing, thereby fostering a greater understanding and appreciation of the Japanese culture.

WAJ1000	Japanese 1	Year
Course Number	Course Title	1 credit
Special Notation:	Grades 9 - 12.	
Students learn beginner Japanese speaking, listening, reading and writing skills. By the end of the school year, students will be able to read and write hiragana (cursive) and katakana (block-style) characters. Useful expressions (introducing and presenting yourself and family members, asking and answering simple questions) are the major emphasis of the course. Classroom activities such as conversational practice and cultural and service activities will supplement learning.		

<b>WAJ2000</b>	<b>Japanese 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Successful completion of Japanese 1. Approval of instructor required.	

Students develop higher beginner-intermediate level of Japanese speaking, listening, reading and writing skills. Major emphasis is on useful expressions used in outside situations. Cultural and service activities will reinforce skills taught in class. The Japanese Proficiency Language Test Skills will also be covered in this course.

<b>WAJ3000</b>	<b>Japanese 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Successful completion of Japanese 2. Approval of instructor required.	

Students have opportunities to gain and expand the intermediate level of Japanese listening, speaking, reading, and writing proficiencies through class work and cultural and service related projects. The focus is building conversational skills in suggesting, offering advice, voicing personal opinion and sharing personal experiences. The Japanese Proficiency Language Test skills will also be covered in this course.

<b>WAJ4000</b>	<b>Japanese 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12.	
<b>Prerequisite:</b>	Successful completion of Japanese 3. Approval of instructor required.	

The major focus is to strengthen conversational, reading and writing skills on a variety of topics. Students will gain advanced level skills in listening, speaking, reading and writing. Emphasis is on gaining conversational skills such as colloquial speech, business expressions and honorifics. Students will be introduced to intermediate level composition writing, Japanese Proficiency Language Test skills and Advanced level Kanji in this course. Service projects will provide opportunities for students to utilize skills and supplement learning.

<b>WLD4000A1</b>	<b>Directed Study World Lang – Japanese (Sem 1)</b>	<b>Semester</b>
<b>WLD4000A2</b>	<b>Directed Study World Lang – Japanese (Sem 2)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
<b>Special Notation:</b>	Grades 11 or 12. These courses do not address all of the World Languages standards and do not meet most college / university entrance requirements for language study.	
<b>Prerequisite:</b>	Approval of instructor required.	

This course is for highly motivated students who have completed all World Language courses appropriate to their needs. Students will refine and perfect proficiencies developed at earlier stages by conducting research on a self-selected topic. The focus is on extensive reading, cultural research topics, and written and/or oral discussion based on those readings. Students will work under the guidance of a world language teacher and may also include assistance from professional or community resource persons.

## SPANISH:

Because of Columbus' "discovery" of the New World in 1492 under the sponsorship of Spain, the Spanish culture has since left its influence on our language, customs, foods, and names of people and places. Over 500 million people in the world speak Spanish; 20 million of which live in the U.S. Spanish is becoming the second language of the United States. It will be a great advantage for any student to study the Spanish language in order to be able to communicate in simple Spanish and to enjoy the many Spanish influences in our daily lives.

WES1000	Spanish 1	Year
Course Number	Course Title	1 credit
Special Notation:	Grades 9 - 12.	
These courses help you to learn the basic fundamentals of the Spanish language including its sound system. In addition to the study of the language, you will also gain a basic understanding and appreciation of the Spanish speaking culture through studying and experiencing ethnic events. By participating in activities such as dialogues, pattern drills, simple reading, and controlled writing practice, you will begin the first stage of understanding speaking, reading, and writing Spanish.		

<b>WES2000</b>	<b>Spanish 2</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 10 - 12.	
<b>Prerequisite:</b>	Successful completion of Spanish 1. Approval of instructor required.	

Spanish 2 helps to further develop the Spanish sound system and improve proficiency in reading, writing, understanding, and speaking the language. The language fundamentals continue to expand through Spanish songs and videos. Discussion of both readings from the basic text further develops your understanding and appreciation of the Spanish speaking culture.

<b>WES3000</b>	<b>Spanish 3</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12.	
<b>Prerequisite:</b>	Successful completion of Spanish 2. Approval of instructor required.	

This course helps to further your ability in understanding, speaking, reading, and writing Spanish. Classroom assignments with the inclusion of Spanish food and music will enable the student to learn more about the culture throughout the Spanish-speaking world. **Students will be involved in a meaningful community learning project that provides valuable working experience.**

<b>WES4000</b>	<b>Spanish 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12.	
<b>Prerequisite:</b>	Successful completion of Spanish 3. Approval of instructor required.	

These courses continue your development in the language and appreciation of the Spanish speaking culture through independent study under the guidance of the instructor. Assignments include readings, grammatical study, research projects, and controlled writing practice to encourage greater oral proficiency in the language and communication with others.

**Students will explore themes specific to the career academies and create a resume in Spanish.**

<b>WLD4000E1</b>	<b>Directed Study World Lang – Spanish (Sem 1)</b>	
<b>WLD4000E2</b>	<b>Directed Study World Lang – Spanish (Sem 2)</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>
<b>Special Notation:</b>	Grades 11 or 12. These courses do not address all of the World Languages standards and do not meet most college / university entrance requirements for language study.	
<b>Prerequisite:</b>	Approval of instructor required.	

This course is for highly motivated students who have completed all World Language courses appropriate to their needs. Students will refine and perfect proficiencies developed at earlier stages by conducting research on a self-selected topic. The focus is on extensive reading, cultural research topics, and written and/or oral discussion based on those readings. Students will work under the guidance of a world language teacher and may also include assistance from professional or community resource persons.

<b>WES6000</b>	<b>Advanced Placement (AP) Spanish</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grades 11 or 12. Students are required to take the College Board AP Spanish exam in May for which college credit may be awarded. A completed AP Contract is required with the Course Request Form.	
<b>Prerequisite:</b>	A passing grade of "B" or higher in Spanish 2 and 3 is recommended. Approval of instructor required.	

This is a course will follow the curriculum established by the College Board which states: "The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century are foundational to the AP Spanish Language and Culture. This course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and the culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course."

# SPECIAL PROGRAMS

## ADVANCED PLACEMENT DIPLOMA

<b>XAP1000</b>	<b>Advanced Placement (AP) Seminar</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12. Students are required to take the College Board AP Seminar exam in May for which college credit may be awarded.  
A completed AP Contract is required with the Course Request Form.

**Prerequisite:** Approval of course instructor required.

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. This is the first of two sequential courses in the AP Capstone program and a course requirement for the AP Diploma. *Registration requires the completion of a summer reading/writing assignment.*

<b>XAP1100</b>	<b>Advanced Placement (AP) Research</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grades 10 - 12. Students are required to take the College Board AP Research exam in May for which college credit may be awarded.  
A completed AP Contract is required with the Course Request Form.

**Prerequisite:** Successful completion of AP Seminar (XAP1000) is required.  
Approval of current instructor required.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long mentored research based investigation to address a research question. In AP Research, students further develop the skills they acquired in AP Seminar by understanding research methods, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. This is the second of two sequential courses in the AP Capstone program and a course requirement for the AP Diploma. *Registration requires the completion of a summer reading/writing assignment.*

## AVID – ADVANCEMENT VIA INDIVIDUAL DETERMINATION

<b>TGG8100</b>	<b>College &amp; Career Ready Prep Skills Gr 10</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 10 (Cohort)

**Prerequisite:** Completion of AVID Application and approval of AVID Site Team.

The course is designed to assist students with college readiness and career exploration through college preparatory course work, tutor-facilitated study groups, motivational activities, and strategies focused on writing, inquiry, collaboration, organization, and reading (WICOR). Students work on academic and personal goals, and refine their study skills, note-taking, communication and research techniques. Students increase their college and career knowledge by attending college fairs and guest speaker presentations. The course is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

<b>TGG8110</b>	<b>College &amp; Career Ready Prep Skills Gr 11</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>

**Special Notation:** Grade 11 (Cohort)

**Prerequisite:** Completion of College & Career Ready Preparatory Skills Grade 10 or approval of the AVID Site Team.

In year two, students continue with college and career exploration through college preparatory course work, tutorial study groups, and refinement of writing, inquiry, collaboration, organization and reading skills (WICOR). There is emphasis on improving plans for ongoing personal and academic development, preparing for and taking college entrance exams, understanding financial aid and the college application process, and narrowing down potential college interests. Students have opportunities to attend college visits, college fairs, and guest speaker presentations. The course is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

<b>TGG8120</b>	<b>College &amp; Career Ready Prep Skills Gr 12</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12 (Cohort)	
<b>Prerequisite:</b>	Completion of College & Career Ready Preparatory Skills Grade 11.	

In year three, students focus on completing college-bound tasks appropriate for seniors applying to four-year universities and confirming their post-secondary plans. Students continue to apply WICOR strategies to ensure that they meet college eligibility requirements and prepare for a successful transition into college. Students refine collaborative group study skills and take active leadership roles to mentor younger AVID students. The course is modeled after a nationally recognized program, Advancement Via Individual Determination (AVID).

<b>TGG8120A</b>	<b>College &amp; Career Ready Prep Skills Gr 12</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit</i>
<b>Special Notation:</b>	Grade 12 only. Students who intend to attend 4-year college/university. This is a stand-alone course and does not require previous AVID experience.	
<b>Prerequisite:</b>	Approval of counselor.	

This course is designed to assist students with post-secondary education planning and preparation. Students focus on college and career research, preparation for college entrance exams, college application process, financial aid options including scholarship applications, and post-secondary life skills. The course offers students guidance and time to complete college application requirements, including personal statements and college/scholarship essays. Students learn and apply AVID methodologies to strengthen writing, inquiry, collaboration, organization and reading skills (WICOR). Students have opportunities to attend college fairs and guest speaker presentations.

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## FRESHMAN ACADEMY

<b>TGG1103</b>	<b>Transition to High School</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit</i>
<b>Special Notation:</b>	Grade 9 only. Required for and limited to incoming Grade 9 students.	

This course is designed to assist 9th grade students' transition into the high school setting. Students will develop study habits, basic skills of reading, writing, computer literacy and the general learner outcomes. The course guides students in self-exploration and the establishing of a student portfolio designed to highlight the student's learning and skills.

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## LEADERSHIP

<b>XLP10151</b>	<b>Leadership Training (Sem 1)</b>	<b>Semester</b>
<b>XLP10152</b>	<b>Leadership Training (Sem 2)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grades 10 - 12. **Course is repeatable.**

**Prerequisite:** Approval of Student Activities Coordinator required.

This is a course designed to help Student Government Association (SGA), class officers and key SGA chairpersons develop leadership skills and skills of communication with peers, adults, and community members. The concept of leadership as service to school and community will be introduced. Students will study and participate in group process, cooperative planning, and shared responsibilities. Students must be willing to commit to involvement in student government and student activities. Outside of class work is required (evening, weekends, and during breaks).

<b>XLP1015A1</b>	<b>Leadership Training - AVID (Sem 1)</b>	<b>Semester</b>
<b>XLP1015A2</b>	<b>Leadership Training - AVID (Sem 2)</b>	
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grade 12 only. AVID training required outside of class time. **Course is repeatable.**

**Prerequisite:** Approval of AVID Elective teacher required.

This course is designed to help students develop communication, group process, and facilitative leadership skills. Student leaders will learn and apply AVID techniques in a variety of ways. Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time. This course may be repeated for elective credit.

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## LIBRARY RESEARCH

<b>XAL2010</b>	<b>Library-Research Skills A</b>	
<b>XAL2020</b>	<b>Library-Research Skills B</b>	<b>Semester</b>
<i>Course Number</i>	<i>Course Title</i>	<i>0.5 credit each</i>

**Special Notation:** Grades 11 or 12. Class is limited to 4 students per class period.

**Prerequisite:** Approval of School Librarian required.

Library Research is a semester or full-year course where the focus is on using the library as an information center. Students in library research will not only learn to be critical consumers of information but will also learn to teach other students and assist faculty in utilizing and accessing information in a variety of formats and from a variety of sources. Students in library research must be willing to learn customer service, be comfortable with computers, learn online databases and software, and participate in library research lessons and projects.

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## NEWSWRITING

<b>LJY8210</b>	<b>Newswriting 1</b>	
<b>LJY8300</b>	<b>Newswriting 2</b>	
<b>LJY5400</b>	<b>Newswriting 3</b>	
<b>LJY8500</b>	<b>Newswriting 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each course</i>

**Special Notation:** Grades 9 - 12. Students should have good writing skills, computer skills, and creative thought. See course instructor for information sheet and recommendation form.

**Prerequisite:** Approval of present course instructor required.

These courses enable the self-directed student to participate as an active member of the school e-newspaper staff. Emphasis on interviewing, writing, meeting deadlines, advertising sales, planning and producing a newspaper.

## YEARBOOK

<b>XYY8610</b>	<b>Yearbook Production 1</b>	
<b>XYY8630</b>	<b>Yearbook Production 2</b>	
<b>XYY8650</b>	<b>Yearbook Production 3</b>	
<b>XYY8670</b>	<b>Yearbook Production 4</b>	<b>Year</b>
<i>Course Number</i>	<i>Course Title</i>	<i>1 credit each course</i>

**Special Notation:** Grades 9 - 12. Students should have good writing skills, computer skills, and creative thought. See course instructor for information sheet and recommendation form.

**Prerequisite:** Approval of present course instructor required.

These courses enable the self-directed student to participate in the production of the school yearbook. It is designed for the student who will take the initiative and go beyond what is expected of him/her. Grading will be based on meeting deadlines and appropriating time before, during, and after school hours.



