

HILO HIGH SCHOOL REGISTRATION GUIDE 2022-2023



Our Hilo High School community prepares our students to:
**Value self and others, and become
Independent thinkers and
Knowledge seekers in our changing
Society.**

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Rhonda Wong, Compliance
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P.O. Box 2360
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Students who experience mobility impairments may contact **Erin Williams**, Vice Principal, at (808)313-5556 or **the school main office** at (808)313-5500 to determine accommodations that may be available to support their physical access on campus and to/from classes. Hilo High School affords minimum wheelchair accessibility to parents and members of the public. The following are available to wheelchair users: 1) Administration Building, 2) Hilo High Gymnasium, 4) Library, 5) Auditorium-first floor, 5) Building BB, 6) restrooms on the lower floor of C-building, SEE Campus Accessibility Map for more information.

556 Waiānue Avenue, Hilo, HI 96720
Phone: (808) 313-5500 FAX: (808) 974-4036

State of Hawaii • Department of Education • Hawaii District

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 kékkéeri 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 Iglisi, e i ai lau aiā e maua ai le fesoasoani tau gagana e aunoa ma se tupe e te totoḡi 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, ewôr am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjeläik lok principle eo an jikuul eo am ñan melele ko rellep lok.

PRINCIPAL'S MESSAGE

College or work...What will I be doing after graduation? As you prepare to complete high school, this will be the biggest and most important question you will be asking yourself. The key to answering this question is planning and making wise choices as you register for classes. Talk to your parents. Talk with your counselors. Ask the teachers themselves what you could expect from taking their courses. The bottom line is to choose thoughtfully and carefully. You are planning for your future.

Please make time to **READ this catalog thoroughly** and **FOLLOW DIRECTIONS!** This statement seems almost too simple but it is the secret to a successful registration for next year here at Hilo High. And with a good school year, every Viking will add another solid building block for a great and fulfilling future.

SCHEDULING OF COURSES

This course catalog will help plan your program of study at Hilo High School. The time spent planning will help you avoid many problems once school begins. Use this catalog to gain an understanding of each course, its content, and the prerequisites. Study it well before making a decision.

PLAN AHEAD

- ✓ **READ** the course descriptions BEFORE selecting a subject to be sure it fits your needs and/or interests.
- ✓ **CONSULT** with teachers in specific subject areas for more detailed information.
- ✓ **BALANCE** your course selections. Allow yourself the freedom to take elective subjects each year - they are a valuable part of your total education.
- ✓ **REMEMBER** to make certain you have met the prerequisites for a particular course.
- ✓ **ALTERNATE COURSES** must be selected in case it is not possible to get into your other choices.
- ✓ **BE SURE** to take courses which will give you the best possible preparation for your future plans. Take advantage of the courses available to you.

KNOW YOUR REQUIREMENTS

- ✓ Know what your graduation requirements are before you plan.
- ✓ If you have questions about credits for graduation, college, or career entrance, see your counselor.

COMPLETE YOUR SELECTION

- ✓ Use the "practice" form on the back cover of this catalog.
- ✓ Place all required courses first then electives.
- ✓ Get teacher approvals. Signatures must be obtained before and after school and during recesses.
- ✓ Have your parent or guardian sign your form.
- ✓ Turn in your completed form to your STARS teacher by the due date.

Students who fail to return their registration forms will be scheduled by their counselors or the registrar with no option for change if they end up with courses that "were not asked for" or "they didn't want or need."

Students not returning to HHS for the 2022-2023 school year should contact the registrar's office to sign release papers.

TABLE OF CONTENTS

NOTICE OF LANGUAGE ASSISTANCE	1
GENERAL INFORMATION	3
PERSONAL TRANSITION PLAN.....	3
STUDENT ACTIVITIES/COMMUNITY ENGAGEMENT	4
GRADUATION REQUIREMENTS	5
SCHEDULE CHANGE POLICY	6
DUAL CREDIT OPPORTUNITIES	7
CAREER PATHWAYS	8
PROGRAMS OF STUDY	8
CAREER & TECHNICAL EDUCATION	
ARTS & COMMUNICATIONS	10
BUSINESS CAREER	11
NATURAL RESOURCES	12
INDUSTRIAL & ENGINEERING TECH	12-14
HEALTH SERVICES	14
PUBLIC & HUMAN SERVICES.....	15-16
FINE ARTS	
VISUAL ARTS	17
DRAMA & THEATER	18
DANCE EDUCATION.....	18
MUSIC	19
HEALTH & PE	20
LANGUAGE ARTS.....	21
ENGLISH LEARNER PROGRAM (EL)	22
ENGLISH ELECTIVES	22
MATHEMATICS	23-24
SCIENCE	25-27
SOCIAL STUDIES.....	28-29
WORLD LANGUAGES.....	30
GUIDANCE/AVID	31
MULTIDISCIPLINARY	31
SPECIAL EDUCATION	31
ARMY JROTC	32
PALC	32
NCAA / NAIA COLLEGE SPORTS INFORMATION	33
REGISTRATION WORKSHEET	Back Cover

GENERAL INFORMATION

Student Residence

Students must reside within the Hilo High School district either with their parents or legal guardians.

Geographic Exception

Students with a physical residence outside of HHS boundaries are reminded that geographic exceptions must be submitted if they would like to attend HHS next school year. Forms are available at any school. **Geographic exceptions will be accepted between Jan. 1 – Mar. 1.** Depending on space availability, approval for GE is based on 1) child of a staff member, 2) sibling at the school, and/or 3) program of study. An approved geographic exception is good until the student withdraws from the school or graduates.

Admission

Students transferring from other Hawaii schools, private & public, must bring:

- ◇ proof of residence
- ◇ a school release, including credits earned and grades received
- ◇ current courses & grades
- ◇ his/her health record
- ◇ approved GE, if applicable
- ◇ legal guardianship documentation, if applicable
- ◇ power of attorney good for one year, if applicable

Additional requirements are necessary for students who are entering a Hawaii school for the first time. Call the registrar's office for more information.

Health Requirements

The Hawaii School Attendance Law regulated by the Department of Health requires that all children entering school in Hawaii for the first time meet certain health requirements. **All students must have a negative tuberculin test with a number reading performed in the US within 12 months before being admitted to school.** In addition to the TB test, the following health requirements must be met:

A completed health record (DOE Form 14) to prove that a physical examination was completed in the US by a licensed physician within 12 months of entering school and all other required immunizations have been completed, **OR** an appointment card from the family doctor to prove that the child is in the process of completing the physical exam. In this case, the law allows a child 90 days to complete all health requirements. If the requirements are not met, a child will be excluded from school.

If a student is not able to participate in a physical education class for a valid reason, a written medical excuse from the doctor is required. The note should state the reason & duration for the restriction. This should be submitted to and approved by the principal each school year, and a copy should be given to the school nurse at the beginning of school or at the onset of the condition.

Minimum School Day

Students must register for a full 7-period schedule during their 4 years at Hilo High. When authorized by parents/guardians and administration, modified schedules may be granted (with required documents) for the following reasons: participation in work study program, employment, Running Start, or early admission college program.

Grade Level Promotion/ Retention/ Acceleration

Grade 10: 5 Cr Grade 11: 11 Cr Grade 12: 17 Cr

Students must earn an accumulation of credits to be promoted to the next grade level. Students who do not meet the promotion credit requirement will remain in the retained grade level for the entire school year, except for students who can be upgraded to senior status at the end of the first semester of the senior year. All other accelerations will be done at the beginning of each school year.

Summer Program/ Online/ Recovery Credits

Before taking any courses from programs outside of Hilo High School, students should see their counselor to check if Hilo High will accept the credits. Credits are not accepted from all programs. Principal's approval may be required prior to participating in the program. See counselors for most current information.

Graduation/ Commencement Exercises

Students graduate in May of the students' fourth year in high school when all requirements are met. Early graduation is allowed on a case-by-case basis with advance administrative approval. Students considering this option should work with their counselors to plan appropriately. Commencement exercises may be scheduled after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement if they:

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

Personal Transition Plan (PTP)

All students must complete a Personal Transition Plan (PTP) as a requirement toward earning a high school diploma. ***This PTP must be completed before the end of the students' junior year.*** The Personal Transition Plan is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues. The plan will have the elements of goal attainment, identification of available resources, evidence to support the plan of action taken, and a self-evaluation component. The design of the PTP shall take into account that the student, parent, and school personnel have a shared responsibility in the development and execution of the PTP during high school. Students receive instructions on developing and maintaining their PTP in Transitions to High School course (grade 9), in Career Pathway Core courses, and in weekly STARS Advisory classes. **Students who decide not to take the Transition to High School and/or Career Pathway Core courses are still responsible for submitting a Personal Transition Plan portfolio in their junior year.**

Hilo High Student Activities

The Hilo High School Student Association has made a commitment to the following:

Inclusiveness: All students should be involved in all facets of our school.

Student-led and Student-run: Students, with the guidance of their advisors, will decide which activities they will implement. They will all work together as a team to insure success.

Design-thinking: Students will learn the skills to insure that they understand what needs to be done, how it should be done and who should do it all. They will evaluate their concerns and select projects which address issues which they would like improved or changed.

Recognition: Students will develop a program which will recognize our students both in and out of the classroom.

Leadership development: Students have developed a system of Class and SA leadership which includes a wider group of students to increase leadership opportunities. In order to do some or all of this, Hilo High Student Association has executive officers and a leadership team of 11 students who represent a cross section of the student body. Each class has executive officers and a representative from each of their grade level STARS advisory classes.

The following clubs and activities are available for participation by students:

Aloha Ambassadors	Na Liko Lehua O Hilo Hanakahi	Japan Wizard
Art Club	Pride Empowerment Club	JROTC
AVID	Robotics	KVIKS
Ceramics	Speech & Debate Club	National Honor Society
DECA	Table Top Gaming Club	Science Fair
Filipino Club	Taiko Club	Science Olympiad
Future Farmers of America	Viking Barbell Club	Special Olympics
Future Health Professionals	Viking Christian Athletes	Student Association
Japan Club	Band	Unified Champions Program
Key Club	Class Councils	23 Boys & Girls Sports Teams
Leo Club	HERO Program	
Math Club	HHS Student Credit Union	

Community Development and Civic Engagement

Hilo High School encourages all students to participate in a variety of activities within our community from volunteering to help social agencies to working to bring about change in how we do things in our community. Each student is challenged to participate in a service project with their class, club, athletic team or volunteer with an organization whose cause they are passionate about. It is also important for students to have an opportunity to do a career shadowing, internship or volunteer position where they can learn about a future career.

Hilo High Students can participate in the following programs outside of the regular school day:

Community Service: Volunteer to work with a non-profit or government agency to learn about the world of work and to help you make a career choice. For every 60 hours you volunteer you are able to earn 0.5 elective credits toward graduation. Maximum of 1 credit (120 hours) may be earned.

Career Internships: This collaboration between Hilo High School and many businesses in Hilo allows students to complete an internship in an area of career interest. Every 60 hours of work earns you 0.5 elective credits toward graduation.

Interested students should see their counselor for more information.

Graduation Requirements for the Class of 2016 and Beyond

A Hawaii High School Diploma shall be issued to students who meet these minimum course and credit requirements.

Course Requirements	Hawaii High School Diploma
English	4.0 credits including: English Language Arts1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing* (0.5 credit) <i>Requirement for Expos Writing can be met with Eng 3 or 4, AP Eng, or Early College Eng 100</i>
Social Studies	4.0 credits including: World History & Culture (1 credit); US History (1 credit); Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit)
Mathematics	3.0 credits including: Algebra 1 (1.0 credit); and Geometry (1.0 credit) & one other math (e.g., two-year integrated Common Core course sequence)
Science	3.0 credits including: Biology 1 (1.0 credit); and Science Electives (2.0 credits)
World Language, Fine Arts, JROTC, or Career & Technical Education (CTE)	2.0 credits in one of the *Specified Programs of Study
Physical Education	1.0 credit (2-semester courses)
Health	0.5 credit (1-semester course)
Personal Transition Plan	0.5 credit (submit portfolio)
Electives	6.0 credits
TOTAL	24.0 credits

Students may receive one the following diplomas in place of the standard Hawaii High School Diploma with an eligible cumulative GPA:

Cum Laude Diploma: 3.0 to 3.5 • Magna Cum Laude Diploma: 3.51 to 3.8 • Summa Cum Laude Diploma: 3.8 + and above

Honors Recognition Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma,

Students may also receive the following Honors Recognition Certificates if requirements are met with a cumulative GPA of 3.0 or above:

Academic Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses: Algebra 3, Trigonometry, Analytic Geometry.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or AP Biology course); and the other three credits must be lab-based science credits.
- Two credits minimum must be from AP/Running Start/Early College courses (equivalent to credits for 2 college courses).

CTE Honors:

- Complete a 2 course sequence in an approved CTE Program of Study.
- Earn a B or better in each course of the 2 course sequence; and
 - Meet or exceed proficiency on a Performance-Based Assessment for the corresponding program of study.

STEM Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or AP Biology course); and the other three credits must be lab-based science credits.
- A STEM Capstone/STEM Senior Project.

VALEDICTORIAN DESIGNATION

The valedictorian criteria have been approved by the Hawaii High School Principal Forum.
Effective for the Class of 2016 and beyond, graduating seniors will be declared valedictorian if the following are met:
1) GPA of 4.0 and 2) earned and met the requirements of one of the Honor Recognition Certificates.
Valedictorians will be named after the third quarter.

The master schedule for teaching positions is determined by students' choices at registration. Students should make course selections assuming that these choices will be final.

SCHEDULING POLICY and PROCEDURES

- 1) Each student must enroll in English and a Social Studies course each year.
- 2) Each student will register for a full 7-period schedule. Exceptions will require the written approval of the principal.
- 3) Only Juniors and Seniors MAY double-up in required subjects for the purpose of credit recovery.
- 4) Courses may not be repeated for credit except for those courses identified in the ACCN as repeatable. However, courses may be repeated for no credit to improve one's grade.

Schedule Change Policy

One of Hilo High's learner outcomes is that students will

"Act as responsible citizens in the community, state, nation & global society."

With this in mind, students should make careful, thoughtful decisions during registration.

In order to maximize classroom learning and minimize disruption, students and parents should be aware that:

- Schedule changes may be made for the following reasons: incomplete schedule, credit previously received for the course, incorrect level placement, course required for graduation, scheduling error (same course on the schedule), IEP/MP team decision, or extenuating circumstances.
- Schedule changes are allowed during the first 2 weeks after the start of the first semester. Request for changes to second semester schedules may be submitted during the two weeks before and two weeks after the start of the second semester.
- Once the schedule change period has passed, changes can be made only by administrative approval. The following will apply:
 - If a class change is approved after 50% of the class is completed, the student can only be placed in school service.
 - When a change is made within the same content area, the "drop teacher" will send the exit grade to the "add teacher."
- No schedule changes will be processed in the fourth quarter.

RECOMMENDED SCHEDULES FOR GRADES:

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH LANG ARTS	Eng 1	Eng 2	Eng 3	Eng 4
SOC STUDIES	Mod. Hist HI / Part. In Dem.	US History & Govt.	World History & Culture Or Mod Hist HI / Part in Dem	SS elect/SS Elective
MATHEMATICS	MOW 1/ Alg 1/ Geom X	Alg 1/ Geom/ Alg 2X	Geom/ Alg 2/ Trig & Analytic Geom	
SCIENCE	Gr 9 Environmental Science	Biology	Science Elective	
PE	PE Life Fit /Transitions to HS	PE Life Act/ Health		
SPOS*	W Lang, Fine Arts, or CTE	W Lang, Fine Arts, or CTE		
ELECTIVES	1 cr.	1 cr.	3 cr.	5 cr.

* Specified Programs of Study: Beginning with the Class of 2016, students are required to earn two credits in one of the following:
World Language, Fine Arts, JROTC, or Career and Technical Education (CTE) – see pages 5 & 8.

Dual Credit Opportunities at Hilo High School

Advanced Placement - AP

AP is a program in the United States and Canada, created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. Each student's grade in the course is determined separately from their AP examination score. AP courses are taught by Hilo High School Faculty based on approved course curricula and syllabi. It is important to note that each college and university — not the College Board or the AP Program — makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied.

Early College High School – ECHS

ECHS is a dual credit program intended to enable students to earn both high school and college credits. Federal funding initiatives dictate that ECHS serves a specific population of high school students who meet a combination of the following criteria: first-generation college students, economically disadvantaged, underrepresented minority groups in higher education, and students who would otherwise be challenged in a college-level course without additional supports specifically geared toward high school students. ECHS courses are taken on our Hilo High School campus, and are offered as part of the regular school day. There is no cost to students/families for ECHS courses.

Requirements/Steps to apply:

1. On Hilo High School Registration Form, please register for all of **your usual high school course choices**, but also list **Early College** in the elective section on your Registration Form. Once all requirements are met and course rosters are determined, we can make appropriate changes to your schedule.
2. Complete Hilo High School ECHS Application (Google Form will be sent by Mrs. Frias)
3. Complete University of Hawaii System Application (Hawaii Community College - online)
4. Complete Dual Credit Application (submit online, then print hard copy and obtain signatures)
5. Placement Test Results (for some courses). Students may use ACT or SAT scores in lieu of the Placement test to demonstrate eligibility.
6. Attend a mandatory Student Orientation (to be announced)

Tentative courses planned for 2022-2023 School Year:

HWST 100 (Soc. St.)/HWST 101(Elective) – no placement test required
HWST 105 (Soc. St.)/HAW 101(Elective) – no placement test required
ENG 100 (English)/ PSY 100 (Soc. St.) – placement test required
MATH 100 (Math)/SPCO 151 (Elective) – placement test required

Running Start

Running Start is a statewide dual credit program that provides an opportunity for academically qualified high school students to enroll in college classes through the University of Hawai'i system in addition to their high school coursework. *Running Start* courses are taken on the University of Hawai'i campus (HawCC or UH Hilo), and student/family is responsible for their own tuition and transportation. *Running Start* courses are suitable for students who are academically and personally ready to manage the demands of college-level course(s) on a college campus with other college students and no additional support from the high school. Limited scholarships are available.

Requirements to apply:

1. Complete University of Hawaii System Application (online)
2. Complete Running Start Application (online, then print hard copy and obtain signatures)
3. Placement Test Results (for most courses). Students may use ACT or SAT scores in lieu of the Placement test to demonstrate eligibility.

See Mrs. Kellie Frias in the Learning Resource Center for more information or call (808)313-5534 or email: kellie.frias@k12.hi.us

Which Dual Credit Program is right for me?

The comparison chart below might help you to make that decision. And remember, if you have any questions, please see your counselor!

	Advanced Placement	Early College High School	Running Start
Dual Credit	Maybe	Yes	Yes
On Hilo High Campus	Yes	Yes	No
Placement Testing Requirement	No	Yes, for some classes	Yes, for most classes
Variety of courses	Limited	Limited	Wide
Cost to students/families	Yes	No	Yes (limited scholarships available)
Weighted Grade	Yes	Yes, for some classes	Yes, for some classes

CTE CAREER PATHWAYS

The State of Hawaii recognizes six Career Pathways, each based on broad groupings of career specialties/occupations that have common skills and knowledge. Career pathways provide a way for students to explore career options and a framework for linking learning to the skills and knowledge needed for future success. The six pathways include *Arts and Communications*, *Business*, *Health Services*, *Natural Resources*, *Industrial and Engineering Technology*, and *Public and Human Services*. As students design their post-high school plans, pathways become useful in the selection of programs of study leading towards post-secondary and career plans.

PROGRAMS OF STUDY WITHIN A CAREER PATHWAY

A Program of Study (POS) is the recommended selection of courses students should take in preparation for a career in a specific area.

This chart illustrates a sequence of courses within a Program of Study that will be offered for the school year.

Students should check with the teacher of the FIRST COURSE for more information.

Students must earn a grade of B or better in each required course to remain eligible to receive a CTE Honors Certificate.

PATHWAY	PROGRAM OF STUDY (POS)	POS FIRST COURSE	POS SECOND COURSE	POS THIRD COURSE
ARTS & COMMUNICATION	Digital Media Technology	TAC2010 Arts & Communication Career Pathway Core	TAU2210 Digital Media Technology	TAN2115 Broadcast Media
	Graphic Design Tech	TAC2010 Arts & Communication Career Pathway Core	TAU2124 Graphic Design Tech I	TAU2400 Graphic Design Tech II
BUSINESS	Business Management	TBB1000 Foundations of Business & Marketing	TBO2000 Business Communications	TBS3000 Business Strategies & Planning
	Marketing Management	TBB1000 Foundations of Business & Marketing	TBR2000 Advertising & Public Relations	TBD3000 Digital Marketing & Market Analytics
HEALTH SERVICES	Diagnostic Services	THF1000 Foundations of Health Services	THA2000 Advanced Health Services	THD3000 Diagnostic Services
	Nursing Services	THF1000 Foundations of Health Services	THA2000 Advanced Health Services	THS3000 Nursing Services 1
PUBLIC & HUMAN SERVICES	Culinary	TPC7010 Public & Human Services Career Pathway Core	TPU7216 Culinary 1	TPN7223 Culinary 2
	Teaching as a Profession	TEF1000 Foundations of Education	TET2000 Teaching as a Profession 1	TET3000 Teaching as a Profession 2
	Law Enforcement Services	TLL1000 Foundations of Law & Public Safety	TLE2000 Law Enforcement Services 1	TLE3000 Law Enforcement Services 2
	Fire & Emergency Services	TLF1000 Foundations of Fire & Emergency Services	TLF2000 Fire & Emergency Services 1	TLF3000 Fire & Emergency Services 2
INDUSTRIAL ENGINEERING TECHNOLOGY	Residential & Commercial Construction	TCF1000 Foundations of Construction	TCR2000 Residential & Commercial Construction 1	TCR3000 Residential & Commercial Construction 2
	Architectural Design	TAF1000 Foundations of Architectural Design	TAA2000 Architectural Design 1	TAA3000 Architectural Design 2
	Engineering	TAE1000 Foundations of Engineering	TAE2000 Engineering Technology 1	TAE3000 Engineering Technology 2
	Welding	TAM1000 Foundations of Manufacturing	TAW2000 Welding 1	TAW3000 Welding 2
	Programming	TIF1000 Foundations of Computer Systems & Technology	TIP2000 Programming 1	TIP3000 Programming 2: Mobile Applications Development
	Cybersecurity	TIF1000 Foundations of Computer Systems & Technology	TIY2000 Cybersecurity 1	TIY3000 Cybersecurity 2
NATURAL RESOURCES	Food Systems	TAO1000 Foundations of Agriculture, Food, and Natural Resources	TAP2000 Principals of Food Production	TAD3000 Food Products & Processing Systems

COURSE DESCRIPTIONS

**LISTED
BY DEPARTMENTS**

CAREER & TECHNICAL EDUCATION

ARTS & COMMUNICATION PATHWAY

ARTS AND COMM. CAREER PATHWAY CORE (Year – 1 Cr)

TAC2010

This course is designed for students who plan to pursue careers in the Arts and Communication Career Pathway. Students will be introduced to basic concepts in Visual, Fashion, Performing, Written and Media Arts. This course is a prerequisite for students pursuing a program of study in Arts and Communication.

DIGITAL MEDIA TECHNOLOGY

DIGITAL MEDIA TECHNOLOGY (Year – 1 Cr)

TAU2210

This is an award-winning program that is designed to give students the skills necessary to support and enhance their learning about digital media technology. Activities include participating with PBS Hawaii Student News Network, creating public service announcement videos for competition, and producing KVIKS broadcasts. **Recommended prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core.**

BROADCAST MEDIA (Year – 1 Cr)

TAN2115

Students will produce a school-wide broadcast and other types of journalistic productions (news broadcast, online school newspaper, video productions) where students will be given the opportunity to share facts and opinions. Students will examine issues of fairness and objectivity, apply critical thinking skills, exercise creativity, and gain an understanding of video productions, news-gathering and reporting techniques. Students will report, interview, research and edit articles and videos for various purposes and audiences. In addition, they will also explore issues of ethics and responsibility in their role as journalists. **Recommended Prerequisite: Recommended Prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core and TAU2210 Digital Med Tech.**

DIR ST – ARTS & COMMUNICATION (Year – 1 Cr)

TAK2930

This course is designed for students who want to further explore their interest in Broadcast Media. This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified programs of study. Emphasis is on arts and communication with opportunities to investigate, design, construct, and evaluate solutions to problems in this career pathway. **Required Prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core and Broadcast Media.**

Students who have enjoyed Computer Art or Photography are encouraged to explore career opportunities in these areas in the following courses:

TAC2010 Arts & Communications Career Pathway Core

TAU2124 Graphic Design Tech I

TAU2400 Graphic Design Tech II

Contact Ms. Eberly for more information.

GRAPHIC DESIGN

GRAPHIC DESIGN TECH 1 (Year – 1 Cr)

TAU2124

This course provides classroom and laboratory experiences in the major areas of graphic design and production. This course includes the study of the fundamentals of elements and principles of design, colors, layering, layout, photography concepts, plagiarism, advertising and production techniques. Emphasis is on the creation of designs and products that meet specifications of clients and industry. **Recommended prerequisite: Completion of TAC2010 Arts and Communication Career Pathway Core & FVP1000 Photography I or FVW1000 Computer Art I.**

GRAPHIC DESIGN TECH 2 (Year – 1 Cr)

TAU2400

This course provides advanced classroom and laboratory experiences in the major areas of graphic design and production. This course includes an in depth study of the elements and principles of design, layout, photography, legal and ethical issues, advertising, and production techniques. Emphasis is on the creation of refined and targeted designs that serve a defined purpose and audience. **Required prerequisite: Completion of TAC2010 Arts and Communication Core & TAU2124 Graphic Design Technology 1.**

BUSINESS CAREER PATHWAY

FOUNDATIONS OF BUSINESS & MARKETING (Year – 1 Cr)

TBB1000

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 further study in preparation for careers in business. Problem-based, real world applications of business concepts will be emphasized. Students will use technology for a variety of business applications and business communications, demonstrate effective customer service, and use accounting concepts to formulate, analyze, and evaluate financial decisions in business. This course is a prerequisite for students pursuing a program of study in Business. ***Replaces TBC3010 Business Career Pathway Core.***

BUSINESS MANAGEMENT

BUSINESS COMMUNICATIONS (Year – 1 Cr)

TBO2000

This course provides instruction and experience in developing technical, problem-solving, and decision-making skills essential for office and/or administrative occupation. Emphasis will be placed on integrating and applying knowledge and skills to realistic office and administrative situations utilizing current and relevant technology.

Recommended prerequisite: Completion of TBB1000 Foundations of Business & Marketing (former TBC3010 Business Career Pathway Core). ***Replaces TBU3610 Office & Administration Technology.***

BUSINESS STRATEGIES & PLANNING (Year – 1 Cr)

TBS3000

Business Strategies & Planning is the third course in the Business Management program of study designed to inform students about the functions of management and business planning. Upon completion of the course, a proficient student will be able to conduct a SWOT analysis, draft a business plan and implement a work project plan. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. **Recommended prerequisite: Completion of TBB1000 Foundations of Business & Marketing and TBO2000 Business Communications.**

MARKETING

ADVERTISING & PUBLIC RELATIONS (Year -1 Cr)

TBD3000

Marketing is a course designed to immerse students in the development and application of essential marketing concepts. Students will be expected to design, develop and implement a marketing plan that meets a consumer need in the domestic community and that promotes a product, service, idea, or organization that is sensitive to societal and industry ethics. **Completion of TBB1000 Foundations of Business & Marketing (former TBC3010 Business Career Pathway Core).** ***Replaces TBU3510 Marketing Principles & Applications.***

DIGITAL MARKETING & MARKET ANALYTICS (Year -1 Cr)

TBM4000

Marketing Operations is the fourth course in the Marketing Management program of study designed to inform students about the use of promotional concepts, visual merchandising, marketing campaigns, and the use of marketing information management to inform product choice and consumer sales. Upon completion of the course, a proficient student will be able to develop marketing and promotional plans based on consumer desires and needs. As part of the student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. **Recommended prerequisite: Completion of TBB1000 Foundations of Business & Marketing and TBD3000 Advertising & Public Relations.**

NATURAL RESOURCES CAREER PATHWAY

FOUNDATIONS OF AGRICULTURE, FOOD, & NATURAL RESOURCES (Year - 1 Cr)

TAO1000

Foundations of Agriculture, Food, & Natural Resources is an introductory course designed to inform students about careers in agriculture and understand the important role that agriculture plays in the twenty-first century. This Level I course serves as the foundation course for the Animal Systems, Food Systems, Natural Resources Business, and Natural Resources Management programs of study. Upon completion of the course, a proficient student will have foundational knowledge of various agriculture-related career fields, ecosystems, plant systems, animal systems, and the reproduction systems of plants and animals. **Replaces TNC1000 Natural Resource Pathway Core.**

FOOD SYSTEMS

PRINCIPLES OF FOOD PRODUCTION (Year - 1 Cr) TAP2000

Principles of Food Production is the second course in the Food Systems program of study designed to inform students designed to provide students with the knowledge and skills pertaining to plant and animal structural anatomy, systems physiology, genetics, and biotechnology. Upon completion of this course, a proficient student will have developed basic skills and knowledge in the economics of production, and other management approaches associated with plant and animal production, including learning foundational Hawaiian traditions and values of honoring and conserving the land and its resources. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Recommended Prerequisite:** Completion of TAO1000 Foundations of Agriculture, Food, & Natural Resources. **Replaces TNU6242 Plant Systems 1**

FOOD PRODUCTS & PROCESSING SYSTEMS 1 (Year-1 Cr)

TAD3000

Food Products & Processing Systems 1 is the third course in the Food Systems program of study designed for students interested in being part of the sustainability of Hawaii's food systems through plant and/or animal products. Upon completion of this course, a proficient student will have basic knowledge of the history of agriculture and food production and processing in Hawaii, the process of creating a sustainable product, start-up process to creating a business, and the importance of food safety and sanitation. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Recommended Prerequisite:** Completion of TAO1000 Foundations of Agriculture, Food, & Natural Resources & TAP2000 Principles of Food Production. **Replaces TNN6245 Plant Systems 2.** **Suggested co-requisite:** SLH5503 Botany

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY

RESIDENTIAL & COMMERCIAL CONSTRUCTION

FOUNDATIONS OF CONSTRUCTION (Year - 1 Cr) TCF1000

Foundations of Construction is an introductory course about careers in building and construction. This Level 1 course serves as the foundation course for the Residential & Commercial Construction program of study. Upon completion of this course, a proficient student will be able to describe various construction occupations and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely, explain building systems and materials, and interpret basic construction drawings to complete projects, demonstrating proper measurement and application of mathematical concepts.

RESIDENTIAL & COMMERCIAL CONSTRUCTION 1 (Year - 1 Cr)

TCR2000

This course is the second course in the Residential & Commercial Construction program of study intended to have students develop an understanding of the different phases of a construction project from start to finish. Upon completion of this course, a proficient student will be able to demonstrate knowledge and skills in the early phases of building construction, including site layout, concrete and floor to ceiling systems. Proficient students will be able to frame walls, ceilings, and floors of a structure, while safely employing tools and interpreting construction drawings to complete projects. **Prerequisite:** Completion of TCF1000 Foundations of Construction.

RESIDENTIAL & COMMERCIAL CONSTRUCTION 2 (Year - Cr)

TCR3000

This course is the third course in the Residential & Commercial Construction program of study designed to allow students to develop an understanding of the different phases of a construction project from start to finish. Upon completion of this course, a proficient student will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and MEP systems. Students will be able to perform masonry work, frame roofs, install shingles on roofs, apply exterior finishes, and build and install stairs while safely employing tools and interpreting construction drawings to complete projects. **Prerequisite:** Completion of TCR2000 Residential & Commercial Construction 1

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY (CONTINUED)

MANUFACTURING

FOUNDATIONS OF MANUFACTURING (Year – 1 Cr) TAM1000

Foundations of Manufacturing is an introductory course designed to inform students about careers in advanced manufacturing and related areas, including electronics, welding, automation, robotics, and motor and logic controls. This Level 1 course serves as the foundation course for the Automation and Robotics Technology, Electro-Mechanical, and Welding programs of study. Upon completion of the course, a proficient student will be able to describe various advanced manufacturing occupations and outline the steps necessary to advance in specific careers, employ tools safely, possess foundational knowledge of advanced manufacturing components and processes, interpret basic project drawings, and demonstrate proper measurement and application of mathematical concepts. **Replaces TIC5010M IET Career Pathway Core.**

WELDING I (Year - 1 Cr) TAW2000

Welding 1 is the second course in the Welding program of study designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Upon completion of the course, a proficient student will develop skills in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control. **Recommended Prerequisite: Completion of Foundations of Manufacturing (TIC5010M IET Career Pathway Core). Replaces TIU5210 Metals Tech 1.**

WELDING II (Year - 1 Cr)

TAW3000

Welding 2 is the third course in the Welding program of study designed to provide students with opportunities to effectively perform cutting and welding applications of increasing complexity used in the industry. Upon completion of the course, a proficient student will build on the knowledge and skills of the Welding 1 course and apply them. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. **Recommended Prerequisite: Completion of TIC5010M IET Career Pathway Core and TIU5210 Metals Technology 1. Replaces TIN5216 Metals Tech 2.**

WELDING WORK-BASED LEARNING (Year - 1 Cr) TAW4100

Welding: WBL is the capstone course in the Welding program of study. It is intended to provide a work-based learning experience for students to develop further understanding of professional and ethical issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. The work-based learning experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to professions in welding. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in welding, necessary steps toward applying for a postsecondary credentialed program, necessary steps toward applying for a job, and reflect on program goals and aspirations. **Recommended Prerequisite: Completion of TIC5010M IET Career Pathway Core and TIN5216 Metals Technology 2. Replaces TIK5930M Dir Study IET Metals.**

ARCHITECTURAL DESIGN

FOUNDATIONS OF ARCHITECTURAL DESIGN 1 (Year – 1 Cr) TAF1000

This course is an introductory course about careers in architecture. This course serves as the foundation course for the Architectural Design program of study. Upon completion of the course, a proficient student will have foundational knowledge of the process of architectural design, sketching and technical drawing techniques, and basic tool usage and computer-aided software.

ARCHITECTURAL DESIGN 1 (Year – 1 Cr) TAA2000

This course is the second course in the Architectural Design program of study designed to equip students with the knowledge and skills to be successful in various fields of architecture. Upon completion of the course, a proficient student will have a fundamental understanding of requirements to become an architect, urban planning, landscape design and restoration architecture, as well as compliance with applicable federal rules and regulations. A proficient student will also demonstrate technical knowledge and skills through continued technical drawings and models of varying complexity. **Prerequisite: Completion of TAF1000 Foundations of Architectural Design**

ARCHITECTURAL DESIGN 2 (Year – 1 Cr) TAA3000

This course is the third course in the Architectural Design program of study designed to provide students with the opportunity to apply skills learned in previous courses and continue to strengthen their individual design process and aesthetics across a series of real-world applications. Upon completion of the course, a proficient student will have foundational knowledge on various types of architecture, including sustainable architecture and architectural standards for various building types, as well as design constraints such as topography, site analysis, client wishes. A proficient student will demonstrate continued practice and refinement of technical drawing skills (freehand, manual, and CAD) and modeling techniques through a series of design projects. **Prerequisite: Completion of TAA2000 Architectural Design 1**

INDUSTRIAL & ENGINEERING TECHNOLOGY (CONTINUED)

PROGRAMMING

FOUNDATIONS OF COMPUTER SYSTEMS & TECHNOLOGY (Year - 1Cr)

TIF1000

Foundations of Computer Systems and Technology is an introductory course designed to inform students about careers in the information technology sector and basic technologies. This Level 1 course serves as the foundation course for the Artificial Intelligence, Programming, Networking, Cybersecurity, Web Design & Development programs of study. Upon completion of the course, a proficient student will be able to describe various information technology occupations and outline the steps necessary to advance in specific careers, demonstrate basic knowledge of computer hardware components and processes, and distinguish foundational concepts in multiple information technology disciplines. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk.

PROGRAMMING 1 (Year - 1Cr)

TIP2000

Programming 1 is the second course in the Programming program of study designed to introduce students to foundational programming knowledge and basic skills in Python, Java, and C# languages, which are utilized by programmers in mobile app and game development. Upon completion of the course, a proficient student will be able to breakdown the elements of the software development cycle and explain the role specific universal programming components and tools play in programming languages and for programmers. A proficient student will also be able to demonstrate the ability to summarize the key programming elements that comprise Python, Java, and C#, as well as write and run basic programs using those languages. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Prerequisite: Completion of Foundations of Computer Systems & Technology**

PROGRAMMING MOBILE APPLICATIONS DEVELOPMENT (Year - 1Cr)

TIP3000

Programming 2: Mobile Applications Development is the third course in the Programming program of study designed to inform students on the role of mobile applications technologies in society, what comprises a mobile application and the process used for designing one, as well as to prepare students for mobile applications development through the use of a programming language. Upon completion of the course, a proficient student will be able to explain the varied uses of mobile applications in today's society and the process used to create mobile applications of varied complexities across different operating systems. A proficient student will also be able to demonstrate the writing of programming language leading to the development of a basic mobile application. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Prerequisite: Completion of Programming 1**

INDUSTRIAL & ENGINEERING TECHNOLOGY (CONTINUED)

CYBERSECURITY

FOUNDATIONS OF COMPUTER SYSTEMS & TECHNOLOGY (Year - 1Cr)

TIF1000

Foundations of Computer Systems and Technology is an introductory course designed to inform students about careers in the information technology sector and basic technologies. This Level 1 course serves as the foundation course for the Artificial Intelligence, Programming, Networking, Cybersecurity, Web Design & Development programs of study. Upon completion of the course, a proficient student will be able to describe various information technology occupations and outline the steps necessary to advance in specific careers, demonstrate basic knowledge of computer hardware components and processes, and distinguish foundational concepts in multiple information technology disciplines. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk.

CYBERSECURITY 1 (Year - 1Cr)

TIY2000

Cybersecurity 1 is the second course in the Cybersecurity program of study designed to introduce students to foundational elements within the cybersecurity field, including cyber threats, network protocols, cryptography, and access and risk management. Upon completion of the course, a proficient student will be able to explain cybersecurity threats and areas of vulnerabilities and the role of Linux OS in cybersecurity, explain and demonstrate network services and protocols and types of cryptographic algorithms, summarize access management and controls and organizational risk management. A proficient student will also be able to demonstrate basic problem-solving skills to mitigate and/or remove a simulated cyber threat. As part of a student's program of study progression, the student will create a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Prerequisite: Completion of Foundations of Computer Systems & Technology**

CYBERSECURITY 2 (Year - 1Cr)

TIY3000

Cybersecurity 2 is the third course in the Cybersecurity program of study designed to introduce students to various types of system and infrastructure security designs, testing, and methodologies and to further their skills in configuring network devices, appliances, and wares. Upon completion of the course, a proficient student will be able to explain potential internal and external threats to system and infrastructure security designs, approaches to evaluate security integrity using various processes and methodologies, and demonstrate varying levels of knowledge and skills in configuring, testing, scanning, and detection and prevention methods based on fictitious scenarios. A proficient student will also be able to demonstrate problem-solving skills to mitigate and/or remove a simulated cyber threat and/or attack. As part of a student's program of study progression, the student will maintain a digital program of study portfolio, providing evidence of mastery of course standards and readiness to advance and complete the program of study. Items intended for the program of study portfolio are denoted with an asterisk. **Prerequisite: Completion of Cybersecurity 1**

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATHWAY (CONTINUED)

ENGINEERING

FOUNDATIONS OF ENGINEERING TECHNOLOGY (Year – 1 Cr) **TAE1000**

This course is an introductory course about careers in engineering. This course serves as the foundation course for the Engineering program of study. Upon completion of this course, a proficient student will have foundational knowledge of the engineering design process, sketching and technical drawing techniques, and foundational elements to engineering and the role of math.

ENGINEERING TECHNOLOGY 1 (Year – 1 Cr) **TAE2000**
This course is the second course in the Engineering program of study designed to equip students with the knowledge and skills to be successful in various fields in engineering. Upon completion of this course, a proficient student will have foundational understanding of the role of static and hydraulic in design, internal and external considerations in engineering design, and civil and mechanical engineering. Students will also demonstrate technical knowledge and skills through continued technical drawings and models of varying complexity. **Prerequisite:** Completion of TAE1000 Foundations of Engineering Technology

ENGINEERING TECHNOLOGY 2 (Year – 1 Cr) **TAE3000**
This course is the third course in the Engineering program of study designed to provide students with the opportunity to apply skills learned in previous courses and continue to grow and strengthen their individual engineering design process. Upon completion of the course, a proficient student will have additional concepts of engineering, such as kinematics and kinetics, electrical, advanced drawings, and the opportunity to apply learned knowledge and skills across design projects. **Prerequisite:** Completion of TAE2000 Engineering Technology 1

HEALTH SERVICES CAREER PATHWAY

FOUNDATIONS OF HEALTH SERVICES (Year – 1 Cr) **THF1000**
This course is an introductory course about careers in the Health Services field, as well as basic medical skills and terminology. This Level I course serves as the foundation course for the Nursing Services program of study. Upon completion of the course, a proficient student will have foundational knowledge of various medical careers, foundational healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics.

ADVANCED HEALTH SERVICES (Year – 1 Cr) **THA2000**
This course is the second course for the Nursing Services programs of study. It is designed to develop student understanding of the structures and functions of the human body. Upon completion of the course, a proficient student will be able to characterize the functions of various organs and body systems and their interplay with one another in the human body. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. **Prerequisite:** Completion of THF1000 Foundations of Health Services

DIAGNOSTIC & NURSING SERVICES

DIAGNOSTIC SERVICES (Year – 1 Cr) **THD3000**
Diagnostic Services 1 is the third course in the Diagnostic Services program of study designed to advance student learning on diagnostic services, including medical laboratory, phlebotomy, radiology, and cardiovascular. Upon completion of the course, a proficient student will be able to describe specific processes in the fields of medical laboratory, phlebotomy, radiology, and cardiovascular, and demonstrate knowledge of safety protocols and specific skills functions in each area. As part of a student's program of study progression, the student will maintain a digital program of study portfolio providing evidence of mastery of the course standards and readiness to advance and complete the program of study. **Recommended Prerequisite:** Completion of THA2000 Advanced Health Services

NURSING SERVICES I (Year - 1 Cr) **THS3000**
This course is the third course in the Nursing Services program of study and is an applied course designed to develop the skills necessary for a career in nursing. Upon completion of the course, a proficient student will be able to assess, monitor, evaluate, and report patient/client health status, apply safety and wellness protocols, and communicate effectively with the patient and family members. **Prerequisite:** Completion of THA2000 Advanced Health Services

PUBLIC AND HUMAN SERVICES CAREER PATHWAY

CULINARY

PUBLIC & HUMAN SERVICES PATHWAY CORE (Year - 1 Cr)

TPC7010

This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for future study in preparation for careers dealing in public service. **This course is a prerequisite for students pursuing a program of study in Public and Human Services (Culinary focus).**

CULINARY 1 (Year - 1 Cr)

TPU7216

This course provides an introduction to Culinary Arts and orientation to a series of related occupations in the food service industry. The knowledge, skills, work attitudes and habits developed will enable students to understand the basic principles of food preparation, safety and sanitation, use and care of equipment and business principles and practices of food service organizations. This course provides practical work experiences in the classroom and laboratory. **Recommended Prerequisite: Completion of TPC7010 Public and Human Services Career Pathway Core. Recommended for students in grades 10, 11 & 12.**

CULINARY 2 (Year - 1 Cr)

TPN7223

This Level 2 course is designed to qualify an individual for entry-level positions in the food service industry. Classroom and labs emphasize quantity food preparation, service, and entertaining, sanitation, safety, selection and purchasing, storeroom control, supply and equipment care, marketing, nutrition and accounting in the food service industry. **Required Prerequisite: Completion of Culinary 1 & teacher approval.**

DIR STUDY PHS CULINARY (Year – 1 Cr)

TPK7930

Required Prerequisite: Completion of TPN7223 Culinary 2 & teacher approval.

TEACHING AS A PROFESSION

FOUNDATIONS OF EDUCATION (Year – 1 Cr)

TEF1000

This course is an introductory course about careers in education and learning support professions including teaching, counseling, and areas of specialization in education. This course serves as the foundation course for the Teaching as a profession (preK-12). Upon completion of the course, a proficient student will have foundational knowledge of human development, understanding of course standards and curriculum, the history of public education, and required ethical and professional responsibilities.

TEACHING AS A PROFESSION 1 (Year – 1 Cr)

TET2000

This course is the second course in the Teaching as a Profession (TAP) (PreK-12) program of study designed for students who are interested in teaching in the classroom. This course covers components on instruction, teaching strategies, student learning, English Learner and special populations, and educational technology. Upon completion of the course, a proficient student will have a fundamental understanding of the trajectory of learning and be prepared for the application of these concepts. **Prerequisite: Completion of TEF1000 Foundations of Education**

TEACHING AS A PROFESSION 2 (Year – 1 Cr)

TET3000

This course is the second course in the Teaching as a Profession (TAP) (PreK-12) program of study designed for students who are interested in teaching in the classroom. This course covers components on instruction, teaching strategies, student learning, English Learner and special populations, and educational technology. Upon completion of the course, a proficient student will have a fundamental understanding of the trajectory of learning and be prepared for the application of these concepts. **Prerequisite: Completion of TET2000 Teaching as a Profession 1**

PUBLIC AND HUMAN SERVICES CAREER PATHWAY (CONTINUED)

FIRE & EMERGENCY SERVICES

FOUNDATIONS OF FIRE & EMERGENCY SERVICES (Year – 1 Cr) TLF1000

This course is an introductory course about careers in emergency management and fire management services. This course serves as the foundation course for the Fire & Emergency Services program of study. Upon completion of the course, a proficient student will have foundational knowledge of the regulations, health and safety protocols, communications, and operations in emergency and fire management. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.

FIRE & EMERGENCY SERVICES 1 (Year - 1 Cr) TLF2000
Fire & Emergency Services 1 is the second course in the Fire & Emergency Services program of study and serves as an overview of emergency preparedness and fire prevention techniques utilized in response to emergencies. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT), prevention education, and disaster relief and teaches skills involving ropes, knots, ground ladders, and hazardous materials. Upon completion of the course, a proficient student will be able to identify ways to control and prevent fires and identify the magnitude of a disaster and its effects on the surrounding community. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model. **Prerequisite: Completion of TLF1000 Foundations of Fire and Emergency Services**

FIRE & EMERGENCY SERVICES 2 (Year – 1 Cr) TLF3000
Fire & Emergency Services 2 is the third course in the Fire & Emergency Services program of study and serves as an overview of fire behavior and firefighter safety. This course equips students with the skills and knowledge surrounding ventilation guidelines, Incident Command Systems (ICS) and Incident Action Plans (IAP). Upon completion of the course, a proficient student will be able to explain standard operating procedures, incident command systems, and proper uses of water supply and hoses. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model. **Prerequisite: Completion of TLF2000 Fire and Emergency Services 1**

LAW ENFORCEMENT SERVICES

FOUNDATIONS OF LAW ENFORCEMENT SERVICES (Year – 1 Cr) TLE1000

This course is an introductory course about careers in law enforcement, legal, and correctional systems. This Level 1 course serves as the foundation course for the Law Enforcement Services and Pre-Law programs of study. Upon completion of the course, a proficient student will have foundational knowledge of local, state, and federal laws, concepts of criminal behavior and prevention, the judicial process and an understanding of key roles and responsibilities for occupations in Law Enforcement Services and law.

LAW ENFORCEMENT SERVICES 1 (Year – 1 Cr) TLE2000
This course 1 is the second course in the Law Enforcement Services program of study designed to inform students about careers in law enforcement, legal, and correctional systems. Upon completion of the course, a proficient student will be able to explain police procedures, sentencing protocols, communication strategies, and professionalism in law enforcement. **Prerequisite: Completion of TLE1000 Foundations of Law Enforcement Services**

LAW ENFORCEMENT SERVICES 2 (Year – 1 Cr) TLE3000
This course is the third course in the Law Enforcement Services program of study designed to equip students with the knowledge and skills to be successful in the sciences of criminal forensics and investigations. Students will learn crime scene investigation skills, aspects of criminal behavior, and applications of scientific inquiry to solve crimes. Upon completion of the course, a proficient student will be able to explain the foundations of forensic science and criminology, summarize the laws that govern forensic science, and explain the trajectory of forensic science in the modern legal system. **Prerequisite: Completion of TLE2000 Law Enforcement Services 1**

*** The following CTE programs and Buildings are located in an inaccessible area: Natural Resources, Residential & Commercial Construction, Metals and Engineering. Students who experience mobility impairments may contact their counselor, Erin Williams, Vice Principal at (808) 313-5556 or the school's main office at (808) 313-5500 to determine accommodations (state motor vehicle or other means) that may be available to support their physical access on campus and to/from classes.

FINE ARTS

VISUAL ARTS

GENERAL ART 1 (Year – 1 Cr)

FVB1000

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

CERAMICS 1 (Year – 1 Cr)

FVL1000

An introductory course of basic hand-building skills. Students will develop their skills with projects using the techniques of pinch, coil, slab, and creative free form. Glazing techniques and other methods of surface decoration are explored to give students opportunities to include them in their clay projects. Students will become familiar with and use the ceramics vocabulary as introduced, understand clay characteristics and its limitations. Students will be evaluated by completed projects, note taking, written tests and written reflections.

CERAMICS 2 (Year – 1 Cr)

FVL2000

An intermediate course that offers students opportunities to refine methods in clay hand-building and/or wheel-throwing, glazing and surface decoration. Students will become familiar with pottery of the Southwest American Indian Pueblo culture (historical and contemporary) and will execute pottery using the specific techniques and decorations exclusive to the culture. Participation in an art show is required. Experimenting with glazes and using available resources to explore artists' techniques and the creative aspects of ceramics are encouraged. Students will be evaluated by completed projects, note taking, and written reflections. **Prerequisites:** Ceramics 1 and teacher approval.

CERAMICS 3 (Year – 1 Cr)

FVL3000

An advanced course in hand-building and/or wheel-throwing with the application of elements and principles of design and craftsmanship. The major emphasis is creativity and further experimentation in firing, glazing, and decorative techniques. A ceramic sculpture, a research paper and participation in an art show is required. Solving technical problems is an essential part of the course. Students will be evaluated by completed projects, note taking, and written reflections. If a student's plan is to pursue a fine arts degree, a portfolio will be included as part of the evaluation. **Prerequisites:** Ceramics 1 and 2 and teacher approval.

PHOTOGRAPHY 1 (Year – 1 Cr)

FVP1000

This is an introductory course in photography. Basic techniques taught are composition, exposure, lighting, camera care and operation, and editing techniques on Adobe Photoshop. Some advanced skills and techniques will be introduced. **Optional Recommended Supplies:** 35 mm SLR digital camera.

COMPUTER ART (Year – 1 Cr)

FVW1000

This is an introductory course to explore the use of digital media for the creation of art. Computer software such as Photoshop and Illustrator will be used in addition to digital cameras, scanners, printers, and copiers. The emphasis will be on creating original images, manipulating existing images, and using the unique characteristics of digital media for personal expression. The student will apply the elements and principles of art to their work as they use digital tools for artistic expression.

DRAWING & PAINTING 1 (Year – 1 Cr)

FVQ1000

This is a beginners level course to Drawing & Painting. Students are given the opportunity to practice a variety of skills and experiment with a wide range of 2D materials. Topics will relate to visual culture, art history, and contemporary art. Students will develop their own artistic style by creating and reflecting on their artwork.

DRAWING & PAINTING 2 (Year – 1 Cr)

FVQ2000

This course expands on the skills and topics covered in Drawing & Painting 1. Students will continue to practice a variety of skills and experiment with a wide range of 2D materials. As new topics are discussed, students gain further knowledge of visual culture, art history, and contemporary art. Personal artistic style and preferences will become more evident and defined. **Prerequisite:** Drawing & Painting 1.

ADVANCED PLACEMENT (AP) 2D DESIGN (Year – 1 Cr)

FVA3000

This is a highly advanced college level course in 2-dimensional Art & Design. Students are expected to analyze, write, and verbally discuss their artwork. Students are also expected to visually synthesize ideas using art materials and processes at a higher level. **Prerequisite:** Drawing & Painting 1 & 2. **Students are required to participate in College Board evaluation (possibly submission of a portfolio of works to be reviewed) for AP credit. AP Agreement is required.**

DIRECTED STUDIES IN ART (Year – 1 Cr) *(Select area of focus below)*

CERAMICS FVD1000C

DRAWING & PAINTING FVD1000D

PHOTOGRAPHY OR COMPUTER ART FVD1000P

This is an opportunity for an in-depth study of various modes of expression. The course is designed to meet the interests and skills of the student through individual objectives. The visual presentations should result from personal inquiry and research. **Prerequisites:** Completion of highest level of courses available and teacher approval.

Students who have enjoyed Computer Art or Photography are encouraged to explore career opportunities and computer art and/or photography applications in the following courses:

TAC2010 Arts & Communications Career Pathway Core

TAU2124 Graphic Design Tech I

TAU2400 Graphic Design Tech II

Contact Ms. Eberly for more information.

DRAMA and THEATER

BEGINNING ACTING (Year – 1 Cr)

FTA1300

Beginning Acting focuses on pantomime, creative dramatics, and improvisations. Students are taught basic techniques of movement, character, and voice, practicing these techniques through dramatizations and improvisations. Body and vocal exercises, along with techniques of relaxation and sensory awareness, lead to performance projects that are presented before an audience.

INTERMEDIATE ACTING (Year – 1 Cr)

FTA2000

Acting principles, such as stage business, characterizations, interpretation and analysis of roles, vocal and emotional projection are applied to scripted and original plays. Students are given opportunities to perform different styles of acting, including classical, contemporary, and acting for the camera.

ADVANCED ACTING (Year – 1 Cr)

FTA3000

This course emphasizes more intensive work on special acting techniques. Character, line, and play analysis are integral parts of this course. Students are expected to perform for school and/or community projects.

DIRECTED STUDY IN DRAMA AND THEATRE (Year – 1 Cr)

FTD1000

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.

EXPLORATIONS IN DRAMA (Year – 1 Cr)

FTE1000

This introductory course is designed to enhance understanding of life through the study and performance of dramatic works. Emphasis is on developing students' ability to express themselves freely and establish personal criteria for critical evaluation of drama activities. Students will gain insight into a broad spectrum of theatre through study of various phases of play production.

Hilo High School offers an afterschool performing arts program, PALC, during the school year. Students earn semester credits in Theater Arts, Theater Crafts, or Play Production.

Enrollment information will become available through Ms. Sarah Williamson once the school year begins. (See PALC page at back of catalog for course descriptions.)

DANCE EDUCATION

CREATIVE DANCE 1 (Year – 1 Cr)

FDC1000

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

CREATIVE DANCE 2 (Year – 1 Cr)

FDC2000

In this course, students are provided with an opportunity to apply and demonstrate critical thinking skills through dance projects. Students will collaborate to create dances and revise them over time, articulating reasons for artistic choices and explaining what was gained and lost by those decisions. Students will also be able to develop and use criteria for evaluating their own and others' performances.

CREATIVE DANCE 3 (Year – 1 Cr)

FDC3000

Students will continue to develop and demonstrate critical thinking skills and creative expression through the dance process. Students will choreograph solo and group performances. They will revise and critique their creations based on the different styles and themes being studied.

CREATIVE DANCE, DIR ST (Year – 1 Cr)

FDD1000

This course is designed to meet the unique interests and skills of students through self-directed study. With the approval and guidance of the teacher, the student will develop and implement a project or a plan of study to pursue his/her area of interest in creative dance.

HAWAIIAN DANCE I (Year – 1 Cr)

FDK1000

"A'a i ka hula, waiho ka hilahila ma ka hale" *When one wants to dance the hula, bashfulness should be left at home.* This beginning course is designed to provide students with the opportunities to learn the historical, cultural and expressive significance of the hula. The course will cover hula basics such as protocol, basic feet and hand gestures/positioning of the hula kahiko (traditional) and hula 'auana (contemporary). Students will also learn about costume and lei making. Implements will be introduced at appropriate levels.

HAWAIIAN DANCE 2 (Year – 1 Cr)

FDK2000

"A'a i ka hula, waiho ka hilahila ma ka hale" *When one wants to dance the hula, bashfulness should be left at home.* This is an intermediate course which provides further opportunities for students to strengthen and refine their dancing skills learned in Hawaiian Dance 1. As students advance, dance routines become more complex as they are required to do performances in and out of the school environment to strengthen their projection of story and choreography. Emphasis is placed on the cultural and historical contexts in which the hula was developed. **Successful completion of Hawaiian Dance 1 with a "C" or better and teacher recommendation.**

HAWAIIAN DANCE 3 (Year – 1 Cr)

FDK3000

"A'a i ka hula, waiho ka hilahila ma ka hale" *When one wants to dance the hula, bashfulness should be left at home.* This is an advanced course in performance to strengthen and refine dancing skills learned from Hawaiian Dance 2. As students advance, dance routines become more complex as they are required to do performances in and out of the school environment to strengthen their projection of story and choreography. Emphasis is placed on the cultural and historical contexts in which the hula was developed. **Successful completion of Hawaiian Dance 2 with a "C" or better and teacher recommendation.**

MUSIC

CHORUS 1 (Year – 1 Cr)	FMC1000
CHORUS 2 (Year – 1 Cr)	FMC2000
CHORUS 3 (Year – 1 Cr)	FMC3000
CHORUS 4 (Year – 1 Cr)	FMC4000

This course is designed to help students acquire basic performance skills in singing. The fundamentals of music reading will be explored with emphasis on the elements of music. Students will sing a wide variety music as well as learn basic music theory. **Audition is encouraged. Contact Mr. Nylander if interested.**

GITAR 1 (Year - 1 Cr)	FMF1000
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This class is for students who want to learn to play the guitar. Students will learn guitar performance skills while learning the fundamentals of music. Various styles of music will be covered, including classical, folk & pop, and slack key. No experience is necessary. **Students are highly encouraged to have their own guitar.**

GITAR 2 (Year - 1 Cr)	FMF2000
GITAR 3 (Year - 1 Cr)	FMF3000
GITAR 4 (Year - 1 Cr)	FMF4000

These courses are the next in the series after Guitar I. The course will focus on intermediate guitar technique. Students will learn various styles. **Prerequisite: Completion of previous Guitar level or teacher approval. Students are highly encouraged to have their own guitar.**

UKULELE 1 (Year – 1 Cr)	FML1000
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This class is an introductory course designed to provide students with the opportunity to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts Standards.

MUSIC TECHNOLOGY 1 (Year – 1 Cr)	FMM3000
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The Music Technology course is designed for students interested in exploring the medium of music technology. Students are introduced to the various pieces of software, hardware, and system set-up procedures. Various educational technologies are utilized to explore the use of computers, multi-track recorders and sequencers, and other technologies related to music. **Contact Mr. Nylander if interested.**

PIANO 1 (Year - 1 Cr)	FMK1000
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This course is for students who want to learn beginning piano. Students will learn basic piano skills and musicianship. No prior experience is necessary.

PIANO 2 (Year - 1 Cr)	FMK2000
PIANO 3 (Year - 1 Cr)	FMK3000
PIANO 4 (Year - 1 Cr)	FMK4000

These courses are the next in series after Piano I. Students will focus on intermediate to advanced piano technique. Students will learn & be able to play in various styles.

Prerequisite: Completion of the previous Piano level or teacher approval.

INTRODUCTORY BAND (Year - 1 Cr)	FMB1000
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Students will learn the fundamentals of reading and playing music using a woodwind, brass or percussion instrument. Students will be required to perform one concert per semester in the fall and spring. **No prior experience necessary.**

BAND 1 (Year - 1 Cr)	FMB2000
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Band 1 is not an introductory course. It is intended for students who have had prior experience and can demonstrate proficiency in technical music skills. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching. **Prerequisite: Teacher approval required for incoming 9th grade placement. Current high school students should see Band Director for approval.**

BAND 2 (Year - 1 Cr)	BRASS SECTION FMB3000B WOODWIND SECTION FMB3000W
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This course is for students who have fulfilled the requirements of Band 1. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

Prerequisite: Band 1 and/or teacher approval.

BAND 3 (Year - 1 Cr)	BRASS SECTION FMB4000B WOODWIND SECTION FMB4000W
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This course is for students who have fulfilled the requirements for Band 2. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

Prerequisite: Band 2 and/or teacher approval.

BAND 4 (Year - 1 Cr)	BRASS SECTION FMB5000B WOODWIND SECTION FMB5000W
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This course is for students who have fulfilled the requirements for Band 3. Mandatory public performances may include, but are not limited to, concerts, athletic events, parade marching.

Prerequisite: Band 3 and/or teacher approval.

ORCHESTRA 1 (Year - 1 Cr)	FMV2000
ORCHESTRA 2 (Year - 1 Cr)	FMV3000
ORCHESTRA 3 (Year - 1 Cr)	FMV4000
ORCHESTRA 4 (Year - 1 Cr)	FMV5000

Students will learn the fundamentals of string playing on the violin, viola, cello, or string bass. Prior music experience is preferred but not required. Ability to read music will be beneficial and accelerate student's learning. **Prerequisite: Successful completion of the previous level.**

HEALTH & PHYSICAL EDUCATION

HEALTH: TODAY & TOMORROW (Sem – 0.5 Cr)

HLE1000

Instructional emphasis in this required course is on the health needs & interests of students which will prepare them to take full responsibility for their health as adults. Included in this course will be topics on human growth & development (physically, mentally, socially), human relationships & peer pressure, substance abuse, chronic disorders, common health problems of teenagers, family life education, first aid & cardiopulmonary resuscitation.

PHYS ED LIFETIME FITNESS (Sem – 0.5 Cr)

PEP1005

This standards-based course is required for graduation. It will integrate physical activity and personal fitness by exposing students to the wide range of physical activity resources available in the school and community. Students will self-assess their personal fitness level and document their physical activity. Uniform will be required. **Required for Grade 9. Scheduled with TGG1103 Transition to High School.**

**PHYS ED – LIFETIME ACTIVITIES (Sem – 0.5 Cr)

PEP1010

This course develops and strengthens physical movement forms, concepts, principles, and skills through participation in a variety of physical fitness experiences, including target, net, and field invasion type games. Students will assess personal levels of physical fitness that reinforce physical activity in their daily lives. Students should ultimately be motivated to become lifelong active participants in physical activity. **Scheduled with HLE1000 Health for all Gr 10.**

The Basic Elective PE courses marked with an asterisk (*) fulfill the required ½ credit PE elective.

****PEP1010 PE Lifetime Activities will be scheduled for all 10th graders with Health.**

*SWIMMING LIFETIME ACTIVITIES (Sem – 0.5 Cr)

PSP1670

This course is designed for students to develop and strengthen swimming skills and principles of fluid dynamics (efficient stroke patterns), and learn safety procedures required to safely and competently demonstrate a variety of swimming skills. Swimming skills include kicking, floating, breathing, treading water, turning, strokes (free style, butterfly, back, breast, etc.), and should be applied to swimming activities which could include a variety of water games (basketball, volleyball, polo, etc.) and team and individual relays.

*SPECIAL SWIMMING LIFETIME ACTIVITIES (Sem – 0.5 Cr)

PSP1680

This course is designed for students to strengthen and *apply* swimming skills and safety procedures to a variety of aquatic events and activities that could include water games (polo), synchronized swimming, and individual or team relays. Other aspects of the course may focus on life saving and water rescue techniques as well as CPR. Participants may be eligible to receive appropriate certifications (water safety, CPR, etc.) upon completion of the course.

*INDIV & DUAL SPORTS 1/2 (2 Sem – 0.5 Cr each)

PIP1610/1620

*INDIV & DUAL SPORTS 3 (Sem – 0.5 Cr)

PIP1630

A series of courses designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of individual and dual sports. Individual and dual sports could include, but not limited to archery, badminton, table tennis, golf, pickleball, walking for fitness, and horseshoes. Instruction will emphasize and reinforce the skills, techniques and strategies necessary to participate competently in each sport.

TEAM SPORTS 1/2 (2 Sem – 0.5 Cr each)

PTP1640/1650

TEAM SPORTS 3 (Sem – 0.5 Cr)

PTP1660

This series of courses is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team sports. Team sports could include, but are not limited to: adventure games, basketball, volleyball, soccer, softball, team handball, flag football, and ultimate Frisbee. Students will learn positions represented in the different sports and basic rules, etiquette and strategies needed to participate competently in each sport.

WEIGHT & RESIST TRNG 1A/1B (2 Sem – 0.5 Cr each)

PWP1210/1220

WEIGHT & RESIST TRNG 2A/2B (2 Sem – 0.5 Cr each)

PWP1230/1240

A series of courses designed sequentially & progressively to help each student develop weight and resistance training safety and etiquette as well as define muscular strength & endurance. Various weight training exercises and programs may include, but are not limited to plyometric, free weights, own body weight, resistance bands, pulleys, medicine and stability balls, etc.

Prerequisite: Successful completion of the previous level.

*PHYS FITNESS FOR LIFE 1A/1B (2 Sem – 0.5 Cr each)

PFP1310/1320

*PHYS FITNESS FOR LIFE 2A/2B (2 Sem – 0.5 Cr each)

PFP 1330/1340

These courses are designed to introduce and/or reintroduce basic training principles and personal fitness assessments to guide students in planning or updating and implementing and/or continuing fitness training programs. Students will participate in an initial fitness assessment, which could include but is not limited to mile run, shuttle, run, sit ups, pull ups, vertical hang, standing long jump, vertical leap, 600 yard walk-run, etc.

*BODY CONDITIONING 1A (Sem – 0.5 Cr)

PBP1110

This standards-based course is designed to introduce a range of aerobic training activities that could be incorporated into a total body conditioning program. Aerobic activities may include: cardio-kick boxing, step aerobics, dance aerobics, brisk-walking, running and/or jogging, swimming, cycling, aqua-aerobics, Tae Bo, etc. As a result of this course cardiorespiratory endurance, muscular endurance, flexibility and coordination will improve and an appreciation for aerobics as a lifetime activity will be reinforced.

*BODY CONDITIONING 1B (Sem – 0.5 Cr)

PBP1120

This standards-based course is designed to introduce a variety of activities that can be incorporated into a total body conditioning program to improve overall core strength and flexibility. Core strength and flexibility activities and/or exercises could include: yoga (vinyasa, ashtana, iyengar), Pilates, Karate, Tae Bo, stability ball, medicine ball, wobble boards, push-ups, sit-ups, stretching etc. As a result of this course overall core strength and flexibility will improve and an appreciation for the activities involved as lifetime fitness activities will be reinforced.

RECREATIONAL LEADERSHIP (Sem – 0.5 Cr)

PLP1710

School Service (Sem – NO CREDIT)

XTH4012

This course is designed for those students who are interested in careers in the physical activity, movement, and educational fields of study. Instruction and teaching experiences will be provided to enhance students' ability to facilitate the acquisition of movement skills for their peers and contribute to the day-to-day activities by peer-teaching and officiating. Instruction will focus on developing leadership ability, enhancing problem-solving skills, and learning to work as a team. Responsibilities will include assisting the PE teacher with class organization, equipment and class monitoring, and school-wide physical activity promotion. **This course is available to students in Grades 11-12. Students interested in a year-long experience should sign up for both courses listed above. Required Prerequisite: Teacher or Department Head Approval.**

LANGUAGE ARTS

ENGLISH PHASE 1, 2, 3, & 4 (Year – 1 Cr)

English Phase 1, 2, 3, & 4 courses are heterogeneously grouped encompassing ability levels in reading stanines 1 through 9. The English Phase courses provide students in the 9 - 12 grade levels with balanced English programs emphasizing and integrating four areas: reading, writing, literature and language study, and oral communication. All phase courses address the Language Arts Standards and the State of Hawaii GLO. Students will demonstrate appropriate speaking and listening skills; use language to elicit a desired response while adapting wording and strategies according to a variety of situations and audiences AND read a wide variety of literature that spans time and cultures as an understanding of one's life and world is expanded.

Each English Phase course emphasizes the following content:

ENG LA 1 (Gr 9) Coming of Age	LCY1010
ENG LA 2 (Gr 10) Culture	LCY2010
ENG LA 3 (Gr 11) American Dream	LCY3010
ENG LA 4 (Gr 12) Literary Theory-Multiple Perspectives to Complex Texts	LCY4010

Students interested in enrolling in Early College

English 100: Composition I

should see/email

Mrs. Frias in the LRC for more information.

Honors and AP classes require a signed student/parent agreement and possible completion of mandatory summer assignments.

ENGLISH HONORS – Gr. 9 (Year - 1 Cr)

LCY1010H

Ninth grade honors provides highly motivated freshmen with the opportunity to closely examine different genres of literature: poetry, non-fiction, fiction and drama. Students read, discuss and write about the text under consideration, focusing on critical thinking skills and the articulation of thought.

ENGLISH HONORS – Gr. 10 (Year – 1 Cr)

LCY2010H

Students will read a variety of literature from around the world, which explores the thematic concept of "culture". Students will learn information about history, the writers, their works, and literary movements under study. In addition to the assigned texts, students will be responsible for outside independent reading and reporting. Students will learn concepts through a variety of writing assignments, which will stem directly from the reading. Students will be provided the opportunity to improve reflective, analytical, critical, and persuasive skills. Complex group and individual presentations will be created to build confidence and mastery skill in oral communication.

The courses listed below may be used in grades 11 and/or 12 to fulfill the English requirement for graduation.

ADVANCED PLACEMENT (AP) ENGLISH - LANG & COMP

(Year - 1 Cr)

LAY6010

This college level course is offered to highly motivated 11th grade students. This course enables students to study and write various types of analytical or persuasive essays on nonliterary topics. The focus is on language, rhetoric, and expository writing. **Prerequisites:** Teacher recommendation and summer assignments. Students must take the AP exam to earn full 5 point credit. No class drops once enrolled.

ADVANCED PLACEMENT (AP) ENGLISH - LIT & COMP

(Year - 1 Cr)

LAY6100

This college level course is offered to highly motivated 12th grade students. Through class discussions, weekly timed writings, essays, literature analysis, and group projects, students will synthesize concepts and develop critical thinking and social skills in preparation for college and post-high school careers. **Prerequisites:** Teacher recommendation and summer assignments. Students must take the AP exam to earn full 5 point credit. No class drops once enrolled.

ENGLISH LEARNER (EL) PROGRAM

The Hilo High School English Learner (EL) Program ensures that students with limited English proficiency (1) have access to educational opportunities by providing services that assist these students to attain English language proficiency; (2) develop high levels of academic achievement in English, and (3) meet the same academic content and student achievement standards all students are expected to meet.

LANGUAGE ARTS

EL ELA GR 9 (Year – 1 Cr)	LCY1010J
EL ELA GR 10 (Year – 1 Cr)	LCY2010J
EL ELA GR 11 (Year – 1 Cr)	LCY3010J
EL ELA GR 12 (Year – 1 Cr)	LCY4010J

ESOL 1A/1B (2 Sem – 0.5 Cr) NEI1020J/NEI1025J

ESOL 2A/2B (2 Sem – 0.5 Cr) NEI1030J/NEI1035J

English for Speakers of Other Languages (ESOL) electives are designed to provide English Learners with the English communication skills necessary for successful participation in the mainstream classroom. Curriculum and texts vary with the needs of the population served in any year. Taken in conjunction with EL ELA courses, ESOL courses provide support through differentiated instruction in listening, speaking, reading and writing American English to target the acquisition of academic language necessary for success in school.

LITERACY WORKSHOP 1 (Sem – 0.5 Cr) LRH8105J

LITERACY WORKSHOP 2 (Sem – 0.5 Cr) LRH8205J

Workshop courses are designed to help “beginning” English Learners, and other ELs up to the “expanding” level of proficiency, develop transitional skills in listening, speaking, reading and writing. Coursework helps students become more highly functional in communication skills, and better prepared for post-secondary pathways in college and/or career. Along with focused literacy instruction, students receive support for concurrent studies in general education as required.

Students interested in enrolling in Early College

SP 151: Personal & Public Speech

should see/email Mrs. Kellie Frias in the LRC
for more information.

ENGLISH ELECTIVES

JOURNALISTIC WRITING & PUBLISHING (Year – 1 Cr) LWY5250

Students learn how to analyze audience, target purpose (to inform or persuade), identify sources, write questions, interview, take notes, draft and prepare news copy ready for publishing in print and digital multimedia news outlets, such as school website, KVIKS, and social media. **Grades 11 & 12 only.**

WORLD LITERATURE: MYTHS & FOLKLORE (Sem – 0.5 Cr)

LTH5110

Students will read a wide range of myths, legends, and folklore from around the world, including those often used as allusions in literature. Students will compare and contrast story and character archetypes, such as creation myths, hero's journey, rebirth, rags to riches, overcoming the monster, role reversal, etc. This course may also be cross-departmental, allowing students the opportunity to integrate Fine Arts activities – drawing, painting, sculpture, performance, etc. – with creative writing and literary analysis. **Must be taken concurrently with Creative Writing: Graphic Novels and Comics as Literature. Grades 11 & 12 only.**

CREATIVE WRITING: GRAPHIC NOVELS & COMICS AS LITERATURE (Sem – 0.5 Cr)

LWH5235

This course is an exploration of visual narratives, stories that juxtapose illustration and words and depend on the reader's ability to infer meaning “between the panels.” Students will develop critical thinking skills through analysis of graphic novels and comics. In addition to reading a variety of works, students will have the opportunity to create their own narrative art. This course culminates in an individual or collaborative project that demonstrates proficient understanding of visual narrative. Possible creative writing/art projects may include class-created comic anthology, student-created graphic novel; possible academic project may also be an option, depending on the interests of enrolled students. **Must be taken concurrently with World Literature: Myths and Folklore. Grades 11 & 12 only.**

ARGUMENTATION & DEBATE (Sem – 0.5 Cr)

LVH5370

Experiences in this course help students develop their ability to analyze an issue and prepare and present sound arguments to support a position on the issue. Debate is a process that involves research followed by a critical examination and consideration of ideas. It is a tool that enables careful analysis of problems and issues and a diligent search for viable solutions. Students will develop skills of reasoning, analysis, and research. They will explore the nature of persuasion and prepare a case using a variety of strategies. **Must be taken concurrently with Argumentation & Debate Lab.**

ARGUMENTATION & DEBATE LAB (Sem – 0.5 Cr) LLH5371

This course supports students who are enrolled in LVH5370. It provides additional instruction and support, where needed, to help students achieve the standards for the course. Instruction will be differentiated as appropriate for the needs of the students enrolled. There is an emphasis on the processes involved in the language arts strands with a focus on scaffolded practice with increasingly sophisticated materials. Whole-class lessons, mini-lessons, and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. The goal is for students to produce work and performances that are evidence of meeting the benchmarks for LVH5370. **Must be taken concurrently with Argumentation & Debate.**

MATHEMATICS

This table represents the approved sequence by the Hilo High School Math Department. Students will not be allowed to take more than one math course per year due to the progression of the mathematics discipline. Exceptions will only be made by a student's academic counselor for credit recovery. Algebra 1, Geometry, and one more math elective are required for graduation with a high school diploma. Academic and STEM Honors certificates require Algebra 1, Geometry, Algebra 2, and one math credit beyond Algebra 2.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
General Student	Algebra 1 OR Modeling Our World 1	Algebra 1 OR Geometry	Geometry OR Algebra 2	Probability AND Statistics OR Trigonometry AND Algebra 3
College Prep Student	Algebra 1	Geometry	Algebra 2	Trigonometry AND Algebra 3
Accelerated Student	Geometry X	Algebra 2X	Trigonometry AND Analytical Geometry	AP Calculus

(GR 9) MODELING OUR WORLD I (Year – 1 Cr) **MAX1080**

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 course provides supplemental learning opportunities for students needing additional support to be successful in Algebra I. **Teacher approval/recommendation from 8th grade. Paired with Math Workshop.**

ALGEBRA 1 (Year – 1 Cr) **MAX1155**

Topics include the real number system, first degree equations & inequalities, one & two variables, polynomials, graphs, products & factors of polynomials, quadratic equations, rational & irrational numbers.

(GR 9) MATH WORKSHOP (2 Sem – 0.5 Cr each) **MSW10091/MSW10092**

This is an elective course that is designed to provide students with the opportunity to strengthen basic math skills and to support the curriculum in their current math course. Topics included are solving equations, graphing linear and quadratic equations, factoring polynomials, and data analysis. Students will take this course in addition to a math course for elective credit only. **Teacher approval/recommendation from 8th grade. Paired with Modeling Our World or Algebra 1.**

(GR 9) GEOMETRY X (Year – 1 Cr) **MGX1150X**

Recommended for students Algebra 1 grade was "A" or "B", the course develops the student's awareness of the processes of deductive & inductive reasoning & understanding & use of the relationships among points, lines, & figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency & perpendicularity, & relations among figures such as congruence, similarity, symmetry, & rigid motions. **8TH Grade Credit in Algebra 1 and teacher recommendation.**

GEOMETRY (Year – 1 Cr) **MGX1150**

This course develops the student's awareness of the processes of deductive & inductive reasoning & understanding & use of the relationships among points, lines, & figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency & perpendicularity, & relations among figures such as congruence, similarity, symmetry, & rigid motions. **Credit in Algebra 1.**

ALGEBRA 2 (Year – 1 Cr) **MAX1200**

This course extends the algebraic skills & knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, & developing the concepts of function including graphing techniques & inverse functions. **Credit in Algebra 1 and Geometry or Geometry X.**

ALGEBRA 2X (Year – 1 Cr) **MAX1200X**

This course is structured to accommodate the highly motivated math student & will proceed at a faster pace building upon & extending the basic concepts & skills studied in Alg. I. In addition, new & more advanced topics are introduced which will serve as a foundation for higher math. Such topics include systems of quadratics, exponential & logarithmic functions, complex numbers, sequence & series, probability, permutations & combinations, determinants, & matrices. **Prerequisite: Credit in Geometry X with a "C" or better and teacher recommendation.**

MATHEMATICS (CONTINUED)

TRIGONOMETRY & ALGEBRA 3 (2 Sem – 0.5 Cr each)

MCX1010/MAX1310

(Sem 1 TRIGONOMETRY) Designed for students having a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, inverse trigonometric functions & applications, trigonometric & polar forms of complex numbers & DeMoivre's Theorem.

(Sem 2 ALGEBRA 3) This course is designed to provide opportunities to strengthen algebraic concepts & skills. Topics included are linear & polynomial equations, sequences & series, matrices & determinants, & real & complex numbers.

Prerequisite: Credit in Algebra 2 and teacher recommendation. **Courses must be taken together.**

TRIGONOMETRY & ANALYTIC GEOMETRY

(2 Sem – 0.5 Cr each)

MCX1010/MCX1030

(Sem 1 TRIGONOMETRY) Designed for students having a two-year background in algebra, including some coordinate geometry, this course provides intensive study of trigonometric functions, fundamental identities, inverse trigonometric functions & applications, trigonometric & polar forms of complex numbers & DeMoivre's Theorem.

(Sem 2 ANALYTIC GEOMETRY) Designed for students who have completed courses in Alg. 1, 2, Geometry, & Trig., & who are planning to study Calculus. This rigorous course includes study of rectangular & polar coordinates, curve sketching, conic, algebraic & transcendental functions.

Prerequisite: Credit in Algebra 2x with a B or better and teacher recommendation. **Courses must be taken together.**

PROBABILITY & STATISTICS (2 Sem – 0.5 Cr each)

MXX1100/MXX1300

(Sem 1 Probability) This course focuses on the probability content standards with emphasis on developing probability concepts inherent in everyday situations experienced in investment, insurance, science, business, and technology. Emphasis is also placed on using probabilities in decision making. Laboratory experiences are provided.

(Sem 2 Statistics) This course provides students with an introduction to statistical issues and concerns and presents strategies for analyzing and interpreting data. This course addresses the statistics content standards and includes the following topics: graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation, and regression.

Prerequisite: Credit in Algebra 2. **Courses must be taken together.**

AP CALCULUS (Year - 1 Cr)

MCA1040

AP Calculus is conducted as a college-level course for mathematically able students having strong backgrounds in Algebra, Geometry, Trigonometry & Analytic Geometry. It includes a brief review of functions & analytic geometry with emphasis on limits, differentiation, integration, & applications. Students are required to take the AP Calculus exam (form AB) in May to earn college credit &/or placement. **Prerequisite:** Credit in Analytical Geometry with a "B" or better and teacher recommendation. **AP Agreement required. No class drops once enrolled.**

Students interested in enrolling in Early College

Math 100: Survey of Mathematics

should see/email
Mrs. Kellie Frias in the LRC
for more information.

SCIENCE

In addition to the content standards specific for each science course, all science classes will address the following standards:

- 1.Science as Inquiry: Demonstrate the skills necessary to engage in scientific inquiry
- 2.Habits of Mind: Apply the values, attitudes, and commitments characteristic of an inquiring mind. Use concepts and themes such as a system, change, scale, and model to unify the disciplines and help them understand and explain the natural world.
- 3.Safety: Demonstrate the importance of safety by applying safety skills in all activities.
- 4.Science and Technology in Society: Use the problem-solving process to address current issues involving human adaptation in the environment.

Three credits of science are required to earn a high school diploma in the State of Hawaii. Biology must be one of the three science credits. Both Academic and STEM Honors Certificates require 4 credits of Science. Students who are planning to attend college should be aware that some courses that give you science credit for high school graduation are not accepted by certain colleges or the NCAA for their science requirements. If you are unsure whether the course you select is acceptable, you should check with your counselor or with the college.

	GRADE 9	GRADE 10	GRADES 11 & 12
General Student	9 th Grade Environmental Science	Biology Y	Physical Science Plants & Animals Earth Science (CSAP only) Marine Science Chemistry Y Botany
College Prep Student	9 th Grade Environmental Science	Biology X	Chemistry Y or X Physics Y or X Human Physiology Botany AP Biology + Biology 2 AP Chemistry + Directed Studies in Science AP Environmental Science AP Physics C
Accelerated Student	Biology Honors	Chemistry X	(See above for College Prep Student track)

(GR 9) ENVIRONMENTAL SCIENCE (Year - 1 Cr)

SPH2603D

This is an introductory course with a focus on introducing students to the scientific disciplinary skills required for the later years of secondary science courses. This is a problem or issues-based course where students investigate environmental issues (e.g. watershed, forestry, global warming, introduction of new species to an environment, etc.) and problems of our technological society. Students analyze environmental issues, identify and evaluate alternate solutions, and take appropriate actions to help maintain or improve the quality of our sustainable environment. Emphasis is on the use of laboratory and fieldwork to study the local and global environment. **This section is for 9th graders only.**

ENVIRONMENTAL SCIENCE (Year – 1 Cr)

SIH3603

This is a problem or issues-based course where students investigate environmental issues (e.g. watershed, forestry, global warming, introduction of new species of an environment, etc.) and problems of our technological society. Students analyze environmental issues, identify and evaluate alternate solutions, and take appropriate actions to help maintain or improve the quality of our sustainable environment. Emphasis is on the use of laboratory and fieldwork to study the local and global environment. Students are to meet all benchmarks in Biological Science Standards 1-5 and all relevant Earth Space Science Standards 1-5 and 8. **This section is for 10th – 12th graders who have not previously received credit for this course.**

(GR 9) BIOLOGY - HONORS (Year - 1 Cr)

SLH2203H

This course is limited to 9th graders with stanines 8-9 & is geared towards the college-prep student who has a high interest in science. It will emphasize lab experiments which help develop students' investigative techniques. Students will demonstrate an understanding of the following major topics: biochemistry, cellular biology, reproduction, genetics, evolutions, diversity & ecology. Students will also examine the relationships between the major biological concepts & the human organism. **Recommended for Grade 9. Students must participate in a screening process to be admitted into the class.**

(GR 10) BIOLOGY 1 Y (Year - 1 Cr)

SLH2203Y

This course is designed to "build" on the major concepts covered in 9th grade Environmental Science. The 10th grade Biology curriculum spans the "continuum of organization" from subatomic particles to cells; through organisms & their relationship to the environment. Students will be able to demonstrate an awareness of the cell as a basic unit & an understanding for the relationship between structure & function; compare developmental patterns among groups of organisms; demonstrate an understanding that links biological diversity & the theory of genetics to reproduction; & an understanding of environmental changes that result in the production of new species & the extinction of existing species. The course will strive to encourage student thinking & action, using knowledge of biology as a basic tool for approaching a variety of problems.

BIOLOGY 1 X (Year – 1 Cr)

SLH2203X

This lab-oriented course is geared towards the college-prep student. It will emphasize lab experiments which help develop students' investigative techniques. Students will demonstrate an understanding of the following major topics: cellular biology, reproduction, genetics, evolution, diversity, & ecology. They will also learn how biology applies to their everyday life. **Recommended for Grades 10-12. Teacher recommendation requested.**

SCIENCE (CONTINUED)

PLANTS & ANIMALS IN HAWAII (Year – 1 Cr)

SLH4103

This is an introductory course on the interdependence of flora and fauna found on Hawaii's land and in ocean environments. Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. Emphasis is on the use of the laboratory to study organisms. This course is not considered a college prep course and may not meet certain college entrance requirements. Students are to meet all benchmarks in the Biological Science Content Standards 1-5. **Prerequisite: Completion of Physical Science or Biology I. This course is not an NCAA Approved Core Course.**

PHYSICAL SCIENCE (Year – 1 Cr)

SPH2603

This is a lab-oriented course which covers matter & its properties, forces, motion, & energy. Students will develop an awareness of the interdependence of science, mathematics, & technology in everyday activities. Students will also develop decision-making strategies through critical thinking & cooperative learning to become scientifically literate citizens. Students will relate science concepts learned to relevant local, national, & global issues.

MARINE SCIENCE (Year - 1 Cr)

SEH2503

Marine Science is the study of the world's oceans. A range of topics (various science disciplines) will be covered including structure of the ocean, chemical & physical oceanography, plate tectonics, waves, tides, currents, & life in the ocean. Students will demonstrate an understanding of the relationship between biotic & abiotic factors in the ocean & will be able to describe how the ocean affects human activities & vice versa. Students will design & conduct scientific research that will culminate in a scientific research paper & presentation. Collaborative skills will be developed in group problem solving activities. **Recommended for grades 11-12.**

AP BIOLOGY (Year - 1 Cr)

SLH8003

This is a college-level course in Biology based on the Adv. Placement Program of the College Entrance Examination Board. Emphasis is on extensive lab experience & further development of underlying principles of biology. Students will gain a thorough understanding of the following major concepts: cell structure & biochemistry, diversity of organisms, continuity in living things, evolutionary change, & ecological relationships. The course is geared towards preparing the student to take the AP Exam in May to earn college credit. It is highly recommended that students successfully complete the Chemistry CHEMS course before taking this course. **Prerequisite: Completion of Biology 1 & Chemistry, teacher recommendation, and concurrent registration in Biology 2 (aka AP Bio Lab). Students must take the AP exam to earn full 5 point credit. AP Agreement required. No class drops once enrolled.**

BIOLOGY 2 (Year – 1 Cr)

SLH2503

This is a second year laboratory course in biology that is taken concurrently with AP Biology. More thorough and intensive study is given to specific areas such as the cell, environmental biology, microbiology, structure and function of animals, anatomy and physiology, and growth and development of plants. Students will use current directions and technologies in individual and group investigation: inquiry utilizing controlled experimentation; and critical analysis of supplemental scientific texts and journals. Students are to meet all relevant benchmarks in Biological Science Content Standards 1-5. **Prerequisite: Completion of Biology 1 & Chemistry, teacher recommendation, and concurrent registration in AP Biology.**

CHEMISTRY Y (Year - 1 Cr)

SPH3503Y

This course is designed for the student who is interested in Chemistry, but does not want the rigor of the math requirement or the pace of the college-prep Chemistry. Students will demonstrate an understanding that matter is composed of atoms, which are unique for each element, and develop an understanding of changes associated with chemical reactions. The course includes the study of elements, compounds, chemical formulas, equations, stoichiometry, energy effects, gas laws, the Periodic Table, atomic structure, and chemical bonding. Lab experiments are also a part of this course.

Recommended: Completion of Algebra 1

CHEMISTRY X (Year - 1 Cr)

SPH3503X

This college prep course stresses basic principles of science which are used to explain the structure of matter and the changes it undergoes. Students will demonstrate an understanding that matter is composed of atoms which are unique to each element, analyze properties of matter, and develop an understanding of changes both at the macroscopic and microscopic levels. Lab experiments are an important part of this class. Some of the topics covered are: elements & compounds, chemical formulas and equations, stoichiometry, gas laws, nuclear reactions, the Periodic Table, atomic structure, chemical bonding, chemical kinetics, equilibrium, and acids & bases. **Recommended: Completion of Algebra 1 and Geometry with a "B" or better.**

AP CHEMISTRY (Year – 1 Cr)

SPH5003

This is a college-level course in Chemistry based on the Advanced Placement (AP) Program of the College Entrance Examination Board (<http://www.collegeboard.org/>). Emphasis is on extensive lab experience and further development of underlying principles of chemistry. Students will gain a thorough understanding of the following major concepts: the chemical elements are fundamental building blocks of matter, and all matter can be understood in terms of arrangement of atoms; chemical and physical properties of materials can be explained by the structure and arrangement of atoms, ions, or molecules and the forces between them; changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons; rates of chemical reactions are determined by details of the molecular collisions; the laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter; any bond or intermolecular attraction that can be formed can be broken, these two processes are in dynamic competition, sensitive to initial conditions and external perturbations. This course is geared towards preparing the student to take the AP Exam in May to earn college credit. It is highly recommended that students successfully complete Chemistry X, Biology 1 X, or AP Biology before taking this course. **Prerequisite: Teacher recommendation required and Dir Studies SAH3503 (aka AP Chem Lab) must be taken concurrently with this course. Students must take the AP exam to earn full 5 point credit. AP Agreement required. No class drops once enrolled.**

DIRECTED STUDIES IN SCIENCE (Year – 1 Cr)

SAH3503

This is a second year laboratory course in chemistry that must be taken concurrently with AP Chemistry. More thorough and intensive study is given to specific areas such as spectroscopy, spectrophotometry, gravimetric analysis, titration, chromatography, bonding in solids, stoichiometry, redox titration, physical & chemical changes, kinetics, calorimetry, equilibrium, acid-base titration, and buffering. Student will use current directions and technologies in individual and group investigation: guided-inquiry utilizing controlled experimentation. Students are to meet all relevant HCPSIII Benchmarks in Chemistry Content Standards 1–8. **Prerequisites: Teacher recommendation required and AP Chemistry must be taken concurrently with this course.**

SCIENCE (CONTINUED)

HUMAN PHYSIOLOGY 1 (Year - 1 Cr)

SLH7503

The human body, its anatomy, & functions of the various internal systems are studied. This course is designed for college-bound students interested in a health profession degree. Students will demonstrate knowledge of the levels of organization in living things & homeostatic mechanisms in the human body. They will utilize proper note-taking skills, develop dissection skills, conduct quality library researches, & practice problem-solving strategies. Students will acquire teaching skills as they educate peers. **Recommended: Successful completion of Chemistry course. Teacher recommendation requested.**

PHYSICS Y (Year - 1 Cr)

SPH5603Y

This course will utilize a 3-stage learning cycle of exploration, concept development, & application to investigate the basic principles of Physics. The course includes the study of mechanics, force & motion, energy changes, heat, wave motion, & electricity. Students will be able to identify physics principles in every day experiences, be able to predict resulting motion when forces are applied, & use lab experiences to determine how to solve problems rather than obtain a specific solution. **Recommended: Completion of Algebra 1 and Geometry.**

PHYSICS X (Year – 1 Cr)

SPH5603X

This college prep course investigates the relationship between matter & energy in terms of operational definitions. Students will be able to explain the effect of forces on matter, demonstrate that everything in the universe obeys the same laws of nature that apply to earth & derive mathematical relationships that verify that the total energy of the universe is constant. Students should be able to apply concepts learned to lab situations & to broader contexts. **Recommended: Completion of Trigonometry. Teacher recommendation requested.**

AP PHYSICS C MECHANICS (Year – 1 Cr)

SPH7801

This is a college-level course in Mechanics based on the Adv. Placement Program of the College Entrance Examination Board. The goal of this course is to provide students with instruction in each of the following six content areas to meet College Board objectives: kinematics; Newton's law of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. In addition, the following content areas will be provided to address state standards: heat, thermodynamics, waves, and optics. Guided inquiry and student-centered laboratory learning will be utilized to foster the development of critical thinking skills. Introductory differential and integral calculus will be applied throughout the course. Students are to meet all benchmarks in the Physics Strand, Standards 1, 2, 3, 4, 5 and 6. **Prerequisite: Completion of Physics Y or X, teacher recommendation, and concurrently taking or completion of Calculus 1 with a "B" or better. Students must take the AP exam to earn full 5 point credit. AP Agreement required. No class drops once enrolled.**

AP ENVIRONMENTAL SCIENCE (Year – 1 Cr)

SIH3903

This is a college-level course in Environmental Science based on the Adv. Placement Program of the College Entrance Examination Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze 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. Environmental Science is interdisciplinary: it embraces a wide variety of topics from different areas of study. **Prerequisite: Completion of Biology I and Chemistry. Teacher recommendation requested. Students must take the AP exam to earn full 5 point credit. AP Agreement required. No class drops once enrolled.**

BOTANY (Yr. – 1 cr.)

SLH5503

Want to know how to make your own plants? Ever wondered how tea is made or how certain plants are used? This course may be for you! Plants have played an important role in human societies across the world since the dawn of civilization.

This lab-based introductory course is designed for college-bound students. The emphasis will be on edible plants with a goal of developing your understanding of and appreciation for the plant world. We will cover general plant parts, growth patterns, chemistry, and function and focus on plant organs such as leaves, stems, flowers, fruits, seeds, and roots that we use as food, beverages, medicine, and spices. We will discuss the history of plants dominating agriculture both here in Hawaii and around the world. You will be introduced to the taxonomy of major edible plant families of the world. The future ecological, economic and social implications of our dependency on edible plants will also be discussed in light of current threats to plants and their native habitats. **Recommended pre-requisite: Completion of Biology I. Teacher recommendation requested. Recommended co-requisite: TAD3000 Food Products & Processing Systems 1.**

STEM CAPSTONE (Year – 1 Cr)

XAT1000

This elective course is self-directed, project-based, and is meant to be a graduation requirement course for a STEM Certificate. Students will apply the skills and knowledge gathered through completion of the STEM program in a culminating project. Students should develop professional and ethical methods of problem solving for the 21st century workplace. These methods should be refined through further enhancement of the research, analysis, teamwork, and project management skills that they have previously attained in the STEM program.

Students are expected to demonstrate skilled or masterful levels for all STEM competencies as they address the following major outcomes for the course:

1. Research: Conduct research to reflect upon and determine a project to addresses a specific community need.
2. Design: Design, build, test, refine, and deliver a solution to address the need.
3. Reflection: Engage in ongoing reflection throughout all levels of the project design and its impacts on the local and global community.
4. Technology: Learn to use technologies with the aid of online self-guided tutorials, student mentoring, and/or professional assistance arranged by the course facilitator. Accessible technology may include, but is not limited to; probeware, biotechnology, bio-agricultural systems, computer-aided design, 3-D modeling, architectural design, animation, games design, surveying and mapping (GPS), Geographic Information Systems, programming, database applications, web page design, digital photo and video editing.
5. Career Skills: Acquire career-building skills. Skills include reflection on and integration of personal values with career interests, strategic resume development, and enhancing job search capability. **Prerequisite: Teacher recommendation required. Course requires independent study. Meets once a week during STARS.**

Students interested in enrolling in Early College

**HWST 100 Piko Hawai'i: Connecting to Hawai'i Island
and/or HWST 101 'Aikapu: Hawai'i Culture I
OR**

**HWST 105 Mea Kanu Hawai'i: Hawaiian Plant Culture
and/or HAW 100 Elementary Hawai'i Language I**

should see/email Mrs. Frias in the LRC more information.

SOCIAL STUDIES

Social studies department courses are organized into "clusters" and with the implementation of the Hawaii Content and Performance Standards III (HCPS III), all students are ensured to receive proper instruction. To better prepare students for the challenges of college, career, and civic life, the C3 (Career, College, and Civic Life) Framework for Social Studies State Standards and its relationship with the Common Core State Standards for ELA/Literacy, are implemented. Four credits of social studies are required to earn a high school diploma in the State of Hawaii.

MODERN HISTORY OF HAWAII (Sem – 0.5 Cr) CHR1100
This course examines the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study. **Required for Grade 9 and 11. Paired with Participation in Democracy.**

PARTICIPATION IN DEMOCRACY (Sem – 0.5 Cr) CGU1100
This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry. **Required for Grade 9 and 11. Paired with Modern History of Hawaii.**

U.S. HISTORY & GOVERNMENT (Year - 1 Cr) CHU1100
U.S. HISTORY & GOVERNMENT – Honors (Year - 1 Cr) CHU1100H
This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the economic concepts of interdependence, limited resources, and functions of markets. It requires students to judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions. Students will use the tools and methodologies of the appropriate social scientists to conduct their inquiries.

NOTE: AP US History can be taken in place of this course, CHA6100 Advanced Placement US History. Please see your counselor prior to registering for this course. Required for Grade 10.

WORLD HISTORY & CULTURE (Year – 1 Cr) CHW1100
This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events. **Required for Grade 11.**

ECONOMICS (Sem - 0.5 Cr) CSD2500
This course synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.

AMERICAN PROBLEMS (Sem - 0.5 Cr) CGU2200
In this course, 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. Emphasis on contemporary Hawaiian topics.

PSYCHOLOGY (Sem – 0.5 Cr) CSD2200
This course helps students to understand the physiological and psychological basis for human behavior. Students explore the differences between theory and facts that cannot be proven scientifically, in the context of human behavior. This course also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders.

SOCIOLOGY (Sem – 0.5 Cr) CSD2300
Sociology emphasizes inquiry using sociological methodologies and practices. Students will analyze 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.

GEOGRAPHY (Sem – 0.5 Cr) CSD2100
This course is a synthesis of the geographical concepts of spatial terms, places and regions, physical and human systems, and the environment. Students examine past and present societies using the tools and methodologies of the geographer to develop and evaluate ecosystems, human patterns, and consequences of human activities on the earth. Students are actively engaged in stewardship activities.

PACIFIC ISLAND CULTURES (Sem – 0.5 cr.) CER2300
This course 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.

Students interested in enrolling in Early College

Psy 100: Survey of Psychology

should see/email Mrs. Kellie Frias
in the LRC for more information.

SOCIAL STUDIES (CONTINUED)

ADVANCED PLACEMENT (AP) SOCIAL STUDIES COURSES

Students enrolling in Advanced Placement (AP) courses are expected to: (1) demonstrate high levels of academic achievement, higher order thinking skills, and the ability to work independently at the college level, (2) devote and average of 8-10 hours a week on course studies and keep up with the volume of work and, (3) be motivated and committed to this learning experience.

AP U.S. HISTORY (Year – 1 Cr)

CHA6100

This AP U.S. History course focuses on exploration and settlement of the New World, colonial society and the Revolution, the establishment of the Constitution and the New Republic, nationalism and economic expansion, sectionalism, the Civil War and Reconstruction, and industrialization. The second semester's emphasis is on the 19th-20th Century intellectual and cultural movements, national politics, foreign policy, and the post-war period under Eisenhower, Kennedy, Johnson, Nixon, and Reagan. Emphasis is on analysis and interpretation of primary sources, which includes the use of documentary material, maps, statistical tables, and pictures to write analytical papers. This course is intended for students working to complete studies equivalent to a college introductory course in this field. **This course can be taken in place of the required course, CHU1100 U.S. History and Government. Please see your counselor prior to registering for these courses. All students that take an AP class are required to purchase and take the AP exam to receive the AP credit on their transcript. AP Agreement is required. No class drops once enrolled.**

AP PSYCHOLOGY (Year – 1 Cr)

CSA2500

Semester 1: The aim of this course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. Students learn some of the explorations and discoveries made by psychologists over the centuries. They also assess the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives. Specific topics may include methodology, behaviorism, neuroscience, sensation and perception, developmental psychology, and intelligence and psychological testing.

Semester 2: This course continues the study of human psychology with topics such as, consciousness, language, and memory, motivations and emotions, personality, stress and health, abnormal psychology and social psychology. By the end of this course, it is hoped that students will come to an appreciation of "psychological thinking" that includes the critical analysis of the psychologist. **This course fulfills the social studies elective graduation requirement. Please see your counselor prior to registering for these courses. All students that take an AP class are required to purchase and take the AP exam to receive the AP credit on their transcript. AP Agreement is required. No class drops once enrolled.**

Did you ever imagine that you could participate in high school and college commencement in the same year?

You can earn a Hawai'i Life Styles Certificate (ASC-HLS) from Hawaii Community College while you are still in high school!
It is completed over two years and these are the courses that you would take through our FREE Early College program:

**(Year 1) HWST 100 Piko Hawai'i: Connecting to Hawai'i Island
and HWST 101 'Aikapu: Hawai'i Culture I
and**

**(Year 2) HWST 105 Mea Kanu Hawai'i: Hawaiian Plant Culture
and HAW 100 Elementary Hawai'i Language I**

See or email Mrs. Kellie Frias in the LRC for more information.

Early College courses also count toward the two accelerated courses needed for graduation with an Academic Honors Certificate!

WORLD LANGUAGES

SPANISH

SPANISH 1 (Year – 1 Cr)

WES1000

"Speed Spanish" is used in this introductory course. This system teaches the student to speak basic Spanish by learning seven key speaking strategies that relate to our own English language. Basic greetings, colors, numbers, telling time, and the verbs *ser* and *estar*, in addition to cultural topics, are covered in the textbook, Avancemos 1.

SPANISH 2 (Year – 1 Cr)

WES2000

Spanish 2 begins with a quick review of the seven basic strategies of "Speed Spanish." The uses of the verbs *ser* and *estar* are practiced. The study of grammar deepens with the introduction of the conjugation of regular, irregular and stem-changing verbs in the present, preterite and imperfect past tenses to improve communication skills. **Prerequisites: Successful completion of Level 1 with a "C" or better and teacher recommendation.**

SPANISH 3 (Year – 1 Cr)

WES3000

Spanish 3 begins with a review of the preterite and imperfect past tenses. The study of grammar intensifies with the comparison of the preterite and the imperfect, and the introduction of the future and conditional tenses which are required in order to understand different genre of authentic literature. The challenge is to incorporate these new grammatical structures in reading, writing and speaking. **Prerequisites: Successful completion of Level 2 with a "C" or better and teacher recommendation.**

SPANISH 4 (Year – 1 Cr)

WES4000

The study of familiar and polite commands and the subjunctive mood dominate the fourth year of language. Literature includes different genre and adaptations of original works. Students will create short compositions or original poems. **Prerequisites: Successful completion of Level 3 with a "C" or better and teacher recommendation.**

HAWAIIAN

HAWAIIAN 1 (Year – 1 Cr)

WPH1000

This course begins with simple greetings, courtesy expressions and classroom expressions. Students learn through guided practice, pairings and group collaborations and will present what they learn on a variety of topics such as family, everyday life and self. Students will learn how to understand, speak, read and write the Hawaiian language and at the same time be immersed in the values and customs of the Hawaiian people.

HAWAIIAN 2 (Year – 1 Cr)

WPH2000

This course is a continuation of Level 1. Students will continue to build and enhance their Hawaiian language skills through the use of comparisons in order to understand the similarities and differences of the language with other languages. Students learn to communicate (orally/written) using memorized sentence patterns and practice their skills through hands on learning activities and games like the Makahiki. Students will participate in a Makahiki tournament between other classes this year. **Prerequisites: Successful completion of Level 1 with a "C" or better and teacher recommendation.**

HAWAIIAN 3 (Year – 1 Cr)

WPH3000

This course is a continuation of Level 2 and includes topics such as career skills, community interaction, currency, etc. Students will strengthen their speaking, writing and understanding of the Hawaiian language through visits to Hawaiian immersion schools in the community. **Prerequisites: Successful completion of Level 2 with a "C" or and teacher recommendation.**

HAWAIIAN 4 (Year – 1 Cr)

WPH4000

This course is a continuation of Level 3 and includes topics such as travel, food, future goals, etc. Students will enhance their level of understanding and communication with the Hawaiian language while visiting Hawaiian immersion schools and Hawaiian based environments in the community. **Prerequisites: Successful completion of Level 3 with a "C" or better and teacher recommendation.**

JAPANESE

JAPANESE 1 (Year – 1 Cr)

WAJ1000

Students will practice how to communicate and present on very familiar topics using a variety of words and phrases that they have practiced and memorized. Hiragana and Katakana letters will be introduced and practiced, and students will read and write learned or memorized words and phrases in Hiragana and Katakana.

JAPANESE 2 (Year – 1 Cr)

WAJ2000

Students will practice how to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students will practice asking and answering simple questions to handle short social interactions in everyday situations, reading and understanding familiar words, phrases, and sentences within short and simple texts, and writing short messages and notes on familiar topics related to everyday life using Hiragana, Katakana and minimum Kanji letters. **Prerequisites: Successful completion of Japanese 1 with a "C" or better and teacher recommendation.**

JAPANESE 3 (Year – 1 Cr)

WAJ3000

Students will practice how to participate in conversations on a number of familiar topics using simple sentences. Students will practice asking and answering simple questions to handle short social interactions in everyday situations, reading and understanding the main idea of short and simple texts when the topic is familiar, and writing briefly about most familiar topics using a series of simple sentences in Hiragana, Katakana and a variety of Kanji letters. **Prerequisites: Successful completion of Japanese 2 with a "C" or better and teacher recommendation.**

JAPANESE 4 (Year – 1 Cr)

WAJ4000

Students will practice how to participate in conversations on familiar topics using sentences and series of sentences. Students will practice asking and answering a variety of questions to handle short social interactions in everyday situations and be able to say what they want to say about themselves and everyday lives, reading and understanding the main idea of texts related to everyday life and personal interests, and writing on a wide variety of familiar topics using connected sentences in Hiragana, Katakana and various Kanji letters. **Prerequisites: Successful completion of Japanese 3 with a "C" or better and teacher recommendation.**

MULTIDISCIPLINARY / GUIDANCE

LEADERSHIP TRAINING: SA (2 Sem – 0.5 Cr ea) XLP10151/XLP10152

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative leadership skills and knowledge of parliamentary procedure. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Students will not only learn leadership skills, but will also have the opportunity to apply the knowledge gained in the course to plan and coordinate various class and committee projects. This course may be repeated for elective credit. **STUDENT ACTIVITIES COORDINATOR APPROVAL REQUIRED.**

TRANSITION TO HIGH SCHOOL (Sem – 0.5 Cr) TGG1103

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

SCHOOL SERVICE (Sem – NO CREDIT) XTH40011 / XTH40012

Students are given the opportunity to provide service to other students & the school and are based in the counseling department. There is NO credit for this course. **COUNSELOR APPROVAL REQUIRED.**

AVID (Advancement Via Individual Determination) Program

COLLEGE PREP SKILLS (Year - 1 Cr)

GRADE 9	TGG8090
GRADE 10	TGG8100
GRADE 11	TGG8110
GRADE 12	TGG8120

Course focuses on AVID (Advancement Via Individual Determination) Program. This course is designed to assist students with college readiness course work with the emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking note-taking and research. AVID strategies (WICOR) will be incorporated in the AVID class. Hilo High School is an accredited AVID site. **Prerequisites: Teacher recommendation, application/interview required. See AVID Site Coordinator for more information.**

COLLEGE PREP SKILLS - AVID TUTOR (Year – 1 Cr) TGG1011YT

Tutors will take an active part in developing the academic and personal strength of AVID students, who have made a commitment to become actively involved in their own education. Tutors become masters of reassurance and the AVID strategies. Tutors are expected to lead, assist in the writing process, discuss common areas of concern, and assist the coordinator in other duties assigned. Hilo High is an accredited AVID site. The AVID tutor class is a repeatable class. **Prerequisites: Grade 11 & 12 only. AVID Teacher/Site Coordinator recommendation, tutor application and interview required. See AVID Site Coordinator for information.**

YEARBOOK

YEARBOOK 1 (Year - 1 Cr)	XYX8610
YEARBOOK 2 (Year - 1 Cr)	XYX8630
YEARBOOK 3 (Year - 1 Cr)	XYX8650
YEARBOOK 4 (Year - 1 Cr)	XYX8660

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, advertising and distribution. Actual work results in the current volume of the school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride. **Prerequisite: Yearbook teacher approval for Yearbook 2, 3, & 4.**

SPECIAL EDUCATION

The Special Education Department offers modified courses which fulfill the graduation requirements to eligible students. Course work allows for individual ability levels & follows prescribed individual educational plans.

The following modified courses are offered by the Special Education Department for Special Education students attempting to earn a DIPLOMA. For a more detailed description of the courses, see the course description by the subject department.

ENGLISH 1 (S) (Year - 1 Cr)	LCY1010S
ENGLISH 2 (S) (Year - 1 Cr)	LCY2010S
ENGLISH 3 (S) (Year - 1 Cr)	LCY3010S
ENGLISH 4 (S) (Year - 1 Cr)	LCY4010S

W HIST & CULT (S) (Year - 1 Cr)	CHW1100S
US HIST & GOVT (S) (Year - 1 Cr)	CHU1100S
MOD HIST HI (S) (Sem – 0.5 Cr)	CHR1100S
PARTICIPATION IN DEMOCRACY (S) (Sem – 0.5 Cr)	CGU1100S
GLOBAL STUDIES (S) (Sem - 0.5 Cr)	CGW2400S
GEOGRAPHY (S) (Sem – 0.5 Cr)	CSD2100S

MODELING OUR WORLD I (S) (Year - 1 Cr)	MAX1080S
ALGEBRA 1 (S) (Year - 1 Cr)	MAX1100S
GEOMETRY (S) (Year - 1 Cr)	MGX1100S
MODELING OUR WORLD II (S) (Year - 1 Cr)	MAX1180
MATH WORKSHOP 9 (Sem – 0.5 Cr each)	MSW10091S / MSW10092S
Math Workshop course will be required for all 9 th grade Special Education students who do not meet a given criteria <u>and</u> whose IEP Least Restrictive Environment (LRE) statement includes Math (S).	

ENVIRONMENTAL SCIENCE (S) (Year – 1 Cr)	SIH3603S
PHYSICAL SCIENCE (S) (Year - 1 Cr)	SPH2603S
BIOLOGY Y (S) (Year - 1 Cr)	SLH2003S
PLANTS & ANIMALS OF HAWAII (S) (Year - 1 Cr)	SLH4103S

CAREER & LIFE PLANNING (S) (Sem – 0.5 Cr) TGG1100S

This course is required for all 11th grade Special Education students who have not completed their Personal Transition Plan (PTP) prior to the start of their junior year. Career & Life Planning will focus on transition from high school to college, work, or the military and assist students to complete their PTP. An additional half credit course should be chosen to go with this course.

CERTIFICATE OF COMPLETION

The Certificate of Completion of an Individually Prescribed Program (IPP) shall be issued to a student with a disability who completes all the requirements set by the student's Individualized Education Program (IEP).

The Special Education Department offers modified courses for students attempting to earn a Certificate of Completion of an Individually Prescribed Program (IPP).

All special program students will be registered for courses by their case manager/teacher. These programs include: SCIL, IPP, CBI-work, & CBI-severe.

ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The Junior Reserve Officer Training Corps (JROTC) program is a cooperative effort on the part of the Army and Hilo High School to provide students with training and experience in positive leadership and citizenship, as well as other subjects, which provide all-around development. The courses are supplemented by a variety of activities, such as Academic Team, Color/ Honor Guard, Drill Team, Adventure Training (Raiders), field training exercises and parades, to broaden the high school experience.

Content standard: JROTC supports most of the benchmarks within the Career and Technical Education content standards. Its mission and objectives are promoting citizenship, developing leadership, enhancing critical thinking and communication skills, using differentiated instruction to enable better understanding, using rubrics to measure and assess a set list of criteria and objectives. Strengthening self-esteem, developing self-discipline, providing the incentive to live drug free, improving physical fitness, promoting high school graduation and helping participants learn to work as team members. This program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school. JROTC provides instruction and rewarding opportunities, which will benefit the student, community, and Nation.

ARMY JROTC 1 (Leadership Education and Training I) TJR1000

The mission of Leadership Education and Training (LET) 1 courses provides cadets with an introduction to Army JROTC, American Military traditions, customs and courtesies, moving up in Army JROTC rank and structure, leadership defined, using your leadership skills/ taking charge, stationary movements, steps in marching, weapons safety through air rifle marksmanship, drill and ceremonies, and an introduction to methods of instruction in which cadets are taught how to prepare a short oral presentation and basic leadership techniques. Emphasis is placed on understanding the duties and responsibilities of citizenship. Cadets are required to wear uniforms one time each week.

ARMY JROTC 2 (Leadership Education and Training II) TJR2000

The second year of Leadership Education and Training or LET 2 courses include applied leadership, assumption of leadership duties (which may require cadets to assume Battalion leadership duties and responsibilities), communication, citizenship in American history and government, map skills, wellness/ fitness, and first-aid. It also includes drill and ceremony and leadership techniques. The wearing of the uniform and integrated curricular activities are the same as for LET 1. **Requires successful completion of Army JROTC 1.**

ARMY JROTC 3 (Leadership Education and Training III) TJR3000

The third year of Leadership Education and Training or LET 3 courses includes applied leadership (which may require them to assume Battalion leadership duties and responsibilities), communication, management, planning, problem-solving, development of subordinates, performance appraisal, counseling, orientation and military service opportunities, applied methods of instruction to include presentation of material to lower classmates, drill and ceremony, and advanced leadership techniques. The wearing of the uniform and integrated curricular activities are the same as for LET 1. **Requires successful completion of Army JROTC 2.**

ARMY JROTC 4 (Leadership Education and Training IV) TJR4000

The fourth year of Leadership Education and Training or LET 4 includes practical exercises in command and leadership, advanced methods of instruction, which include presentation of instruction to lower JROTC classes, review of staff functions and actions, styles of leadership, management skills, staff-commander relationships, and self-study in selected optional subjects. They continue to develop their leadership skills and plan special unit events such as the military ball or the annual awards banquet. The wearing of the uniform and integrated curricular activities are the same as for LET 1. **Requires successful completion of Army JROTC 3.**

ARMY JROTC LEADER 1/2 (Leader Training) TJR9010/ TJR9020

A special course designed for the motivated student, who is anxious to expand his knowledge and skills in JROTC Leadership subjects.

INSTRUCTOR APPROVAL REQUIRED.

PERFORMING ARTS LEARNING CENTER (PALC)

The Performing Arts Learning Center, in operation since 1987, is a theatre arts program open to all students in grades 9-12. New students entering the program must audition or interview at the PALC registration sessions offered at the start of each semester. Returning students may register for courses in advance, but should check with the PALC Coordinator to insure they are following the proper course sequence. **All PALC courses meet after school and on some weekends.** Students must have their own transportation to and from all activities. The PALC program is recognized as a Center of Excellence by the Department of Education.

PLAY PRODUCTION 1A/1B (2 Sem – 0.5 Cr each) FTP1100L/1200L

In this course, students will learn about the various aspects of performing a play for an audience through developing skills in acting, singing, and dancing. Understanding the basic principles of play production and theatre is achieved through active participation in public performances.

PLAY PRODUCTION 2A/2B (2 Sem – 0.5 Cr each) FTP2100L/2200L

This course is designed to provide students who have completed Play Production 1 with opportunities to assume directorial responsibilities in producing a play for an audience and participate in various aspects of theatre arts, including production, promotion, and critiquing activities. Students develop leadership skills and perform production duties beyond the scheduled rehearsal times.

PLAY PRODUCTION 3A/3B (2 Sem – 0.5 Cr each) FTP3100L/3200L

This course is designed to provide students who have completed Play Production 2 with opportunities to further develop leadership skills and perform production duties at a more in-depth level.

PLAY PRODUCTION 4A/4B (2 Sem – 0.5 Cr each) FTP4100L/4200L

This course is designed to provide students who have completed Play Production 3 with opportunities to assume central responsibilities in producing a play for an audience. Students demonstrate leadership skills and perform production duties through intensive participation in program activities as well as involvement in community and university projects.

THEATER CRAFT 1A/1B (2 Sem – 0.5 Cr each) FTC1100L/1200L

This is an introductory course covering the study of design and production of sets, costumes, props, and other technical elements of the performing arts. Students experience theatre productions through hands-on support of plays.

THEATER CRAFT 2A/2B (2 Sem – 0.5 Cr each) FTC2100L/2200L

This is an intermediate course in techniques of production design and stage construction. Students work closely with the technical designer and stage manager to learn about creative effects, types of stage design, and the use of lighting and sound. Students directly apply knowledge to plays and projects, and apprentice leadership roles in running a show.

Planning to play sports in college?

You CAN work hard to earn athletic scholarships if you are motivated to do it.
Here are some tips to help you be prepared:

Grade	To Do	Resources
9	Take your academics seriously! You will need to pass all your core classes (English, Social Studies, Science, Math, and World Language) with at least a C to be eligible to play sports at the college level but with less than a 3.0, you might not even get into college! Think Scholar-Athlete!	You, your teachers, your counselors
10	Continue to take your academics seriously! Sign up for/take the PSAT If you qualify for free/reduced lunch, you also qualify for fee waivers for the PSAT/SAT/ACT. If you haven't applied for free/reduced lunch and you qualify, then go on and do that application now!	You, your teachers, your counselors Listen for announcements and sign up with the test coordinator
11	Continue to take your academics seriously! Sign up for/take the PSAT again. Sign up for/take the SAT and ACT If you qualify for free/reduced lunch, you also qualify for fee waivers for the PSAT/SAT/ACT. If you haven't applied for free/reduced lunch and you qualify, then go on and do that application now! Do your college research - where do you want to apply? Sign up for college visitation presentations. Go to college & career fairs. Some schools offer application fee waivers if you go to their presentation. YES, you have to pay to apply to schools! Create your online eligibility account(s) for NCAA and/or NAIA If you qualify for free/reduced lunch, you also qualify for fee waivers for NCAA and/or NAIA. If you haven't applied for free/reduced lunch and you qualify, then go on and do that application now!	You, your teachers, your counselors Listen for announcements and sign up with the test coordinator https://collegereadiness.collegeboard.org/sat https://www.act.org https://collegesearch.collegeboard.org/home https://web3.ncaa.org/ecwr3/ https://play.mynaia.org
12	Be sure to take a 4th year of Math and 4th year of Science. Eligibility is based on core subject classes and you will need 16 credits to play! Continue to update your NCAA and/or NAIA account to reflect any changes Make final decisions about college applications, and meet your application deadlines!	See Mrs. Frias - College/Career Counselor

Student Name: _____

CLASS OF _____

REGISTRATION CHECKLIST**FRESHMAN****CREDITS EARNED**

English 1 _____

Modern History of Hawaii _____

Participation in Democracy _____

Math _____

Science _____

PE _____

Trans to High School _____

Specified POS _____

Elective _____

CREDIT TOTAL _____

SOPHOMORE**CREDITS EARNED**

English 2 _____

U. S. History & Government _____

Math _____

Science _____

PE _____

Health _____

Specified POS _____

Elective _____

CREDIT TOTAL _____

JUNIOR**CREDITS EARNED**

English 3 _____

Modern History of Hawaii _____

Participation in Democracy _____

Math _____

Science _____

Electives: _____

Personal Transition Plan (PTP) _____

CREDIT TOTAL _____

SENIOR**CREDITS EARNED**

English 4 _____

Social Studies Elective _____

Social Studies Elective _____

Electives: _____

CREDIT TOTAL _____

REGISTRATION WORKSHEET

	ACCN #	COURSE TITLE
English	_____	_____
Social Studies	_____	_____
	_____	_____
Soc. St. Alternate	_____	_____
	_____	_____
Other Required Courses		
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Electives	_____	_____
	_____	_____

	ACCN #	COURSE TITLE
Electives (cont.)	_____	_____
	_____	_____
	_____	_____
	_____	_____
Alternates for Electives (List in order of preference):		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
After School	_____	_____