

# ‘AIEA HIGH SCHOOL REGISTRATION, INFORMATION BOOKLET 2018-2019



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Accredited by the Western Association of Secondary Schools and Colleges  
*Website: <http://www.aieahs.org>*

*Revised 9/2017*





**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
**AIEA HIGH SCHOOL**  
98-1276 ULUNE STREET  
AIEA, HAWAII 96701

Aloha Aiea High School Students,

Welcome to your Aiea High 2018-2019 Registration Booklet. I'm excited and honored to be the principal of Aiea High School. Along with my Assistant Principals, Jhameel Meyer and Sherri Lee Tallman, the faculty and staff, we are committed to continue to provide an excellent education for all of you. This booklet contains valuable information about Aiea High School which will help ensure that you have a successful high school career. Use this booklet to help guide you in selecting courses, joining extra-curricular activities such as athletics or joining a club. The careful choices you make will help support your future career plans and provide you with a positive experience here at Aiea High.

Here at Aiea High, we continuously strive to offer varied and exciting courses and programs to fit the needs of our students. Some programs include the AJROTC, Music, Dance, World languages, and our Career and Technical Pathways. When deciding on your course choices, consider your interests, career goals, and talents, as well as the requirements for high school graduation and for college admissions. If you are unsure of where your interest lies, it is highly recommended that you complete the RIASEC Test on page 15 that can help you determine your career interests. This powerful tool can then help you select courses for a specific career pathway aligned to your career aspirations. We offer rigorous courses with our AP program. We will continue to explore for new ways to partner with our communities to bring more resources and opportunities for all our students of Aiea High School to be a part of.

One of the important changes that will positively impact the class of 2022 in the school year 2018-2019 is the structure Career Academy Themes. Implementation of Academies will help our students reach their full potential while exploring their passions. Once the student has completed the RIASEC Test, they will choose which Academy Theme they would like to be a part of, Theme of 'Ohana and Theme Ali'i. Theme 'Ohana is comprised of Public Human Services, Health Services and Business while Theme Na Ali'i is comprised of Arts & Communication, Industrial and Engineering Tech and Natural Resources Each Theme will be comprised a team of four core subject teachers who will closely work together to collaborate, teach and monitor our students so that they will be prepared to be college and career ready. Students will be exposed to work and project based learning and skills needed to be successful productive citizen in the 21st century.

If there are any questions in regards to the courses or the registration process, please consult with your parents, teachers, counselors and/or administrators prior to making your course selections. Through careful planning, thoughtful choices, and support, your educational career here at Aiea High can be fulfilling, positive and rewarding. Make the most of what Aiea High has to offer, be empowered to be your very best. I look forward to meeting and working with all of you

Mahalo,

A handwritten signature in black ink, appearing to read "David Tanuvasa".

David Tanuvasa  
Principal

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# GENERAL INFORMATION

## ADMINISTRATION:

Principal Mr. David Tanuvasa  
1st Vice Principal Ms. Jhameel Meyer  
2nd Vice Principal Ms. Sherri-Lee Tallman  
Athletic Director Mr. Blake Moritsugu

## COUNSELORS:

Class of 2022 Mr. Ben Shimabuku (305-6535)  
Class of 2021 Mr. Wendell Say (305-6534)  
Class of 2020 Mr. Rodney Cavaco (305-6532)  
Class of 2019 Mrs. Ronnette Miyashiro (305-6533)  
9th Gr. Transition Mr. Mark Gervacio (305-6538)  
Outreach Ms. Jessica Nahale (305-6445)  
College & Career Ms. Cindy Schrock (305-6540)

## NOTICE OF NONDISCRIMINATION

Aiea High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies.

Aiea High School Principal  
98-1276 Ulune Street  
Aiea, Hawaii 96701  
Ph.: (808) 305-6500  
Fax: (808) 483-7303

## GEOGRAPHIC EXCEPTION

All students who do not reside in the Aiea High School district boundaries must apply for a geographic exception. The geographic exception must be approved before the student may enroll at AHS. Forms are available in the school Admin office. It is against federal law to falsify information regarding student enrollment. Under HRS #710-1063 falsification on a government agency application is a misdemeanor.

## ACADEMIC REQUIREMENTS FOR CO-CURRICULAR ACTIVITIES

In order to participate in co-curricular activities, students must have an overall 2.0 grade point average (GPA) and be passing in all courses required for graduation. The academic check will be based on a student's grades for the quarter, semester, or year immediately preceding the activity and continue throughout the duration of the activity.

## STUDENT ACTIVITIES PROGRAM

The general purpose of the Aiea High School Student Association is to uphold the philosophy of Aiea High School, promote involvement and cooperation among students, faculty and administration, promote school unity and pride, and enhance academic excellence. The Student Association is composed of student body officers, grade level officers, Senate Council Representatives, committee chairs, and a variety of clubs and school organizations.

## CLUBS AND ORGANIZATIONS:

The following is a list of clubs currently chartered at Aiea High School. An enrollment drive for each club or organization is generally held in the first month of the new school year.

American Red Cross Club	ICON Interact
Anime Club	Japanese Club
Badminton Club	Key Club
Computer Science Club	Math Club
DECA	National Honor Society
DIY Club	Pacific and Asian Affairs Club
Educators Rising	Photography Club
Gaming Club	Spanish Clubs
Good Friends	Speech and Debate
GSA Club	Students for Democracy Club
Hawaiian Club	Teens for Troops
HOSA	Youth Grace

If you have any questions or concerns about the Student Activities Program, **please contact the Student Activities Coordinator, Neal Nakamitsu, at 305-6411.**

## ATHLETIC PROGRAM

The athletic program is an integral part of the total educational program for students. Learning to balance one's life in physical, social and mental harmony provides pathways to lifelong learning. In this regard, the Na Ali'i Athlete represents family, school and community and must be aware and understand the responsibilities that are part of being a participating and competitive member of the Aiea High School athletic program.

## SPORTS AND ORGANIZATIONS:

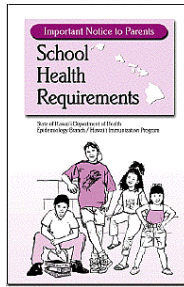
At Aiea High School we offer twenty three sports with a total of fifty- one teams at the varsity and junior varsity level. The sports are divided into distinctive seasons - Fall, Winter and Spring in order to allow students maximum participation.

Fall:	Winter:	Spring:
Bowling	Baseball - JV	Baseball - Varsity
Cross Country	Basketball	Golf
Football	Paddling	Judo
Pep Squad	Pep Squad	Softball - Varsity
Soft Tennis	Soccer	Tennis
Softball - JV	Swimming	Track
Volleyball - Girls	Tennis - JV Girls	Volleyball - Boys
	Wrestling	Water-polo

Before any student may try out for a team, he/she is required to submit a completed athletic physical card signed by both the examining physician and the parent.

Athletic physical cards may be picked up from the main office, the Athletic Director or Athletic Trainer. In addition, each student must be in proper academic standing as determined by the Board of Education's 2.0 policy. If you have any concerns or questions regarding the athletic program, **please contact the Athletic Director, Blake Moritsugu, at 305-6400.**

# HEALTH REQUIREMENTS



What does Hawai'i State Law require for School Attendance?

## REQUIRED IMMUNIZATIONS - KINDERGARTEN THROUGH GRADE 12

All immunizations must meet the minimum ages and intervals between vaccine doses.

VACCINE	NO. OF DOSES
DTaP or DTP (Diphtheria, Tetanus, Pertussis)	5
Polio (IPV or OPV)	4
MMR (Measles, Mumps, Rubella)	2 (see note 1)
Hepatitis B	3 (see note 2)
Varicella (chickenpox)	1 or 2 (see note 3)

Vaccine abbreviations: DTaP=Diphtheria-Tetanus-Acellular Pertussis, Polio=IPV (Inactivated poliovirus vaccine) or OPV (Oral poliovirus vaccine).

### Notes:

1. Two doses of measles vaccine are required, with at least one of the two being MMR vaccine.
2. Required for school attendance for all students born after December 31, 1992, and for 7th grade attendance.
3. Effective July 1, 2002. 2 doses of varicella vaccine are required if the first dose is administered on or after the 13th birthday. A documented history of Varicella (chickenpox), signed by a U.S. licensed MD, DO, APRN, or PA, may be substituted for the Varicella vaccine requirement.

### TUBERCULOSIS TEST:

0mm - 9 mm reading on Mantoux or PPD skin test is acceptable  
A result of 10mm and above must be followed by a chest X-RAY and cleared with a "satisfactory" reading. TB test must be performed by a US doctor.

### OUT OF STATE / PRIVATE SCHOOL

Out-of-state and private school students entering Hawaii public school will not be permitted to register until documented evidence of TB clearance is presented.

# Graduation Requirements



AIEA HIGH SCHOOL



## Graduation Requirements for 2016+

### Academic Program Requirements for a High School Diploma

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

Course Requirements	Hawaii High School Diploma	Required Courses (ACCN and Title) Listed in Recommended Sequence
English	4.0 credits including: <ul style="list-style-type: none"> <li>• English Language Arts 1 (1 credit),</li> <li>• English Language Arts 2 (1 credit), and</li> <li>• Expository Writing (0.5 credit) or</li> <li>• *newly-developed CCSS proficiency-based equivalents</li> </ul>	Grade 9 LCY1010, ENGLISH LANGUAGE ARTS 1 (1 credit) Grade 10 LCY2010, ENGLISH LANGUAGE ARTS 2 (1 credit) Grades 11/12 LWH5213 EXPOSITORY WRITING 1 (0.5 credit) or LWH5214 EXPOSITORY WRITING 2 (0.5 credit) Basic English Electives (1.5 credits)
Social Studies	4.0 credits including: <ul style="list-style-type: none"> <li>• Modern History of Hawaii (0.5 credit) and</li> <li>• Participation in a Democracy (0.5 credit) or</li> <li>• *newly-developed proficiency-based equivalents</li> </ul>	Grade 9/Grade 10 (determined at school level) CHW1100 WORLD HISTORY AND CULTURE (1 credit) CHU1100 US HISTORY AND GOVERNMENT (1 credit) Grade 11 CHR1100 MODERN HISTORY OF HAWAII (0.5 credit) CGU1100 PARTICIPATION IN A DEMOCRACY (0.5 credit) Grade 12 Basic Social Studies Electives (1 credit) Reference: Memos dated January 4, 2007 and August 7, 2009 from Patricia Hamamoto on Sequence of Social Studies for Grades 9-12.
Mathematics	3.0 credits including: <ul style="list-style-type: none"> <li>• Algebra I (1 credit),</li> <li>• Geometry (1 credit) or</li> <li>• *newly-developed CCSS proficiency-based equivalents (e.g., 2 year integrated CCSS course sequence)</li> </ul>	MAX1155 ALGEBRA 1 (1 credit) MGX1150 GEOMETRY (1 credit) Basic Math Electives (1 credit)
Science	3.0 credits including: <ul style="list-style-type: none"> <li>• Biology and</li> <li>• Laboratory science (2.0 credits) or</li> <li>• *newly-developed proficiency-based equivalents</li> </ul>	SLH2203 BIOLOGY 1 (1 credit) Basic Laboratory Science Electives (2 credits)
World Language		World Languages: Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
Fine Arts	2.0 credits in one of the specified programs of study or <ul style="list-style-type: none"> <li>• *newly-developed proficiency-based equivalents</li> </ul>	Fine Arts: Two credits in a Fine Arts discipline.
Career and Technical Education		Career and Technical Education: Two credits in a single career pathway program of study sequence.
Physical Education	1.0 credit or <ul style="list-style-type: none"> <li>• *newly-developed proficiency-based equivalent</li> </ul>	PEP1005 PHYSICAL EDUCATION LIFETIME FITNESS (0.5 credit) Basic Physical Education Elective (PEP1010 - 0.5 credit) Reference: Memo dated September 23, 2005 from Patricia Hamamoto, on Clarification of Board Policy 4540, Regarding Requirements for Graduation.
Health	0.5 credit or <ul style="list-style-type: none"> <li>• *newly-developed proficiency-based equivalent</li> </ul>	HLE1000 HEALTH-TODAY AND TOMORROW (0.5 credit) Reference: Board of Education approval on 3/6/2008; Curriculum Framework for Health Education, September 2008, page 6; Memo dated September 2, 2011 from Joyce Y. Bellino on Authorized Courses and Code Numbers (ACCN) Course Description Guide (Replacing ACCN Catalog), page 142.
Personal Transition Plan	0.5 credit	TGG1105 PERSONAL AND TRANSITION PLAN (0.5 credit)
Elective	6.0 credits, may include (1.0 elective credit) for Senior Project, or <ul style="list-style-type: none"> <li>• *newly-developed proficiency-based equivalents</li> </ul>	
<b>Total</b>	<b>24.0 credits</b>	

\* DOE will establish a process for developing and approving all proficiency-based equivalents similar to the process followed for all other new Authorized Courses and Code Numbers.



# *Honors Recognition Diploma Types & Requirements for Class of 2016+*

**School College and Career Recognition Requirements  
Effective 2012-13 with the graduating class of 2016+**

Academic Honors	CTE Honors	STEM Honors	Grade Point Average
Overall GPA of 3.0 minimum  4 credits of Math (4 <sup>th</sup> credit beyond Algebra II)  4 credits of Science  2 credits minimum in AP/IB/Running Start (Equivalent to 6 college units/credits )  *Student must be passing ALL classes at the end of Quarter 3 of their senior year.	Overall GPA of 3.0 minimum  Completes program of study (2-3 courses in sequence)  Earn a B or better in each required program of study course  Meet or exceed proficiency on performance-based assessment  *Student must be passing ALL classes at the end of Quarter 3 of their senior year.	Overall GPA of 3.0 minimum  4 credits of Math (4 <sup>th</sup> credit beyond Algebra II)  4 credits of Science  *STEM capstone/ STEM senior project  *Student must be passing ALL classes at the end of Quarter 3 of their senior year.	Cum Laude 3.0 - 3.5  Magna Cum Laude 3.501 – 3.8  Summa Cum Laude 3.801 or higher  (no rounding of decimals)

\*Additional guidelines and course description on page 34 for STEM Capstone.

## *State of Hawaii's Seal of Biliteracy*

1. Must be a graduating senior enrolled in a Hawaii public or charter school.
2. Demonstrate a minimum overall 3.0 Grade Point Average (GPA) upon graduation.
3. Successfully complete courses required for English Language Arts or Hawaiian Language Arts for a high school graduation diploma with a minimum 3.0 GPA upon graduation..
4. Attain the requisite score for ONE of the following language requirements:
  - \* A score of "3" or above on the Advanced Placement (AP) exam\* for a language. (AP exams are available in Chinese (Mandarin), English, French, German, Italian, Japanese, Latin, and Spanish.)
  - \* A score of "4" or above on the International Baccalaureate exam\* for a language. (IB exams are available to students enrolled in an IB program.)
  - \* A score of "5" or above on a DOE-approved language assessment. The online language assessments will be offered in Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi, Italian, Japanese, Russian, Spanish, Tagalog and Vietnamese. No later than Spring 2018, Ilokano and Korean will be available.
  - \* A score of (to be determined) or above on the American Sign Language Proficiency Interview (ASLPI) or other DOE-approved ASL assessment.
  - \* A score of (to be determined) or above on the DOE-approved language assessment\* for 'Ōlelo Hawai'i.

\* Note: An applicant is responsible for payment of assessment fees.

For further information on the Class of 2016+ graduation requirements, please visit:

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-2016-and-beyond.aspx>

# Registration Information



AIEA HIGH SCHOOL

# COURSE PROGRAM INFORMATION

## CLASS SCHEDULING

Each student, excluding those in special programs, will begin the school year with seven periods scheduled. Should students need to be on early release due to employment, internship or Running Start, students must submit proof and meet with their respective counselor to make appropriate changes. Certain courses are required while others are electives. Some courses may have fees for materials and supplies. Students who are unable to pay these fees should see their counselor prior to registering for the course or during the first two weeks of the start of the school year.

## PROGRAM CHANGES

Students are scheduled according to their requests and teacher recommendations. Once the school year begins, program changes will **ONLY** be allowed for the following reasons **within the first two weeks at the start of the school year for year courses and the first two weeks of second semester for semester 2 courses:**

1. Summer school attendance
2. Incomplete schedules (missing classes)
3. Early Release program: Off-Campus classes or employment
4. Misplaced due to ability level
5. PE - doctor's waivers
6. Enrollment in special programs.

*Program changes will **NOT** be made because of low or failing grades or student preference.* If a student drops a course in the allowed timeframe, the **student will only be allowed to have no**

**more than ONE school service (T.A.) period once the school year begins in their schedule.**

## PROMOTION POLICY

Students need to meet the following minimum number of credits to be promoted from one grade to the next.

- Grade 09 to Grade 10 - Minimum of 5 credits
- Grade 10 to Grade 11 - Minimum of 11 credits
- Grade 11 to Grade 12 - Minimum of 17 credits

Credit for year courses are assigned at the end of the year. If a student drops a course prior to the end of the semester/year, he/she will receive no credit for the course.

Students may not be permitted to take more than one credit of English or Social Studies per year. The school recommends summer school attendance to make up any English or Social Studies credits. Most courses cannot be repeated for credit and only the grade (if higher) will be recalculated into the mark point average.

## WAIVER FOR PHYSICAL EDUCATION

Exemption from physical education will be granted upon presentation of a doctor's note to the registrar and/or counselor and administration will waive based on a case by case situation.

## STUDENTS WITH SPECIAL NEEDS

### SPECIAL EDUCATION (Additional information on page 46)

Students with disabilities who are eligible for services under IDEA will be provided with the Least Restrictive Environment for learning. LRE may include inclusionary courses (Team Teaching with a General Education and Special Education Teacher) in the Academic Core Courses. Non-credit Resource courses are offered to students who are not pursuing a diploma. These courses are designed to meet the needs of the individual student. Credit is not obtained through these classes. Discussions regarding the types of courses and course assignments appropriate for the student may occur during the Individualized Education Program (IEP) conference, advising sessions or other planning conferences.

Parents may refer to their child's respective IEP for more information regarding qualifications and/or placement into an inclusionary setting for their child.

## ENGLISH SECOND LANGUAGE LEARNER

### ENGLISH AS A SECOND LANGUAGE LEARNER

Students who are learning English as a second language are provided intensive English language instruction through English for Speakers of Other Languages (ESOL) classes.

Courses offered as ESLL are noted with a "J" on the Course Number. Example:

ENGLISH 9 - LCY1010J (ESLL)

ENGLISH 9 - LCY1010 (Regular Ed)

**NEI1020 English for Speakers of Other Languages 1A .5 Cr**

**NEI1025 English for Speakers of Other Languages 1B .5 Cr**

**NEI1030 English for Speakers of Other Languages 2A .5 Cr**

**NEI1035 English for Speakers of Other Languages 2B .5 Cr**

This is a sequence of courses for students who are second language learners and who need basic skills development. The four basic language skills of listening, speaking, reading, and writing are taught within framework of basic cultural patterns and/or a situational context. The emphasis is on helping the students acquire language skills, life skills and experiences that will facilitate learning and effective communication, a positive self-concept, and cultural adjustment.



**AIEA HIGH  
NĀ ALI‘I**

*Sequence of Courses for “Required” Academic Courses*

The following provides a list for the sequence of courses a student may be enrolled in to fulfill all academic requirements toward graduation.

<b>SUBJECT</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>
<b>LANGUAGE ARTS</b> * Teacher recommendation	Eng 1 Grade 9	Eng 2 Grade 10	Am Lit / Expos 1 Or AP Lang / Comp *	Eng 4 Grade 12 Or Expos 2 / World Lit Or AP Lang / Comp Or AP Lit / Comp *
<b>MATHEMATICS</b> * Teacher recommendation  (Note: Students must pass Algebra 1 before enrolling in Geometry, etc. Courses are foundational)	Algebra 1 Or Geometry	Geometry Or Algebra 2	Modeling of World 2 Or Algebra 2 Or Probability / Statistics Or Trig / Pre-Calculus	Probability / Statistics Or Trig / Pre-Calculus Or Introduction to College Math Or AP Statistics* Or AP Calculus *
<i>(OPTIONAL: The 4th Math Credit is not required for Graduation. The 4th credit will be awarded as an Elective)</i>				
<b>SCIENCE</b> * Teacher recommendation	Physics 9	Chemistry	Biology	Marine Science* Or Human Physiology* Or Physics* Or AP Physics* Or AP Biology*
<i>(OPTIONAL: The 4th Science Credit is not required for Graduation. The 4th credit will be awarded as an Elective)</i>				
<b>SOCIAL STUDIES</b> * Teacher recommendation	US History	World History Or AP World History *	Modern Hist of HI/ Participation in Democracy Or AP Gov’t Politics * (MHH must still be taken to fulfill graduation requirements)	Psychology / Sociology Or Economics / Psychology Or Global Study / Geography Or AP Gov’t Politics* Or AP World History* Or AP Psychology *
<b>PHYSICAL ED / HEALTH</b>	PE Fitness / PE Activity	Health / Group Communication	<i>(Elective)</i> Weight Training Or Team Sports Or Physical Fit 1A/1B Or Body Conditioning 1A/1B	<i>(Elective)</i> Weight Training Or Team Sports Or Physical Fit 1A/1B Or Body Conditioning 1A/1B
Aiea High students are required to take the above sequence in order to fulfill all Phys Ed and Health requirements. For students wanting to continue with Phys Ed they may enroll in the optional courses as they will be counted toward elective credits.				

## CAREER/COURSE SELECTION GUIDELINES



### ARTS and COMMUNICATION PATHWAY



### NATURAL RESOURCES PATHWAY



### BUSINESS PATHWAY



### PUBLIC HUMAN SERVICES PATHWAY



### HEALTH SERVICES PATHWAY



### JUNIOR RESERVES OFFICERS TRAINING CORPS



### INDUSTRIAL ENGINEERING/ TECH PATHWAY



### WORLD LANGUAGES

### **SELECTION OF COURSES:**

When deciding on courses to enroll consider your interest. Within the next several pages are descriptions of courses with guidelines that will help you in the selection of courses that are aligned to your fields of interest. Keep in mind that Aiea High offers courses in all six pathway as well as Physical Education, Junior Reserves Officers Training, Fine Arts and World Languages. Review the course offerings and consider your interest, career goals, college goals and talents before deciding on taking the course.

### **RIASEC QUESTIONNAIRE:**

If you are uncertain of what field or what courses to choose on the next page is the RIASEC test. Answer the questions correctly and honestly to help determine a possible career field that may be of interest to you. From the results, go to the respective pages of the career pathway to see the list of courses that may be of interest to you. If any of the courses sound interesting and is a course that you would like to enroll in place that course on your registration card. Be sure to place the course that you are most interested in on the 1st box and the next one on the 2nd box and so on. But, also be aware that many courses are grade specific, in other words, until you are a certain grade level you are restricted from taking the course. Thus, look carefully and think it through before you list your courses. Make sure to list courses that will provide the best experiences for your high school years.

### **ADVANCED PLACEMENT (AP) COURSE POLICY:** Memorandum of Understanding can be found on page 14

At Aiea High School, all students are encouraged to take Advanced Placement (AP) courses. These AP courses are designed to challenge students with college level coursework while still in high school and to prepare students to take the College Board AP exams given in May. Depending on the exam score received and on the college or university the student attends, one may receive college credit. Taking the AP Exam in May is a program expectation and requirement **with the exam cost being the responsibility of the student. All enrolled students will pay the AP Exam Fee before the end of the first semester and TAKE the AP exam at the end of the school-year.** Students who are enrolled in an AP course, but choose not to take the AP Exam will have the AP course designation and the weighted grade point average removed from the student's transcript.

Advanced Placement courses are rigorous and will maintain college level expectations and pace. Thoughtful and serious consideration to the commitment required in taking an AP course should be done prior to enrollment. As such, parents/guardian and students are required to sign the Aiea High School Advanced Placement Program MOU acknowledging that they, and their child, fully understand the rigors, requirements, and challenges of an AP course. Furthermore, the parent/guardian and student must attend a mandatory AP meeting to be held on **Tuesday, March 13, 2017.** This AP meeting will provide an opportunity to meet the instructor and learn more about the AP course(s).

### **PARTNERSHIP WITH PALI MOMI**

In SY2012-2013, a partnership with Pali Momi was established which opened many new and exciting ventures for Aiea High students. Not only for the medically inclined students, Pali Momi offered experiences in all fields. Students are encouraged to consider all of the course offerings in all pathways, JROTC and World Languages as they all can benefit from the Partnership with Pali Momi.



## AIEA HIGH SCHOOL ADVANCED PLACEMENT PROGRAM 2018-2019 MEMORANDUM OF UNDERSTANDING

At Aiea High School, all students are encouraged to take Advanced Placement (AP) courses. These AP courses are designed to challenge students with college level coursework while still in high school and to prepare students to take the College Board AP exams given each May. Depending on the exam score received and on the college or university the student attends, one may receive college credit.

To assist our Aiea High School students in getting the most from their learning and experience success in their AP courses, this memorandum of understanding will be put into place effective November 13, 2017 for SY 2018-2019 AP students.

1. AP students will receive the AP course syllabus which includes course objectives, procedures, and expectations of the Advanced Placement Program.
2. The AP student shall agree to the following expectations:
  - a. Comply with and fulfill all requirements and regulations put forth by the College Board and the Aiea High School AP Program.
  - b. Complete summer readings and/or assignments, should the AP Course Instructor ascribe such, and be prepared and ready to discuss the assignments on the first day of class.
  - c. Understand that an AP course is taught at the rigor and pace of a college-level class. It is not unusual to have an extra 1 hour of additional homework per day, per AP course, outside the normal school day.
  - d. Take the AP Exam for the class registered and to bear the \$93\* cost of that exam. Students with free or reduced lunch may qualify for a reduced fee. Students will pay a nonrefundable exam deposit (\$25) for each AP Exam by October 31, 2018, with the remaining balance due December 21, 2018.
  - e. Know that withdrawal from an AP course, resulting in course changes, must be completed by Monday, July 1, 2018.
3. The AP student understands that taking the AP Exam in May is a program expectation and requirement. The following will result for students who choose not to take the corresponding AP exam.
  - a. AP course designation and weighted grade point average removed from the student's transcript.
  - b. For seniors, the cumulative GPA used in determining valedictorian, summa cum laude, magna cum laude, and cum laude will be recalculated.
  - c. Teachers may assign additional assignments to students who do not take the AP exam. These assignments may affect a student's grade in the course.
4. **All exams will be taken in adherence to the dates prescribed by the College Board.** For a list of the specific course exam dates visit: <http://professionals.collegeboard.com/testing/ap/about/dates/next-year>
5. The terms of this agreement covers all AP courses the student is enrolled in. The parent/guardian and student understand that they must attend a mandatory AP meeting to be held on Tuesday, March 13, 2018. Should the parent/guardian not attend the mandatory meeting or contact the AP teacher to make alternate arrangements, the student will be dropped from the AP course.

Student; please return this form with your registration card, otherwise, courses will not be inputted. The Registrar's Office will be collecting these forms on behalf of the AP Coordinator and AP Teachers.

Parent/Guardian and student; by signing this form, you indicate that you have read and understand the Advanced Placement Program policies and deadlines set forth in this MOU. Furthermore, you agree to attend the mandatory AP meeting on Tuesday, March 6/13, 2018.

\*Cost subject to change by the College Board.

Approved by: David Tanuvasa, Principal

## Which Career Pathway is right for you?

# THE RIASEC TEST

Follow these easy steps to see where your interests are.

**1** Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

<p>1. I like to work on cars -----○</p> <p>2. I like to do puzzles -----○</p> <p>3. I am good at working independently -----○</p> <p>4. I like to work in teams -----○</p> <p>5. I am an ambitious person, I set goals for myself -----○</p> <p>6. I like to organize things, (files, desks/offices) -----○</p> <p>7. I like to build things -----○</p> <p>8. I like to read about art and music -----○</p> <p>9. I like to have clear instructions to follow -----○</p> <p>10. I like to try to influence or persuade people -----○</p> <p>11. I like to do experiments -----○</p> <p>12. I like to teach or train people -----○</p> <p>13. I like trying to help people solve their problems -----○</p> <p>14. I like to take care of animals -----○</p> <p>15. I wouldn't mind working 8 hours per day in an office -----○</p> <p>16. I like selling things -----○</p> <p>17. I enjoy creative writing -----○</p> <p>18. I enjoy science -----○</p> <p>19. I am quick to take on new responsibilities -----○</p> <p>20. I am interested in healing people -----○</p> <p>21. I enjoy trying to figure out how things work -----○</p>	<p>22. I like putting things together or assembling things -----○</p> <p>23. I am a creative person -----○</p> <p>24. I pay attention to details -----○</p> <p>25. I like to do filing or typing -----○</p> <p>26. I like to analyze things (problems/situations) -----○</p> <p>27. I like to play instruments or sing -----○</p> <p>28. I enjoy learning about other cultures -----○</p> <p>29. I would like to start my own business -----○</p> <p>30. I like to cook -----○</p> <p>31. I like acting in plays -----○</p> <p>32. I am a practical person -----○</p> <p>33. I like working with numbers or charts -----○</p> <p>34. I like to get into discussions about issues -----○</p> <p>35. I am good at keeping records of my work -----○</p> <p>36. I like to lead -----○</p> <p>37. I like working outdoors -----○</p> <p>38. I would like to work in an office -----○</p> <p>39. I'm good at math -----○</p> <p>40. I like helping people -----○</p> <p>41. I like to draw -----○</p> <p>42. I like to give speeches -----○</p>																									
<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;">R</td> <td style="border: 1px solid black; width: 30px; height: 30px;">I</td> <td style="border: 1px solid black; width: 30px; height: 30px;">A</td> <td style="border: 1px solid black; width: 30px; height: 30px;">S</td> <td style="border: 1px solid black; width: 30px; height: 30px;">E</td> <td style="border: 1px solid black; width: 30px; height: 30px;">C</td> </tr> </table>	R	I	A	S	E	C	<p>Total</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin-right: 5px;">↓</div> <div style="margin-right: 5px;">Grand Total</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 5px;"></div> </div> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;">R</td> <td style="border: 1px solid black; width: 30px; height: 30px;">I</td> <td style="border: 1px solid black; width: 30px; height: 30px;">A</td> <td style="border: 1px solid black; width: 30px; height: 30px;">S</td> <td style="border: 1px solid black; width: 30px; height: 30px;">E</td> <td style="border: 1px solid black; width: 30px; height: 30px;">C</td> </tr> </table>							R	I	A	S	E	C	<p>Total</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;">R</td> <td style="border: 1px solid black; width: 30px; height: 30px;">I</td> <td style="border: 1px solid black; width: 30px; height: 30px;">A</td> <td style="border: 1px solid black; width: 30px; height: 30px;">S</td> <td style="border: 1px solid black; width: 30px; height: 30px;">E</td> <td style="border: 1px solid black; width: 30px; height: 30px;">C</td> </tr> </table>	R	I	A	S	E	C
R	I	A	S	E	C																					
R	I	A	S	E	C																					
R	I	A	S	E	C																					

**2** Add up the number of filled in circles in each column and then add the two columns together for a grand total.

**3** Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R	= Realistic	Total: _____
I	= Investigative	Total: _____
A	= Artistic	Total: _____
S	= Social	Total: _____
E	= Enterprising	Total: _____
C	= Conventional	Total: _____

**4** Take the three letters with the highest scores and record them under "My Interest Code".

### MY INTEREST CODE

\_\_\_\_\_

**5** Turn the page to see what this means!

## Which Career Pathway is right for you?

### RESULTS OF THE RIASEC TEST

#### R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

##### Related Pathways

Natural Resources  
Health Services  
Industrial and Engineering Technology  
Arts and Communication

#### I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

##### Related Pathways

Health Services  
Business  
Public and Human Services  
Industrial and Engineering Technology

#### A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

##### Related Pathways

Public and Human Services  
Arts and Communication

#### S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

##### Related Pathways

Health Services  
Public and Human Services

#### E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

##### Related Pathways

Business  
Public and Human Services  
Arts and Communication

#### C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...







- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

##### Related Pathways

Health Services  
Business  
Industrial and Engineering Technology



## PATHWAY OCCUPATIONS

PATHWAY	HS DIPLOMA Training	2-3 POST Secondary	4-YEAR Graduate Degree
<p><b>Arts and communication:</b> Do you like to work with tech? Enjoy Performing? Enjoy sharing ideas? Enjoy activities that require imagination?</p>  <p>Course sequence listed on page 17</p>	<p>Framer, Dancer, Technician, Web Designer, Graphic Designer</p>	<p>Art Restorer, Museum Educator, Scriptor, Essayist, Novelist, Videographer, Camera, Composer, Artist, Editor</p>	<p>Art Critic, Research Director, Art Organizer, Reporter, Publisher, Director, Producer, Illustrator, Animator</p>
<p><b>Business:</b> Do you like working with number? Enjoy working with computers? Like to analyze and compare? Like to manage and multi-task?</p>  <p>Course sequence listed on page 18</p>	<p>Account Clerk, Teller, Flight Attendant, Cashier, Sales Associate, Records Technician</p>	<p>Bookkeeper, Tax Preparer, Mortgage Broker, Under- writer, Travel Agent, Data- base Manager, Administra- tive Assistant</p>	<p>Tax Accountant, Bank Man- ager, Chief Financial Officer, General Manager, Account Executive, Store Manager, Chief Information Officer, Office Manager</p>
<p><b>Health Services:</b> Enjoy working with people? Enjoy fast paced environments? Enjoy anatomy and biology? Enjoy the study of dietetics and nutrition?</p>  <p>Course sequence listed on page 18</p>	<p>Nurse's Aide, Ward Clerk, Dental Assistant, Phleboto- mist, Pharmacy Technician, Home Health Aide</p>	<p>Licensed Practical, Medi- cal Assistant, Physical Therapist, Radiological tech, Medical Lab Tech</p>	<p>Physician, Audiologist, Speech Pathologist, Athletic Trainer, Registered Nurse, Nutritionist, Dental Hygienist, Radiologist</p>
<p><b>Industrial Engineering:</b> Enjoy using tools and equipment? Like to visualize objects in 3D? Enjoy creative activities? Enjoy working with scientific and technical data?</p>  <p>Course sequence listed on page 19</p>	<p>Drafting Aide, Engineering Aide, Service Attendant, Operator, Machine Opera- tor, Apprentice Carpenter, Cable Installer</p>	<p>Drafting Technician, Sur- veyor, Automotive Me- chanic, Operations Man- ager, Machinist Mechanic, Mason, Electrician, Elec- tronic Technician</p>	<p>Architect, Civil Engineer, Systems Engineer, Engineer</p>
<p><b>Natural Resources:</b> Do you enjoy working outdoors? Like hands-on activities? Like to be physically active? Like to observe, learn, investigate problems?</p>  <p>Course sequence listed on page 18</p>	<p>Groundskeeper, Nursery Worker, Harvester, Miller</p>	<p>Plan Propagator, Air and Water Quality</p>	<p>Botanist, Volcanologist, Ur- ban/Region Planner, Zoolo- gist</p>
<p><b>Public Human Services:</b> Do you enjoy helping people? Speaking in front of a group? Like to Cook? Like to work with children?</p>  <p>Course sequence listed on page 19</p>	<p>Youth Worker, Commu- nity Aide, Administrative Assistant, Counselor's Aide, Teacher's Aide, Pre Cook, Guest Services, Concierge</p>	<p>Pastoral Assistant, Re- search Assistant, Educa- tional Assistant, Career Guidance Tech, Preschool Teacher, Sous Chef, Pastry Chef, Assistant Manager</p>	<p>Pastor, Psychologist, Case- worker, Probation Officer, Principal, Education Special- ist, Librarian, Speech Thera- pist, Preschool Director, Ex- ecutive Chef, General Man- ager</p>



*Create and communicate messages through sight and sound in the*  
**ARTS and COMMUNICATION PATHWAY**

\* Students cannot take a higher level course without completing the levels before it.  
 \* Example: a Junior that has not taken General Art must enroll in Gen Art 1 before Gen Art 2, Gen Art 3, etc.

SUBJECT	Course Sequences for Each Pathway			
<b>VISUAL ARTS</b> * Teacher recommendation ~ listed under Arts	General Art 1 → Drawing/Painting 1 → Ceramics 1 →	General Art 2 → Drawing/Painting 2 → Ceramics 2 →	General Art 3 → Drawing/Painting 3 → Ceramics 3 →	Directed Studies in Art Directed Studies in Art Directed Studies in Art
<b>PERFORMING ARTS</b> * Teacher recommendation ~ listed under Music, Dance and Drama	Band 1 → Orchestra 1 → Jazz Band 1 → Marching Band 1 → Creative Dance 1 → Ballet 1 → Hawaiian Dance 1 → Ukulele 1 → Guitar 1 → Beginning Acting →	Band 2 → Orchestra 2 → Jazz Band 2 → Marching Band 2 → Creative Dance 2 → Ballet 2 → Hawaiian Dance 2 → Ukulele 2 → Guitar 2 → Intermediate Acting →	Band 3 → Orchestra 3 → Jazz Band 3 → Marching Band 3 → Creative Dance 3 → Ballet 3 → Hawaiian Dance 3 → Ukulele 3 →	Band 4 Orchestra 4 Jazz Band 4 Marching Band 4
<b>WRITTEN ARTS &amp; ORAL COMMUNICATIONS</b> * Teacher recommendation ~ listed under Language Arts			Newswriting	
<b>MEDIA ARTS</b> * Teacher recommendation	Arts and Communication Career Pathway Core Course	Graphic Design 1 → Digital Media →	Graphic Design 2 → Broadcast Media →	} → Directed Studies Arts & Communications
<b>Academic Course Aligned to Pathway</b>	Expos Writing 1			

Use organize systems to solve problems in the

## BUSINESS PATHWAY

- \* Students cannot take a higher level course without completing the levels before it.
- \* Example: a Junior that has not taken Bus Core must enroll in Bus Core before Accounting 1, etc.



SUBJECT	Course Sequences for Each Pathway		
<b>BUSINESS</b> * Teacher recommendation	Business Pathway Core	→ Marketing	→ Entrepreneurship Directed Study Business
<b>Academic Course Aligned to Pathway</b>	Social Studies: Economics or Business Economics (TBA1000)		

Delivering quality health care for a better future in the

## HEALTH SERVICE PATHWAY

- \* Students cannot take a higher level course without completing the levels before it.
- \* Example: a Junior that has not taken Health Core must enroll in Health Core before Clinical Health



SUBJECT	Course Sequences for Each Pathway		
<b>HEALTH</b> * Teacher recommendation	Health Services Pathway Core	→ Clinical Health	→ Directed Study Health Service
<b>Academic Course Aligned to Pathway</b>	Science: Biology Students may want to consider Human Physiology		

Build sustenance, stewardship, and sustainability in the

## NATURAL RESOURCE PATHWAY

- \* Students cannot take a higher level course without completing the levels before it.
- \* Example: a Junior that has not taken Natural Resources Core must enroll in Natural Resources Core before Natural Res Prod 1, etc.



SUBJECT	Course Sequences for Each Pathway		
<b>NATURAL RE SOURCES</b> * Teacher recommendation	Natural Resources Pathway Core	→ Natural Resources Production 1	→ Natural Resources Production 2 Directed Study Natural Resources
<b>Academic Course Aligned to Pathway</b>	Science: Biology		



*Design and build solutions for growing communities in the*  
**INDUSTRIAL AND ENGINEERING  
 TECHNOLOGY PATHWAY**

\* Students cannot take a higher level course without completing the levels before it.  
 \* Example: a Junior that has not taken IET Core must enroll in IET Core before Design Tech 1, Auto Tech 1 or Autobody, etc.

SUBJECT	Course Sequences for Each Pathway		
<b>TRANSPORTATION SYSTEM</b> * Teacher recommendation	Industrial Engineering and Technology Pathway Core	Automotive Tech 1 Autobody Repair	Automotive Tech 2 Directed Study in IET Automotive*
<b>BUILDING AND CONSTRUCTION</b> * Teacher Recommendation	Industrial Engineering and Technology Pathway Core	Building Construct 1	Building Construct 2 Directed Study in IET Building
<b>Academic Course Aligned to Pathway</b>	Transportation System - Science: Physics Building System - Math: Geometry		



*Gain interpersonal skills essential to working with helping people in the*  
**PUBLIC HUMAN SERVICES PATHWAY**

\* Students cannot take a higher level course without completing the levels before it.  
 \* Example: a Junior that has not taken PHS Core must enroll in PHS Core before Culinary 1, Explorations in Ed, or Hotel Operations, etc.

SUBJECT	Course Sequences for Each Pathway			
<b>HUMAN SERVICES</b> * Teacher recommendation	Public Human Service Pathway Core	Culinary 1	Culinary 2 Baking & Pastry Arts	Directed Study in PHS Culinary
<b>EDUCATION</b> * Teacher recommendation	Public Human Service Pathway Core	Explorations in Education	Early Childhood	Directed Study in PHS Education
<b>SERVICE AND HOSPITALITY</b> * Teacher recommendation	Public Human Service Pathway Core	Hospitality & Tourism Service	Directed Study PHS Service & Hospitality	
<b>Academic Course Aligned to Pathway</b>	Culinary - Science: Biology Education and Hospitality - Social Studies: Psychology			



*In addition to the six pathways the following is offered*

## Air Force - JROTC

Overview: The Air Force Junior Reserve Officer Training Corps (AFJROTC) program is a multi-faceted program designed to develop students of strong character and leadership. The AFJROTC department courses are offered to students who become AFJROTC cadets. AFJROTC curriculum is based on 40% Aerospace science, 40% Leadership Education and 20% Wellness and Fitness. Cadets will study aerospace history, space, life skills, physical fitness, drill and ceremony and leadership education. Cadets are expected to participate in co-curricular activities such as parades drill competitions and concentrate on citizenship. Cadets will be provided with the Air Force uniform and will wear the uniform once each week and when directed by the instructors.

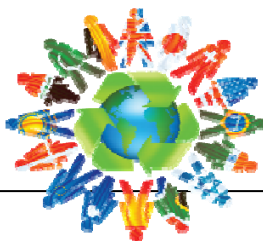
TJA1000 - AFJROTC 1 is the entry level class to the program. Cadets will study aviation history focusing on the development of flight throughout the centuries. Leadership Education will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. Cadets participate in physical fitness and are required to perform community service hours.

TJA2000 - AFJROTC 2 is a mid-level class in the program. Prerequisite is TJA1000 or equivalent course in Army, Navy, or Marine Corps programs. Cadets will study the science of flight focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. In Leadership Education, cadets study communication and management skills. Cadets continue drill and physical fitness training with emphasis on how to instruct others. Cadets are required to perform community service hours.

TJA3000 - AFJROTC 3 is an upper-level class in the program. Students should have completed TJA2000 or equivalent course in Army, Navy, or Marine Corps programs. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. Leadership Education the course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Cadets continue drill and physical fitness training with emphasis on planning and executing the activities of the Corps. Cadets may fill leadership positions in the Corps. Cadets are required to perform community service hours.

TJA4000 - AFJROTC 4 is the capstone-level of the JROTC program. Students should have completed TJA3000 or equivalent course in Army, Navy, or Marine Corps programs. The cadets should manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Cadets will fill leadership positions as assigned by the instructors and carry out assigned duties.

Sequence of courses for AFJROTC				
SUBJECT	9TH	10TH	11TH	12TH
AFJROTC	AFJROTC 1	→ AFJROTC 2	→ AFJROTC 3	→ AFJROTC 4



*In addition to the six pathways the following is offered*  
**WORLD LANGUAGES**

The values realized and the skills obtained through the study of another language and its culture prepares the student for a wider range of interesting job opportunities and for greater enjoyment of foreign travel. Our State needs citizens who can communicate with people of other countries. This will help to avoid misunderstandings regarding the actions, customs, and beliefs of other people.

**College Language Requirement**

The University of Hawaii has as one of its graduation requirements: two years of one foreign language in college.

For students studying a foreign language in high school, a placement exam is available at the University of Hawaii, prior to registration. The exam is used to determine at what level you should begin with in college. Depending on your placement results, you may be exempt from part of the university language requirement. This means savings in time and money on fulfilling the requirement for graduation. Thus, it is highly recommended that students begin their foreign language study in high school to ensure a good foundation for college.

The University of Hawaii also offers back credits for foreign language. After taking the placement exam, you enroll in the complete the recommended course with a passing grade, you may apply for back credits for the course(s) which you did not take. For example, if you take the placement exam and place in Japanese 201, after taking Japanese 201 and passing the course, you may apply for 8 back credits (4 credits for Japanese 101 and 4 credits for Japanese 102), in addition to earning 4 credits for Japanese 201.

The eight campuses of the University of California, Harvard, the University of Washington in Seattle and other colleges have entrance requirements of at least two years of foreign language. Check the requirements of the college of your choice.

The University of Hawaii is now accepting AP test scores for Spanish. After taking the AP Spanish exam, if a student scores a 4 rating, he/she will receive Spanish 202 credit (3 credits), and if a student scores a 5 rating, he/she will receive Spanish 301 credit (3 credits). Any questions concerning the credits earned for AP Spanish scores may be directed to the University of Hawaii, Department of European Languages.

<b>Sequence of offered courses for WORLD LANGUAGES</b>				
<b>SUBJECT</b>	<b>9TH</b>	<b>10TH</b>	<b>11TH</b>	<b>12TH</b>
<b>HAWAIIAN</b>	Hawaiian 1 →	Hawaiian 2 →	Hawaiian 3 →	Hawaiian 4 →
<b>JAPANESE</b>	Japanese 1 →	Japanese 2 →	Japanese 3 →	Japanese 4 →
<b>SPANISH</b>	Spanish 1 →	Spanish 2 →	Spanish 3 →	Spanish 4 →
<i>(Students who have already earned credits during middle or intermediate school may move up to their respective levels and be on the track to taking AP languages where the credits are met.)</i>				
<b>AP Languages</b>	Japanese 2 →	Japanese 3 →	Japanese 4 →	AP Japanese →
	Spanish 2 →	Spanish 3 →	Spanish 4 →	AP Spanish →

# Course Listing



AIEA HIGH SCHOOL

## ARTS and COMMUNICATION: VISUAL ARTS

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
General Art 1 FVB1000	9,10,11,12	YR 1.0 CR	Elective credit	This is a project based course providing explorations with a variety of art media and techniques for personal expression and further opportunities to apply the Elements of Art and Principles of Design in imaginative solutions to visual problems- the focus is 2D artwork the first semester: pencil drawing, ink drawing, colored penciling, and watercolor painting; and 3D artworks: abstract sculpture, sewing, paper sculptures, and ceramic clay hand-building during the second semester. Art forms of some historical art periods and cultures may also be explored as contextual introductions to the art process. <b><i>This is a project-based course where students must be self-directed learners, organized, quality producers, and complex thinkers in order to succeed with their work in and outside of class.</i></b>
General Art 2 FVB2000	10,11,12	YR 1.0 CR	Elective credit	An intermediate course that continues to build on the techniques and concepts from General Art 1- helping to discover more about their own personal artistic interest, constructive expressions and actions through productive domain. Students continue with the use of a variety of art materials, media, and techniques. <b><i>Teacher Approval</i></b>
Drawing and Painting 1 FVQ1000	9,10,11,12	YR 1.0 CR	Elective credit	This level one project based course is an introduction to drawing and painting in the secondary school setting. Experiences include dry media such as pencil, ink drawing, colored pencil, and wet media like watercolors and acrylic painting; Drawing and Painting skills are refined to support personal interpretations and development of artistic style. Drawings and paintings focus on base level technical skill and concepts, primarily with Realism, Surrealism, and Symbolism. <b><i>This is a project-based course where students must be self-directed learners, organized, quality producers, and complex thinkers in order to succeed with their work in and outside of class.</i></b>
Drawing and Painting 2 FVQ2000	10,11,12	YR 1.0 CR	Elective credit	This course is designed to expand on the skills, attitudes, and knowledge learned from Drawing and Painting 1. Experiences will emphasize further development in specific subject matter and styles- especially those in mixed media, painting, and some digital illustration. The examination and study of artworks and cultures of various periods may be included. <b><i>Teacher Approval</i></b>
Drawing and Painting 3 FVQ3000	10,11,12	YR 1.0 CR	Elective credit	This is an advanced studio art course that further develops the skills, attitudes, and knowledge gained from Drawing and Painting 1 and 2. The focus will be on a variety of painting styles and art movements using acrylic media. This course will continue to develop the students technical and conceptual abilities in painting through understanding and applying this new methods and ideas. <b><i>Teacher Approval</i></b>
Ceramics 1 FVL1000	9,10,11,12	YR 1.0 CR	Elective credit	<b><i>* Students with respiratory problems or allergies to dust and silicates, glazes, acrylic paints and mediums should not take ceramic classes.</i></b>  This is an introductory course that introduces clay as a universal medium of expression. Functional and nonfunctional pieces are introduced and analyzed. Emphasis will be placed on hand-building techniques such as pinch, coil, and slab. Surface design and decoration methods are also explored. <b><i>This is a project-based course where students must be self-directed learners, organized, quality producers, and complex thinkers in order to succeed with their work in and outside of class.</i></b>
Ceramics 2 FVL2000	10,11,12	YR 1.0 CR	Elective credit	This is an intermediate course that continues to offer further refinement in hand-building techniques and concepts, surface design, and an introduction to wheel throwing techniques. <b><i>Teacher Approval</i></b>
Ceramics 3 FVL3000	11,12	YR 1.0 CR	Elective credit	This an advanced class in hand-building and intermediate wheel throwing techniques and concepts requiring more rigorous use of the elements of art and principles of design and craftsmanship. Students will be required to show more in-depth use of research on creation of pieces using a variety of methods and influences from other cultures and styles. Students will also be required to work in cleaning, prepping, and managing of equipment and supplies- before and after class time will be occasionally required. <b><i>Teacher Approval</i></b>
Directed Studies in Art FVD1000	10,11,12	YR 1.0 CR	Elective credit	This is an advanced art course for students who have a serious interest and commitment in developing their art skills, <i>a desire to pursue further study as hobby/personal interest or a career in the arts beyond high school.</i> This is done through demonstrations, discussions, studio work, and art research based on the student's interest in a specific area of their choosing with the teacher facilitated lessons and curriculum. Students will focus on methods, techniques, and concepts for their particular chosen field and mode of expression; which may be: <b><i>Drawing and Painting, Illustration, Cartooning and Animation, Ceramics, Sculpture, Digital Media, Fashion Illustration, and Digital Photography.</i></b> <i>Directed Studies is an intensive project-based course where students must be organized, focused, and self-directed learners in order to succeed. This course may be repeated for additional credit.</i> <b><i>Teacher Approval and/or Recommendation</i></b>



## ARTS and COMMUNICATION: ARTS and MEDIA ARTS

<b>MEDIA ARTS</b>				
Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Arts and Communication Pathway Core TAC2010	9,10,11,12	YR 1.0 CR	Elective credit	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. Using an interdisciplinary approach, the following concepts will be covered: 1) Innovation 2) Legal and Ethical Issues 3) Communication 4) Aesthetics 5) Problem Solving Safety.
Graphic Design Tech 1 TAU2124	10,11,12	YR 1.0 CR	Elective credit	This course provides classroom laboratory experiences in the major areas of graphic design and production. This course includes the study of 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. <i>Teacher signature required upon registration, see current ACCP CORE teacher or Mr. Rey in J7.</i>
Graphic Design Tech 2 TAN2400	11,12	YR 1.0 CR	Elective credit	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. <i>Teacher signature required upon registration, see Mr. Rey in J7.</i>
Digital Media TAU2210	10,11,12	YR 1.0 CR	Elective credit	This course is designed to equip students with the necessary skills to support and enhance their use of digital media technologies. Topics will include the creation of media content, its communicative abilities, the production process, and legal concerns. <i>Teacher signature required upon registration, see current ACCP CORE teacher or Mr. Rey in J7.</i>
Broadcast Media TAN2115	11,12	YR 1.0 CR	Elective credit	This course is designed to give students hands-on opportunities in television news production. Through a variety of production experiences students will learn the power of the medium, examine issues of fairness and objectivity, make critical thinking decisions on a regular basis, exercise creativity, and gain an overall understanding of news-gathering and reporting techniques. <i>Teacher signature required upon registration, see Mr. Rey in J7.</i>
Dir Study in Arts and Communication Pathway TAK2930	12	YR 1.0 CR	Elective credit	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. <i>Teacher signature required upon registration, see Mr. Rey in J7.</i>

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Business Pathway Core TBC3010	9,10,11	YR 1.0 CR	Elective credit	This course is designed for students who plan to pursue careers in business, and/or related occupations. Students will learn essential business concepts that will provide a solid foundation for further study in preparation for careers in business. Problem-based, real world application of business concepts will be emphasized. Students will utilize technology for a variety of business applications and business communication; demonstrate effective customer service; and use accounting concepts to formulate, analyze and evaluate financial decisions in business. This course is a recommended prerequisite for students pursuing a business pathway program of study.
Marketing TBU3510	10,11,12	YR 1.0 CR	Elective credit	Marketing immerses students in the development and application of essential marketing concepts. Students will be expected to design, develop and implement a marketing plan that meets a consumer need in the domestic or international community, and that promotes a product, service, idea or organization that is sensitive to societal and industry ethics. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core. <i>Teacher signature required upon registration, see Ms. Lee in A9.</i>
Entrepreneurship TBN3810	11,12	YR 1.0 CR	Elective credit	Entrepreneurship introduces students to the process of recognizing opportunities and planning for the establishment of a small business. Concepts introduced will be applied and practiced. Community mentors in related fields will assist students as they implement their chosen enterprises. Students will be able to explore the unique relationships between business and the culture and values found in Hawaii today. Students will design, develop, and implement a business plan. Assessments and evaluations will be done in partnership with business and industry. Recommended Prerequisite: Completion of TBC3010 Business Career Pathway Core and a Business Pathway Cluster-Level Course. <i>Teacher signature required upon registration, see Ms. Lee in A9.</i>
Dir Study in Business TBK3930	12	YR 1.0 CR	Elective credit	This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified programs of study interest through individual research and development activities. Emphasis is focused on in depth study of a specific business pathway program of study, with opportunities to investigate, design, construct, and evaluate solutions to business problems. <i>Teacher signature required upon registration, see Ms. Lee in A9.</i>
Business Economics TBA1000	11, 12	YR 1.0 CR	Elective credit	Business Economics is designed to allow students to apply elements of micro- and macro-economic concepts in the context of a business with an emphasis on consumer behavior. How economics influences business decisions and how these decisions are affected by external economic forces will be the focal point of this course. <i>Teacher signature required upon registration, see Ms. Lee in A9.</i>

## DANCE & DRAMA

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Ballet 1 FDB1000	9,10,11,12	YR 1.0 CR	Elective credit	This is a beginning level of a series of ballet courses designed to provide students with the fundamentals of ballet. The course will introduce students to the ballet barre, which will provide fundamental exercises that are essential for developing the muscles correctly, turning the legs out from the hips and gaining control and flexibility of the joints and muscles. The course emphasis is on providing opportunities for students to learn, communicate, and perform various elements of ballet at the appropriate developmental level. It assists students to develop self-discipline, creativity, and focus as they explore concepts of movement in space, time, and energy based on the principles of ballet.
Ballet 2 FDB2000  Ballet 3 FDB3000  Dir Studies in Ballet FDD1000	10,11,12  11,12  12	YR 1.0 CR	Elective credit	These intermediate and advanced courses continues to expand students' understanding, appreciation, techniques, and confidence in ballet. Emphasis is placed on the demonstration of intricate ballet phrases and critiquing using the elements and principles of ballet. Students will have the opportunity to explore and perform various classical repertoires. <b>*Teacher recommendation</b>
Creative Dance 1 (Modern Dance) FDC1000	9,10,11,12	YR 1.0 CR	Elective credit	Do you want to dance or increase your movement repertory to create dances? This is an introductory level course designed to provide students with opportunities to comprehend and experience dance as a language of movement. The course provides opportunities for students to learn, communicate, and perform various elements of dance at appropriated developmental levels. It assists students to develop self discipline, creativity, and focus as they explore concepts of movement in space, time, and energy based on principles of modern dance. The vocational and a-vocational possibilities of dance are also explored.
Creative Dance 2 (Modern Dance) FDC2000  Creative Dance 3 (Modern Dance) FDC3000  Dir Studies in Dance FDD1000	10,11,12  11,12  12	YR 1.0 CR	Elective credit	In these courses, students are provided with an opportunity to apply and demonstrate critical and creative thinking skills in dance. Students may be able to create a dance and revise it over time, articulate the reasons for artistic decisions and explain what was gained and lost by those decisions. Students will also make connections between dance and healthful living and will also be able to develop and use criteria for evaluating their own and others' performances. <b>*Teacher recommendation</b>
Hawaiian Dance 1 FDK1000	9,10,11,12	YR 1.0 CR	Elective credit	This beginning course is designed to provide students with the opportunity to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels.
Hawaiian Dance 2 FDK2000  Hawaiian Dance 3 FDK3000	10,11,12  11,12	YR 1.0 CR	Elective credit	These courses provide further opportunities for students to strengthen and refine dancing skills. As students advance, dance routines become more complex, with emphasis on projection of story and choreography. Students will also be able to develop and use criteria for evaluating the artistic merits of their own and others' performances while keeping with conventions and traditions, as appropriate. Emphasis will also be placed on the cultural and historical contexts in which the hula has developed.
Beginning Acting FTA1300	9,10,11,12	YR 1.0 CR	Elective credit	Beginning Acting focuses on pantomime, creative dramatics, and improvisations. Students are taught basic techniques of pantomime and practice these techniques through simple story dramatizations and improvisations. Body and vocal exercises are included, along with techniques of relaxation and increasing sensory awareness.
Intermediate Acting FTA2000	9,10,11,12	YR 1.0 CR	Elective credit	Body and vocal exercises are continued with emphasis on some basic acting principles. Stage business and movement, pointers on characterizations, interpretation and analysis of roles, and vocal and emotional projection are taught. Students are given opportunities for practice, guidance, and training in these areas and perform in directed class scenes. Exercises in sensory awareness and concentration are also continued. <b>*Teacher recommendation</b>

## HEALTH SERVICE

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Health Services Pathway Core THC4010	9,10,11,12	YR 1.0 CR	Elective credit	This course is designed for students who plan to pursue careers in the healthcare industry. Using a multidisciplinary approach, students will gain essential knowledge, skills and attitudes in healthcare systems, legal and ethical principles, technology, safety practices (infection control, hazardous conditions, body mechanics), communication, employment expectations and the interdependence of major body systems as they relate to health and wellness. Students will learn to apply cultural sensitivity, coping skills and effective communication in dealing with patients and personnel in the delivery of quality health care. This course is a recommended prerequisite for students pursuing a health services career pathway program of study.
Clinical Health THU4027	10,11,12	YR 1.0 CR	Elective credit	Clinical Health is designed for students interested in health services careers. Using the major body systems as the framework, students will learn about diseases, disorders, prevention and treatment and the roles of the various healthcare providers involved in diagnosis and/or treatment. This course will combine content knowledge (body systems, communication, safety practices, legal issues, ethical concerns, healthcare systems) and basic skills common to all healthcare professions with work-based learning experiences that will result in a career selection consistent with the student's aptitude, interest, abilities and academic achievement. Recommended Prerequisite: THC4010 Health Services Career Pathway Core. <b><i>Teacher signature required upon registration, see current HSP Core Teacher or see Ms. Chatfield in D3.</i></b>
Dir Study in Health Services THK4930/THK493012	12	YR 1.0 CR	Elective credit	This course is designed for students who want to pursue knowledge/skill development beyond the level of identified Programs of Study. Emphasis is on the healthcare industry, with opportunities to investigate, design, construct, and evaluate solutions to health-related problems. <b><i>Pre-requisite - Successful completion of Clinical Health and for internship, students must sign up for two periods of Dir Study in Health to perform 80 hours of work time.</i></b> <b><i>Teacher signature required upon registration, see Ms. Chatfield in D3.</i></b>

# INDUSTRIAL ENGINEERING TECHNOLOGY

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Industrial Engineering and Technology Pathway Core TIC5010	9,10,11,12	YR 1.0 CR	Elective credit	The Industrial and Engineering Technology Core is a comprehensive action-based educational course that introduces systems: Design and Engineering Technology, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to material science, forces and motion, energy and power transformation, the design process, and improving a career plan. Emphasis is placed on broad exploration in cooperative and individualized activities with skill development in workplace communication and safety.
Automotive Tech 1 TIU5410	10,11,12	YR 1.0 CR	Elective credit	Auto Tech I provides organized experiences in the design and function of power systems employing various types of engines and mechanisms involved in the development, transmission, and control of power. The study of computer command control systems and the use of computer-based equipment will be included. Scientific principles and concepts as applied to automotive technology are infused in the curriculum. Automotive body repair and painting are also included. <b>Teacher signature required upon registration, see Mr. Okada in I building.</b>
Automotive Tech 2 TIN5416	11,12	YR 1.0 CR	Elective credit	This course provides classroom and laboratory experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the use of technical manuals, computer-based equipment and a variety of hand and power tools. Instruction and practice are provided in the diagnosis of mal- functions, disassembly of units, parts inspection and repair or replacement of parts involving the engine, ignition and computer command control systems, fuel systems, brakes, transmissions, and suspension systems. Automotive body repair and painting are also included. <b>Teacher signature required upon registration, see Mr. Okada in I building.</b>
Automotive Body Repair TIU5416	10,11,12	YR 1.0 CR	Elective credit	This course is organized to provide experiences in the study and application of skills in welding, soldering, frame straightening, plastics, fiberglass, trim, and glass for auto body repair. Painting equipment, spray guns, surface preparation, matching and mixing paints, and recognizing and correcting paint problems are covered in the course. <b>Teacher signature required upon registration, see Mr. Okada in I building.</b>
Building and Construction Technology 1 TIU5800	10,11,12	YR 1.0 CR	Elective credit	This course features classroom and laboratory experiences that deal with building and construction technology. Learning activities include site selection, use of various leveling instruments, blueprint reading, use of building materials, foundation and floor framing, wall and ceiling framing, roof framing, and window, door, and interior wall finish. <b>Teacher signature required upon registration, see Mr. Ciccarelli in J2.</b>
Building and Construction Technology 2 TIN5814	11,12	YR 1.0 CR	Elective credit	Building and Construction Technology 2 features advanced study of building construction technology. Students are provided with experiences in layout, fabrication, assembly, and installation of structural units. Also included are estimating and calculating costs, and quality control processes through simulated class and on-the-job experiences. <b>Teacher signature required upon registration, see Mr. Ciccarelli in J2.</b>
Dir Study in IET- Building and Construction TIK5930C	11,12	YR 1.0 CR	Elective credit	This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified Programs of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Industrials and engineering technology (IET) pathway program of study, with opportunities to investigate, design, construct, and evaluate solutions to IET problems. This course focuses on building and construction. <b>Teacher signature required upon registration, see Mr. Ciccarelli in J2.</b>
Dir Study in IET- Automotive TIK5930A	11,12	YR 1.0 CR	Elective credit	This course is designed for the student who wants to pursue knowledge/skill development beyond the level of identified Program of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Industrial and Engineering Technology (IET) pathway program of study, with opportunities to investigate, design, construct, and evaluate solutions to IET problems. This course focuses on automotive. <b>Teacher signature required upon registration, see Mr. Okada in I building.</b>
IET Automotive Laboratory TIL5100A	11,12	YR 1.0 CR	Elective credit	This is a laboratory course to be taken in conjunction with any industrial and engineering technology course. This course provides intensive, hands-on experiences to further strengthen skills for entry-level positions or for continuation into post-secondary education. Leadership and cooperative skills may also be included. <b>Teacher signature required upon registration, see Mr. Okada in I building.</b>

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
English 1, Grade 9 LCY1010	9	YR 1.0 CR	Required credit	This course provides a balanced program of the five components of Language Arts: reading, writing, speaking, listening, language and literature. Common Core Standards for Language Arts are addressed in this course.
English 2, Grade 10 LCY2010	10	YR 1.0 CR	Required credit	This course provides a balanced program of reading, writing, and oral communication. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, analyze and respond to literature personally and critically. Common Core Standards for Language Arts are addressed in this course.
Expos 1 / American Lit LWH5213/LTH5130	11	SEM / SEM 0.5 / 0.5	Required credit	<b>Expository Writing I</b> is designed to enable the student to write a variety of essays using several methods of development: definition, comparison-contrast, analysis and argument-persuasion. Assignments will emphasize skills of essay writing: thesis development, point of view, audience purpose and general organization. A research-based assignment is a requirement of this course. In <b>American Literature</b> students will study representative literary works from the American experience. This course will include analysis of literary works, oral presentations, and expository writing.  <i>Note: Only Expos 1 is required for graduation for the class of 2016 and beyond but Aiea High has paired Expos 1 with American Lit to fulfill the full year credit.</i>
English 4, Grade 12 LCY4010	12	YR 1.0 CR	Required credit	This course provides students with a balanced program in reading, writing, oral communication, literature and language study. Common Core Standards for Language Arts are addressed in this course and will enable students to develop and strengthen concepts and skills needed to understand, appreciate and evaluate the readings that include both traditional and contemporary works.
Expos 2 / World Lit LWH5212/LTH5110	12	SEM / SEM 0.5 / 0.5	Required credit if used for 4th Eng credit  Elective credit otherwise	In <b>Expository Writing 2</b> , Students continue to develop as writers of expository prose and explore strategies within the writing process. Students also demonstrate a wider range of choice and control over organization, resources of language, style, and the conventions of writing.  In <b>World Literature</b> , Students will read representative selections from traditional and contemporary European, African, North and South American, Asian, and Pacific literary traditions. Through their reading, discussion, and writing, students will develop an understanding of the scope and diversity of the literary traditions of the world and of the influences of these traditions on contemporary thought.

**ADVANCED PLACEMENT (AP) COURSE POLICY:**

Aiea High School encourages all students to take Advanced Placement (AP) courses. These courses are designed to challenge students with college level course work while still in high school and to prepare students to take the AP exams given each May. Depending on the score received on the exam and on the college or university the student attends, one may receive college credit. Therefore **all students taking AP courses must take the AP exams. At the beginning of the school year**, students will be informed of the specific date(s) and time(s) of the exams. There is a cost for each exam (for 2017-2018, the cost is \$93.00 but may be subject to change), and there is a fee reduction policy for those students who qualify for free and reduced lunch. Please read more on page 13-14 regarding Aiea High School Advanced Placement Program.

Advanced Placement (AP) ENG Lang Comp LAY6010	11,12	YR 1.0 CR	Required if used for the 3rd or 4th Eng credit  Elective credit otherwise	AP English Language and Composition engages students in becoming skilled readers of prose written in a range of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. All language arts benchmarks are addressed in this course. Students read primary and secondary source material and synthesize what they have read in expository, analytical, and argumentative writing of the kind that is expected in college.  <i>Note: This course requires summer reading and assignments.</i>
Advanced Placement (AP) ENG Lit Comp LAY6100	12	YR 1.0 CR	Required if used for the 4th Eng credit  Elective credit otherwise	AP English Literature and Composition is an opportunity for advanced students to engage in the careful reading and critical analysis of literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will examine a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism and tone. This course includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Writing is an integral part of this course. Writing assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays.  <i>Note: This course requires summer reading and assignments.</i>

## LANGUAGE ARTS and WRITTEN ARTS

<b>WRITTEN ARTS/ORAL COMMUNICATION</b>				
Newswriting LJY8210	10-12	YR 1.0 CR	Elective credit	This is a beginning newswriting course designed for 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students to work collaboratively as a member of the school newspaper staff, and to experience the process of getting the story from the event into print and then into the hands of the reader. Students learn all aspects of publication that include gathering facts, interviewing, composing stories, layout and design, photography, and use technology tools to enhance the production of the newspaper. Students discuss issues related to print journalism, e.g., censorship, ethics, freedom of speech, confidentiality, truth and accuracy.

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Modeling Our World 1 MAX1080	9	YR 1.0 CR	Required credit if taken in the 9 <sup>th</sup> grade and used as one of the 3 math credits	The course focuses upon the use of modeling to represent mathematical and real-world contexts. The application and creation of mathematical models engages students in learning experiences that relates classroom mathematics to everyday life and decision-making. The content of the course focuses upon specific learning expectations defined in the Common Core State Standards for high school mathematics, particularly those standards emphasizing the use of mathematical modeling with linear and exponential functions.  <i>Pre-Requisite: Teacher Recommendation (8<sup>th</sup> grade Math Teacher)</i>
Algebra 1 MAX1155	9, 10, 11	YR 1.0 CR	Required credit	Content of this course focuses on modeling with functions, linear functions, quadratic functions, solving equations and inequalities in two variables (including systems of equations), and analyzing bivariate data to identify and explain apparent relationships. Learning opportunities will support students to understand and describe symbolic, graphical, numeric (tabular) and verbal representations of important mathematical ideas. Conceptual understanding, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course.  With the new Board Policy 4540, Algebra 1 is a required course for graduation beginning with students graduating in 2016 and beyond.
Geometry MGX1150	9, 10, 11, 12	YR 1.0 CR	Required credit	Geometry will extend upon previous mathematics knowledge to include the use of geometric properties and relationships. There will be a focus on defining and using algebraic relationships to model transformations and solving geometric problems in both two and three dimensions. In this course, students will learn how to describe the world around them in terms of geometric objects and relationships.  <i>Pre-requisite: Algebra 1</i>
Modeling Our World 2 MAX1180	10,11,12	YR 1.0 CR	Required if used as 3 <sup>rd</sup> Math Credit, if not, Elective credit	Modeling Our World 2 (MOW2) is intended to strengthen students' understanding of Algebra 1 and Geometry prior to going on to Algebra 2. In this course, students will build mathematical models of real-world applications and concepts. Along the way, students will also work on reinforcing the specific algebra and geometry skills that are essential to succeed in Algebra 2.  <i>Pre-requisite: Algebra 1 and Geometry</i>
Algebra 2 MAX1200	10, 11, 12	YR 1.0 CR	Required if used as 3 <sup>rd</sup> Math Credit, if not, Elective credit	The Algebra 2 course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth providing exposure to various algebraic techniques, and developing the concept of various functions (linear, absolute value, composition, quadratic, polynomial, exponential, and logarithmic).  <i>Pre-requisite: Algebra 1 (recommended with a C or better) and Geometry</i>
Introduction to College Mathematics MIC1200	12	YR 1.0 CR	Required if used as 3 <sup>rd</sup> Math Credit, if not, Elective credit	Introduction to College Mathematics will focus upon topics from the Algebra, Functions, Geometry, and Statistics domains of the Common Core State Standards with an emphasis on mathematical modeling and quantitative reasoning. Students will extend their understanding of high school mathematics concepts and apply that understanding in real-world problems solving situations and in purely mathematical contexts.  <i>Pre-requisite: Algebra 1 and Geometry, Recommended: Algebra 2</i>  This course is classified as a Basic Elective; it will fulfill one of the 3 mathematics credits required for the high school diploma. This course is NOT a graduation requirement.  This course WILL fulfill the 4th year mathematics credit that is required for the Honors designation for the high school diploma.
Probability/Statistics MXX1100/MXX1300	11, 12	SEM / SEM 0.5 / 0.5	Required if used as 3 <sup>rd</sup> Math Credit, if not, Elective credit	Probability focuses on probability concepts found in everyday situations and how to use it in decision making. In Statistics, students build upon what was learned in the first semester, and students use strategies to analyze and interpret data. Probability and Statistics is more of a senior level course that may be helpful to students considering Business, Economics, Medicine and Social Sciences.  <i>*Recommended: successful completion of Algebra 2</i> <i>*A/B Courses are paired into a full year and may not be taken separately.</i>



Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Trig/ Pre-Calculus MCX1010/MCX1020	11,12	SEM / SEM 0.5 / 0.5	Required if Alg 2 taken at 10th and used as 3rd Math credit Elective credit otherwise	Trigonometry provides intensive study of trigonometry functions, fundamental identities, trigonometric equations, inverse trigonometric functions, applications including vectors, trigonometric and polar forms of complex numbers, and DeMoivre's Theorem. This course is designed for students who are preparing to study calculus. Pre-Calculus includes study of rectangular and polar coordinates, curve sketching, conics, parametric equations, and an introduction to vectors, including the dot product.  <i>Pre-requisite: Algebra 2 (recommended C or better) and Teacher recommendation</i> <i>* A/B Courses are paired into a full year.</i>

**ADVANCED PLACEMENT (AP) COURSE POLICY:**

Aiea High School encourages all students to take Advanced Placement (AP) courses. These courses are designed to challenge students with college level course work while still in high school and to prepare students to take the AP exams given each May. Depending on the score received on the exam and on the college or university the student attends, one may receive college credit. Therefore **all students taking AP courses must take the AP exams. At the beginning of the school year**, students will be informed of the specific date(s) and time(s) of the exams. There is a cost for each exam (for 2017-2018, the cost is \$93.00 but may be subject to change), and there is a fee reduction policy for those students who qualify for free and reduced lunch. Please read more on page 13-14 regarding Aiea High School Advanced Placement Program.

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Advanced Placement (AP) Statistics MCA1050	12	YR 1.0 CR	Elective credit	This course will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making statistical inferences. This course should follow recommended course syllabi provided through the Advanced Placement program of the College Board.  <i>Pre-requisite: Successful completion of Algebra 2 (recommended C or better) and recommendation from current English Teacher</i>
Advanced Placement (AP) Calculus MCA1040	12	YR 1.0 CR	Elective credit	Calculus includes elementary functions and assumes that students have strong backgrounds in Algebra, Geometry, Trigonometry, and Analytic Geometry. The course follows the recommended course syllabi provided through the Advanced Placement program of the College Board.  <i>Pre-requisite: Trigonometry and Analytic Geometry (recommended C or better) and Teacher recommendation.</i> <i>Note: This course requires summer assignments.</i>

## MULTI-DISCIPLINARY and JUNIOR RESERVES OFFICERS TRAINING CORP

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
STEM CAPSTONE XAT1000	12	YR 1.0 CR	Required if going for STEM Honors  Elective credit otherwise	STEM education integrates the studies of science, technology, engineering and mathematics. The course emphasizes innovation and the development of problem-solving and critical thinking skills through student-directed, rigorous, relevant, and authentic learning. Course topics include: Leadership, Design Process, Ethics, Technological Tools, and Project Management and Implementation. Successful completion of the course and the capstone project are required for students wishing to be recognized as STEM honor students.  <i>*Prerequisite: Science Dept. Head approval needed, see Dr. Gonsalves in DI.</i>
Yearbook 1 XYY8610  Yearbook 2 XYY8630  Yearbook 3 XYY8650	9,10,11,12  10,11,12  11,12	YR 1.0 CR	Elective credit	This course introduces students to planning and producing the school's yearbook. Writing of copy, captions, and headlines; typing; designing and completing layouts; working with photography; and meeting deadlines are included.  This course is for intermediate y/advanced yearbook students. Students are assigned sections to edit, and plan and supervise the work of others on the sections. As editors, they also work with faculty members and the administrative staff in planning, scheduling, and carrying out the work to be done.
Library Research 1 XAL2010  Library Research 2 XAL2020	10,11,12  10,11,12	SEM 0.5 CR  SEM 0.5 CR	Elective credit  Elective credit	This integrated studies course focuses on the Library as an information center and the access of information to develop students as critical consumers of information. The course will provide opportunities for students to apply skills learned to their own studies and to impart the acquired information retrieval skills to other library patrons either on a one-to-one basis or as a presentation. Service learning is an integral component of this course. <i>* Library Research 1 and Library Research 2 are semester courses. Level 1 and level 2 are paired during the school year. Library Research 1 1st Sem., Library Research 2 2nd Sem.</i>  <i>*Teacher approval needed, see Mr. Ikari in the library.</i>
Leadership Training XLP1000 XLP2000 XLP3000 XLP4000 XLP5000	9 10 11 12 SA	YR 1.0 CR	Elective credit	A course designed to study the concepts of group processes-cooperative planning, shared responsibilities, positive action and mutual understanding. Emphasis is on student participation and involvement with real school and student concerns as means to Understanding levels of organization, levels of authority, communication and management Techniques. Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time.  <i>PREREQUISITE: Student must be an elected or appointed Student Body or Class Officer For class council, please see the class advisor; for SA council , please see Mr. Nakamitsu in A5.</i>
Peer Education 4(A/B) HMP1100/HMP1200  Peer Education 5(A/B) HMP1300/1400  Peer Education 6(A/B) HMP1500/HMP1600	10,11,12  11,12  12	SEM / SEM 0.5 / 0.5  SEM / SEM 0.5 / 0.5  SEM / SEM 0.5 / 0.5	Elective credit	This course is for students who want to help people with health concerns and/or possibly pursue a health-related career. As peer educators, students will develop lessons emphasizing health alternatives to alcohol and other drugs, depression/suicide, teen pregnancy, sexually transmitted diseases (AIDS, Hepatitis B), domestic violence and gangs. Not only will they speak about these issues before peers, elementary school students, and adults, but they will also try to listen to others with problems and refer them to caring adults, families or agencies.  <i>* A/B Courses are paired into a full year.</i> <i>* Teacher recommendation - please see Mr. Shimabukuro in J6.</i>

**MULTI-DISCIPLINARY and JUNIOR RESERVES OFFICERS TRAINING CORP**

<b>AIR FORCE JUNIOR RESERVES OFFICERS TRAINING CORP (AFJROTC)</b>				
<b>Course/Course Code</b>	<b>Grade Level</b>	<b>YR or SEM Credit Value</b>	<b>Required or Elective</b>	<b>Course Description</b>
AFJROTC 1 TJA1000	9,10,11,12	YR 1.0 CR	Elective credit	Air Force JROTC prepares cadets for a career in aviation and teaches career and life skills necessary for lifelong success. It introduces cadets to aerospace history and leadership education to include the philosophy and background of Air Force JROTC; military customs and courtesies; proper wear of the uniform; basic drill, and citizenship responsibilities Content presented include first aid training; drug and alcohol abuse; wellness and lifetime fitness. Cadets are required to wear the military uniform.  * Two sequential years of JROTC may fulfill the 2.0 Required elective credit
AFJROTC 2 TJA2000	10,11,12			
AFJROTC 3 TJA3000	11,12			
AFJROTC 4 TJA4000	12			

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Introductory Band FMB1000	9,10,11,12	YR 1.0 CR	Elective credit	Introduction of musical techniques and instruments are taught in this course. This will include care of an instrument, correct posture, breath control, tone production, intonation, articulation, musical terminology, and fingerings. Students study simple music and are given the opportunity to play and listen to different types of musical compositions.  <b>*Teacher approval needed: for Aiea Intermediate students, please see Mrs. Agasa &amp; for Aiea High School students, please see Mr. Ikeda in H2.</b>
Band 1 FMB2000	9,10,11,12	YR 1.0 CR	Elective credit	This course is designed for students who have successfully completed 2 years of band at the intermediate school level. Further development of musical skills is promoted through the use of more difficult exercises and literature. Music theory and musicianship will continue to be emphasized. Students will be aware of the historical perspectives of music as they further their musical repertoire. Solo and ensemble music will also be encouraged. The purchase of a performance uniform will be mandatory. Participation in class, rehearsals and all performances specified by the band director is required.  <b>*Teacher approval needed: for Aiea Intermediate students, please see Mrs. Agasa &amp; for Aiea High School students, please see Mr. Ikeda in H2.</b>
Band 2 FMB3000  Band 3 FMB4000  Band 4 FMB5000	10,11,12	YR 1.0 CR	Elective credit	These courses will expand the band student's individual understanding of music, its history, theory, effects, and response. Students will spend time in playing solos and ensembles to demonstrate understanding of concepts. Additional research on individual topics will enhance grades from written and playing tests. Students remain part of the larger scope of the Band and are subject to basic requirements of attendance, ability, attitude, and participation. Purchasing of performance uniform will be mandatory. Participation in class, rehearsals, and all performances specified by the director is required. Recommendation of Band Instructor.  <b>*Teacher approval needed, please see Mr. Ikeda in H2.</b>
Orchestra 1 FMV2000	9,10,11,12	YR 1.0 CR	Elective credit	The Orchestra 1 course is designed for students who have fulfilled the requirements of Beginning Orchestra or its equivalent. Continued development of skills and understanding is maintained through studying of complex exercises and performing appropriate music literature. Students develop listening skills to increase understanding of tonality, style, dynamic nuances, and interpretation of various styles of music (including contemporary, avant-garde, and ethnic music). Music literature from Grades I to IV are studied and performed.  <b>*Teacher approval needed: for Aiea Intermediate students, please see Mrs. Agasa &amp; for Aiea High School students, please see Mr. Ikeda in H2.</b>
Orchestra 2 FMV3000  Orchestra 3 FMV4000  Orchestra 4 FMV5000	10,11,12	YR 1.0 CR	Elective credit	Orchestra 2/3/4 courses are designed for students who have fulfilled the requirements of Orchestra 1 or its equivalent. Development of appropriate and higher-level musicianship qualities are emphasized and taught. Music literature from Grades I to V are studied and performed. Wind and percussion instruments may be added to enable the group to perform selected concert music.  <b>*Teacher approval needed, please see Mr. Ikeda in H2.</b>
Jazz Band 1 FMN3000  Jazz Band 2 FMN3300  Jazz Band 3 FMN3600  Jazz Band 4 FMN3900	9,10,11,12	YR 1.0 CR	Elective credit	This course offers selected band students opportunities to develop an understanding of jazz music. The jazz ensemble plays popular selections as well as traditional jazz works. Jazz rhythms, inflections, history and styles will be covered and demonstrated through performances. Selected students should demonstrate good attitude and commitment to the directors and band program. Participation in planned performances is required. Recommendation of Band Instructor  <b>*Teacher approval needed: for Aiea Intermediate students, please see Mrs. Agasa &amp; for Aiea High School students, please see Mr. Ikeda in H2.</b>
Chorus 1 FMC1000  Chorus 2 FMC2000  Chorus 3 FMC3000	9,10,11,12  10,11,12  11,12	YR 1.0 CR	Elective credit	Chorus 1 is designed for students to develop performance skills, knowledge, and understanding of vocal music. Music arrangements from a variety of styles and periods are sung in unison and two-part harmony. Solo and ensemble singing are performed.  <b>*Teacher approval needed: for Aiea Intermediate students, please see Mr. Ozawa &amp; for Aiea High School students, please see Mr. Ikeda in H2.</b>

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Ukulele 1 FML1000	9,10,11,12	YR 1.0 CR	Elective credit	This course is designed to introduce students to the ukulele. Students will develop performance skills while learning and appreciating music fundamentals. Students will be introduced to classical and folk performance techniques, such as strumming and picking to pop music and contemporary Hawaiian Music. Activities include singing, listening and playing in an ensemble. Students can supplement the repertoire of the course with selections of interest to themselves.
Ukulele 2 FML2000  Ukulele 3 FML3000  Ukulele 4 FML4000	10,11,12	YR 1.0 CR	Elective credit	In these advanced courses students continue to develop their skills in ukulele playing. Students perform as soloist and in ensembles, while participating in a variety of musical activities that include analyzing, singing, composing, listening to and evaluating music. Students will participate in a series of performances planned at the discretion of the teacher.
Guitar 1 FMF1000  Guitar 2 FMF2000	9,10,11,12	YR 1.0 CR	Elective credit	The Guitar 1 course is designed to help students develop basic guitar performance skills that address the DOE music standard and benchmarks. Students develop basic guitar techniques such as picking and strumming accompaniments to popular music. They may perform in ensembles while integrating a variety of national music standards that include analyzing, singing, listening to, and evaluating music.

## NATURAL RESOURCE

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Natural Resources Pathway Core TNC6010	9,10,11,12	YR 1.0 CR	Elective credit	This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in Natural Resources production, earth, environmental, and energy systems. Using an interdisciplinary approach, the following will be covered: 1) Natural Resources systems and processes, 2) Technology and Biotechnology, 3) Natural Resources Management, 4) Environmental Stewardship, and 5) Legal Responsibilities and Ethics. This course is a recommended prerequisite for students pursuing Natural Resources programs of study.
Natural Resources Production 1 TNU6133	10,11,12	YR 1.0 CR	Elective credit	This course is designed to provide a comprehensive program providing students with basic knowledge and skills necessary to cultivate terrestrial and/or aquatic plants and animals as they relate to Natural Resource careers. It emphasizes understanding of systems and growing conditions necessary for a variety of plants and animals to survive and thrive. The major concepts of geography, environment, organisms, remediation and management should be covered with an awareness of current production in Natural Resource industries. Teacher signature required upon registration, see Ms. Ramson in C2.
Natural Resources Production 2 TNN6210	11,12	YR 1.0 CR	Elective credit	This course is designed to provide an in-depth program focusing on knowledge, terminology, and skills specific to selected diversified Natural Resource production as they relate to Natural Resource careers. It emphasizes specific systems necessary for specific species to survive and thrive and decision-making on production based on markets and consumer preference. Major concepts of basic demand and supply, market forces, and consumer behavior will also be covered with an awareness of current, as well as potential, natural resources goods and industry. Teacher signature required upon registration, see Ms. Ramson in C2.
Dir Study in Natural Resource TNK6930	11,12	YR 1.0 CR	Elective credit	This course is designed for the student who wants to pursue knowledge/skills beyond the level of identified Programs of Study interest through individual research and development activities. Emphasis is focused on in-depth study of a specific Natural Resources Pathway Program of Study, with opportunities to investigate, design, construct, and evaluate solutions to Natural Resources problems. Teacher signature required upon registration, see Ms. Ramson in C2.

## PHYSICAL EDUCATION / HEALTH / GROUP COM.

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Phys Ed Lifetime Fit PEP1005  Phys Ed Lifetime Act PEP1010	9	SEM / SEM 0.5 / 0.5	Required credit	All high school students are required to complete one credit of Physical Education – an equivalent of two semesters of Physical Education.  0.5 credit is the <b>required PEP1005 Physical Education Lifetime Fitness Course</b> .  To assist students to fulfill the Physical Education/Health credit requirements the following are the sequence of courses for Aiea High School Freshmen and Sophomore students. * Freshmen 9th grade - PEP1005 Phys Ed Lifetime Fit / PEP1010 Phys Ed Lifetime Activities * Sophomore 10th grade - HLE1000 Health / LVH 5330 Group Communication
Health HLE1000  Group Communication/ LVH5330	10	SEM / SEM 0.5 / 0.5	Required credit	Group communication:  This course is designed to help students become effective public speakers. Students will understand and apply concepts relating to interpersonal communication, group dynamics, collaboration, conflict resolution, and decision making in small group situations. They will use various problem solving and collaborative methods to resolve an issue, identify a solution, or complete a task. Through their experiences, students will develop a better understanding of how their behaviors and those of other group members are influenced by group norms, styles of leadership, processes by which decisions are made, and patterns of communication.
Physical Fitness 1(A/B) PFP1310/PFP1320	10,11,12	SEM / SEM 0.5 / 0.5	Elective credit	This Standards Based course assesses personal fitness levels and uses a variety of physical activities to improve personal fitness levels. The Fitness Center will be used to introduce students to various forms of training and interest students to be FIT for LIFE. Goal setting is an important part of the student's personal fitness plan and will be reassessed throughout the course. A combination lock, shoes, and a change of clothes are required daily.  <i>* A/B Courses are paired into a full year.</i> <i>* Teacher recommendation</i>
Weight Training 1(A/B) PWP1210/PWP1220  Weight Training 2(A/B) PWP1230/PWP1240	10,11,12  11,12	SEM / SEM 0.5 / 0.5  SEM / SEM 0.5 / 0.5	Elective credit	This standards-based course is designed for students to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of weight training activities. The skills include a variety of techniques and safety procedures to insure proper use of equipment (flexibility, balance, spotting, base of support, lift technique). Lifts targeted to muscle groups may include neck, chest, legs, arms, and back. Students identify muscle groups and skeletal sites as defined by each lift.  This standards-based course is designed to build on the skills and knowledge developed in the first semester course, Weight Training 1. Students assess personal fitness levels and design a personal program to improve fitness components (flexibility, muscular strength and endurance, body composition). Recommendation of Weight Training instructor  <i>* A/B Courses are paired into a full year.</i> <i>* Teacher recommendation</i>
Body Conditions 1(A/B) PBP1110/PBP1120	10,11,12	SEM / SEM 0.5 / 0.5	Elective credit	The content of this course empowers learners to actualize a vision of themselves as competent movers with the skills, knowledge, and desire to become life-long participants in physical activities. This standards-based course is designed to introduce a range of aerobic training activities that could be incorporated into a total body conditioning program. Students will apply these aerobic activities to develop and/or update a training program that applies the Frequency, Intensity, Time, and Type (FITT) principle and emphasizes total body conditioning.  <i>* A/B Courses are paired into a full year.</i> <i>* Teacher recommendation</i>
Team Sports 1/2 PTP1640/PTP1650	10,11,12	SEM / SEM 0.5 / 0.5	Elective credit	This standards-based course is designed to strengthen physical movement forms, concepts, principles, and skills through participation in a variety of team activities. Team sports could include outdoor experiential and adventure games, basketball, volleyball, soccer, softball, team handball, and flag football. Students will develop a knowledge of basic offensive and defensive strategies of the games and an awareness of team position roles and responsibilities. Emphasis will be placed on attaining mastery of critical skill elements and techniques, and improvements of cardio-respiratory and muscular endurance systems.  <i>* Level 1 and Level 2 Courses are paired into a full year.</i> <i>* Teacher recommendation</i>
Recreational Leadership PLP1710	10,11,12	SEM 0.5 CR	Elective credit	This standards-based course is designed for those students who are interested in careers in the physical activity, movement, and educational fields of study. Additional responsibilities include assisting the physical education teacher with class instruction, equipment and class monitoring, school-wide physical activity promotion and organization, and providing input in scheduling. Emphasis will be placed on knowledge acquisition, presentation and leadership skills, and classroom management support.  <i>* This course is <b>NOT</b> repeatable.</i> <i>*Teacher recommendation</i>

## PUBLIC HUMAN SERVICE

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Public Human Service Pathway Core TPC7010	9,10,11,12	YR 1.0 CR	Elective credit	This course is designed for students who plan to pursue a career in the Public and Human Service Career Pathway. Students will learn essential human relations concepts that will provide a solid foundation for further study in preparation for careers dealing in public service. Using an interdisciplinary approach, the following concepts will be covered: 1) Creation and management of organizational systems to promote quality service, 2) Communication skills, 3) Safety and healthy workplace behaviors, and 4) Legal and ethical principles. This course is a recommended prerequisite for students pursuing Public and Human Services program of study.
Culinary 1 TPU7216	10,11,12	YR 1.0 CR	Elective credit	This course provides an introduction and orientation to a series of related occupations in the food industry and the qualifications of a successful food service worker. The knowledge, skills, work attitudes, and habits developed will enable students to understand basic principles of quantity food preparation, safety and sanitation, use and care of equipment, and food service organization. This course provides practical work experiences in the classroom and laboratory. Teacher signature required upon registration, see current PHS CORE teacher or Mrs. Izumigawa in room C1.
Baking & Pastry Arts TPU7316	11,12	YR 1.0 CR	Elective credit	This is a beginning level course designed to introduce students to the basic principles of baking. The course would expose the students to a wide range of baking and pastry arts material. Labs will cover yeast doughs, quick breads, cookies, pies, pastries and dessert sauces. In order to enroll in this course, students must first complete Culinary Arts 1 (with a C or better) and will have passed the safety and sanitation test. Teacher signature required upon registration, see Mrs. Izumigawa in room C1.
Culinary 2 TPN7223	11,12	YR 1.0 CR	Elective credit	This Level 2 course is designed to qualify an individual for entry-level positions in the food industry. Classroom and laboratory experiences place an emphasis on quantity food preparation and service, sanitation, safety, selection and purchasing of food and supplies, storeroom control, and care of supplies and equipment. Teacher signature required upon registration, see current Culinary 1 teacher or see Mrs. Izumigawa in room C1.
Explorations in Ed TPU7210	10,11,12	YR 1.0 CR	Elective credit	This course is designed to have students explore the numerous career opportunities in education. Academically challenging, Explorations in Education will offer students an overview of education career opportunities, ranging from pre-kindergarten to post-secondary teaching, as well as administration careers. Students will be introduced to learning styles, teaching strategies, school organization and management, salaries and benefits, and educational issues. Teacher signature required upon registration, see CTE Coordinator, Mrs. Izumigawa in room C1.
Early Childhood Education TPN7416	11,12	YR 1.0 CR	Elective credit	This course is specifically designed for students interested in a career working with children. Emphasis is on job orientation, including needs and types of child care services and related career opportunities; the fundamentals of child development and ways of meeting the physical, mental, emotional, and social needs of individuals in a child care program; and planning, preparing, and maintaining an environment conducive to children's growth and well-being. Students receive supervised laboratory experience to develop basic child care and guidance skills. Teacher signature required upon registration, see CTE Coordinator, Mrs. Izumigawa in room C1.
Hospitality & Tourism Service TPU7510	10,11,12	YR 1.0 CR	Elective credit	The purpose of this course is to give students an in depth view of each major sector in the hospitality and tourism industry--travel & tourism, hotel & lodging, cruises, food & beverage outlets, attractions, meetings & conventions and special events--focusing on how they interrelate to create the ultimate experience for leisure (FIT) and business travelers. In addition, students will learn about career and management opportunities, job qualifications and benefits within these sectors of hospitality and tourism industry. Teacher signature required upon registration, see current PHS CORE teacher or Mrs. Izumigawa in room C1.
Dir Study in PHS TPK7930 (Culinary)	11,12	YR 1.0 CR	Elective credit	This course is designed for the student who wants to pursue knowledge/skills beyond the level of identified Programs of Study through individual research and development activities. Emphasis is focused on in depth study of a specific Public and Human Services Pathway Program of Study, with opportunities to investigate, design, construct, and evaluate solutions to Public and Human Services problems. Teacher signature required upon registration, see current Culinary teacher or Mrs. Izumigawa in room C1.
Dir Study in PHS TPK7930E (Education)				
Dir Study in PHS TPK7930T (Tourism)				



Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Physics SPH56039	9	YR 1.0 CR	Required credit	This is a laboratory course that emphasizes the use of physics terms and concepts to explain phenomena that occur in a person's daily life. This forms the basis for understanding the universe around us. It is designed for students who do not plan a career in a science-related field. Students use scientific investigation and study relationships between science, technology, and society, in context with physics content. This includes the relationship between forces, mass, and motion of objects as well as basic understandings regarding major natural forces of gravity, electricity, and magnetism. Students are to meet all benchmarks in physics (PH) Content standards 1-8.
Physics SPH5603	11,12	YR 1.0 CR	Elective credit	This is a laboratory course which features a study of chemical reactions, Conservation of Energy, entropy, thermal energy and phase change, properties of waves, electromagnetic radiation, periodic table organization, chemical reaction rates, chemical bonding, nuclear reactions and energy. Students are to meet all relevant benchmarks in Chemistry (CH) Content Standards 1 - 8. Completion of first year Algebra and completion or concurrent enrollment in Geometry is highly recommended.
Chemistry SPH3503	10,11,12	YR 1.0 CR	Required credit	Biology I is designed to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life. Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5.
Biology 1 SLH2203	10,11,12	YR 1.0 CR	Required credit	This is considered a second year biology laboratory course that provides an introduction to the study of the anatomy and functions of the human organism and its parts. Biological concepts noted in Human Physiology X are studied in terms of the interaction of their functions and their contribution to the maintenance of proper conditions in the body's internal environment (homeostasis). Students are to meet all relevant benchmarks in Biological Science (B.S.) Content standards 1-5.
Human Physiology SLH7503	11,12	YR 1.0 CR	Elective credit	Marine Science offers students opportunities to expand their understanding of the physical and biological sciences through interactions and experience with the ocean and its inhabitants. Students will learn about processes that influence the hydrosphere, as well as the influence of the hydrosphere on the environment. This course emphasizes the use of laboratory and field investigation to collect data on structure, function, and interactions of the diverse marine organisms and ultimately explore issues involving human impact on the marine environment. Students are to meet all benchmarks in Marine Science (M.S.) Standards 1-6. Prerequisite – Biology 1 or concurrent.
Marine Science SEH2503	11,12	YR 1.0 CR	Elective credit	This is a course that enables a highly motivated student to identify a project of interest. A student will apply scientific skills and ways of thinking to an investigation that meets or exceeds the requirements for a high quality project for the State Science and Engineering Fair and/or the Pacific Symposium for Science and Sustainability. The student, under the direction and guidance of a science teacher, designs and implements such a project. Guidance provided for the student may also include assistance from professional or community resource persons. Scientific research design, implementation, and relationships between science, technology, and society, have a significant place in this course, regardless of context. <i>The student must earlier have demonstrated the motivation and ability to engage in independent study in science courses. This course may be repeated for credit.</i> Requires approval of science teacher who will be working with the student on his/her project.
Dir Study in Science SAH3503	12	YR 1.0 CR	Elective credit	

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
<p><b><u>ADVANCED PLACEMENT (AP) COURSE POLICY:</u></b></p> <p>Aiea High School encourages all students to take Advanced Placement (AP) courses. These courses are designed to challenge students with college level course work while still in high school and to prepare students to take the AP exams given each May. Depending on the score received on the exam and on the college or university the student attends, one may receive college credit. Therefore <b>all students taking AP courses must take the AP exams. At the beginning of the school year</b>, students will be informed of the specific date(s) and time(s) of the exams. There is a cost for each exam (for 2017-2018, the cost is \$93.00 but may be subject to change), and there is a fee reduction policy for those students who qualify for free and reduced lunch. Please read more on page 13-14 regarding Aiea High School Advanced Placement Program.</p>				
Advanced Placement (AP) Biology SLH8003	12	YR 1.0 CR	Elective credit	<p>This class is comparable to a first year college-level course that emphasizes developing an understanding of concepts and science as a process, recognizing unifying themes that integrate and apply critical thinking to environmental and social concerns, and using extensive laboratory experience to clarify underlying principles of biology. This rigorous course helps to prepare students for the Advanced Placement Examination, which is three hours in length and is administered in May. The laboratory work completed by an AP student in one year is equivalent to work completed by college student in a semester. It is an integral part of the course for deep understanding of concepts in unity and diversity among organisms, connections between form and function, genetics and evolutionary change, energy and matter essential for life, biochemistry, microbiology, and ecological interactions. Examples of topics include molecules and cells, heredity and evolution, and organisms and populations. Students are to meet all relevant benchmarks in Biological Science (B.S.) Content Standards 1-5. Recommended Pre-requisite: course completion in biology and chemistry as well as their current science teacher recommendation needed.</p> <p><i>Teacher approval needed from Mr. Mahon in D5.</i></p> <p><i>Note: This course requires summer reading and assignments.</i></p>
Advanced Placement (AP) Physics SPH7505	12	YR 1.0 CR	Elective credit	<p>AP Physics 1: Algebra- Based is the equivalent to a first- semester college course in algebra-based physics. The lab work done in this course will be the equivalent of one semester in college. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The pre-requisites for this course is a C or better in Algebra 2 as well as teacher approval.</p> <p><i>Teacher approval needed from Science Dept. Head, see Dr. Gonsalves in D1.</i></p> <p><i>Note: This course requires summer reading and assignments.</i></p>

Course/ Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
US History CHU1100	9	YR 1.0 CR	Required credit	This course examines the development of the United States through historical concepts of change, continuity, and causality; through civics concepts of governance, democracy, conflict, and cooperation; through geographical and anthropological concepts of diversity and unity of human/cultural systems; and through the economic concepts of interdependence, limited resources, and functions of markets. It requires students to judge the past on its own terms, not by present day or current standards, to understand people in the context of their times, and to understand that standards and ideas are constantly changing. This course allows students to examine key ideas, events, people, and movements in the United States, assisting them in developing their own personal, national, and world views necessary to make informed decisions. Students will use the tools and methodologies of the appropriate social scientists to conduct their inquiries.
World History CHW1100	10	YR 1.0 CR	Required credit	This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. It provides a foundation and a rationale for active participation in our global community and examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events.
Modern History of Hawaii/ Participation in Democracy CHR1100/CGU1100	11	SEM / SEM 0.5 / 0.5	Required credit	<b>Modern History of Hawaii</b> studies the historical development of modern Hawai'i and its effect on the social, political, and economic composition of our state. People, events, and technological developments are analyzed and evaluated as they have influenced the development of Hawai'i. <b>Participation in Democracy</b> 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 processes, and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.
Psychology/Economics CSD2200/CSD2500	12	SEM / SEM 0.5 / 0.5	Required credit if used for the 4th SS credit  Elective credit otherwise	<b>Psychology</b> 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. It also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders. <b>Economics</b> synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.
Psychology/Sociology CSD22001/CSD23001	12	SEM / SEM 0.5 / 0.5	Required credit if used for the 4th SS credit  Elective credit otherwise	<b>Psychology</b> 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. It also focuses on examining research methods in psychology, exploring different learning theories, and understanding aspects of behavior disorders. <b>Sociology</b> emphasizes inquiry and using sociological methodologies and practices. It 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/Global Study CSD2100/CGW2400	12	SEM / SEM 0.5 / 0.5	Required credit if used for the 4th SS credit  Elective credit otherwise	<b>Geography</b> 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. <b>Global Studies</b> examines, from a global perspective, contemporary economic, geo-political, and social issues in the global community. It also looks at the historic forces of global encounters and exchanges that affected, changed, and shaped the modern global world. Five global concepts, interdependence, images and perceptions (related to prejudice, stereotypes, and bias), social justice (fairness and human rights), conflict and conflict resolution and change and the future, serve as the lenses through which information can be examined. Active engagement is expected of students.

Course/ Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
<p><b><u>ADVANCED PLACEMENT (AP) COURSE POLICY:</u></b></p>				
<p>Aiea High School encourages all students to take Advanced Placement (AP) courses. These courses are designed to challenge students with college level course work while still in high school and to prepare students to take the AP exams given each May. Depending on the score received on the exam and on the college or university the student attends, one may receive college credit. Therefore <b>all students taking AP courses must take the AP exams. At the beginning of the school year</b>, students will be informed of the specific date(s) and time(s) of the exams. There is a cost for each exam (for 2017-2018, the cost is \$93.00 but may be subject to change), and there is a fee reduction policy for those students who qualify for free and reduced lunch. Please read more on page 13-14 regarding Aiea High School Advanced Placement Program.</p>				
<p><i>All AP social studies courses are rigorous and intensive. Students who are academically prepared are encouraged to enroll. An academically prepared student is one who:</i></p> <ul style="list-style-type: none"> <li>• is able to read and comprehend a college-level textbook</li> <li>• can write in complete and coherent sentences and paragraphs</li> <li>• is able to keep up with assignments</li> <li>• attends class regularly</li> <li>• has demonstrated academic proficiency in the years preceding enrolling in AP</li> <li>• is committed to putting in additional study hours outside of class (5-6 hours per week)</li> </ul>				
<p>Advanced Placement (AP) World History CHA6300</p>	<p>10</p>	<p>YR 1.0 CR</p>	<p>Required credit if taken in place of World History  Elective credit otherwise</p>	<p>This course begins with foundations that set the historical and geographical context. Each period studied involves looking at the major developments which students use to compare across cultures. The development and comparisons relate to the five overarching themes. Periodization serves to create links and explains differences with the period just covered and the period to come. For all periods, major interpretative issues, alternative frameworks, and historical debates are included. Students are expected to know basic features of world geography, crises of various periods; key cultural, social, and economic systems; international connections; and diverse interpretations of events. Every student must take the AP Exam in the Spring. May be taken in place of World History (CHW1100).</p> <p><i>Note: This course requires summer reading and assignments.</i></p>
<p>Advanced Placement (AP) Gov't and Politics CGA6100</p>	<p>11, 12</p>	<p>YR 1.0 CR</p>	<p>Required credit if taken in place of Part in Democracy  Elective credit otherwise</p>	<p>This course is equivalent to a semester college introductory course in American government and politics. It is designed to give students an analytical perspective on government and politics in the United States through examination of the fundamental ideological and philosophical traditions and ideas underlying the democratic government established by the Constitution. General concepts are used to interpret American politics, and to develop an understanding of why American citizens hold certain beliefs about politics and how families, schools, and media act to perpetuate or change these beliefs. This course focuses on political parties, including historical evolution, functions and structure, and effects on the political process. Institutions, their relationships to government, and the policy processes of national government are examined. Students study civil rights and civil liberties, as well as the strengths and weaknesses of the Supreme Court decision as tools of social change. Every AP student must take the AP Exam in the Spring.</p> <p><i>Note: if AP Gov't and Politics is taken in place of Participation in Democracy, student is still required to take Modern History of Hawaii. Modern History of Hawaii is a SEM course and hence will need to have a supplementary course to fulfill a full year schedule.</i></p> <p><i>Note: This course requires summer reading and assignments.</i></p>
<p>Advanced Placement (AP) Psychology CSA2300</p>	<p>11, 12</p>	<p>YR 1.0 CR</p>	<p>Required credit if used for the 4th SS credit  Elective credit otherwise</p>	<p>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 social-cultural perspectives. Specific topics may include methodology, behaviorism, neuroscience, sensation and perception, developmental psychology, and intelligence and psychological testing.</p> <p><i>Note: This course requires summer reading and assignments.</i></p>

## WORLD LANGUAGES

Course/Course Code	Grade Level	YR or SEM Credit Value	Required or Elective	Course Description
Hawaiian 1 WPH1000	9,10,11,12	Year	Elective credit	<p>The values realized and the skills obtained through the study of another language and its culture prepares the student for a wider range of interesting job opportunities and for greater enjoyment of foreign travel. Our State needs citizens who can communicate with people of other countries. This will help to avoid misunderstandings regarding the actions, customs, and beliefs of other people.</p> <p>Students develop listening and speaking skills through sound discrimination and production, as well as mastery of basic grammatical structures. Appropriate reading and writing systems are introduced gradually.</p>
Hawaiian 2 WPH2000	9,10,11,12			
Hawaiian 3 WPH3000	10,11,12			
Hawaiian 4 WPH4000	11,12			
Japanese 1 WAJ1000	9,10,11,12	Year	Elective credit	<p>Japanese 1 Level 1 is an entry level course that introduces basic reading, writing, and speaking skills. The focus is on learning Hiragana and Katakana, vocabulary for daily use, and simple sentence structures focused on the student's school and home life.</p> <p>Japanese 2 <b>Pre-requisite: Japanese 1 with at least a C average or with teacher approval.</b> Level 2 focuses on grammar, conversational situations, cultural comparisons, and the introduction of Kanji.</p> <p>Japanese 3 <b>Pre-requisite: Japanese 2 with at least a C average or with teacher approval.</b> Level 3 is an intermediate level course that continues to develop reading, writing, and speaking skills in various situations and includes more project-based learning focusing on culture.</p> <p>Japanese 4 <b>Pre-requisite: Japanese 3 with at least a C average or with teacher approval.</b> Level 4 focuses on advanced grammar and a wide range of vocabulary for reading, writing, and speaking. Technology and research-based projects will be integrated into studying the culture in-depth.</p> <p>AP Japanese Language and Culture <b>Pre-requisite: Japanese 4 with at least a C average or with teacher approval OR Japanese 3 with an A average.</b> AP Japanese Language and Culture is a college-level course aimed at developing all aspects of communication and competence in the <i>Standards for Foreign Language Learning in the 21st Century</i>. A variety of authentic materials will be used in class instruction, with connections to other subjects, native languages, and the outside community. Class will be conducted mainly in Japanese and students are also expected to use the target language on a daily basis. <b>Note: This course requires summer assignments.</b></p> <p>*Students of all levels are required to participate in a pen pal exchange with our sister-school in Hiroshima, Japan.</p>
Japanese 2 WAJ2000	9,10,11,12			
Japanese 3 WAJ3000	10,11,12			
Japanese 4 WAJ4000	11,12			
AP Japanese WAJ6000	12			
Spanish 1 WES1000	9,10,11,12	Year	Elective credit	<p>The values realized and the skills obtained through the study of another language and its culture prepares the student for a wider range of interesting job opportunities and for greater enjoyment of foreign travel. Our State needs citizens who can communicate with people of other countries. This will help to avoid misunderstandings regarding the actions, customs, and beliefs of other people.</p> <p>Students develop listening and speaking skills through sound discrimination and production, as well as mastery of basic grammatical structures. Appropriate reading and writing systems are introduced gradually.</p> <p>* Teacher recommendation for Advanced Courses * A grade of a "C" or better is needed to continue to the next level.</p>
Spanish 2 WES2000	9,10,11,12			
Spanish 3 WES3000	10,11,12			
Spanish 4 WES4000	11,12			
Adv Spanish WES5000	12			

# SPECIAL EDUCATION PROGRAM

Participation in Special Education (SPED) is determined through an eligibility process. Students are not able to take any SPED classes without going through this eligibility process. Once a student is found SPED eligible, placement in any class shall be determined through an Individualized Educational Program (IEP) team decision. The following information is a guide for those parents that would like additional information regarding SPED classes and class offerings

Fully Self-contained Classes (FSC)	Resource Classes	Inclusion Classes	General Education Classes
These classes are designed for students with academic and behavior needs that make it difficult for a student to participate in a general education class or special education resource classes. Typically, all instruction for all subjects is delivered in a single classroom with a single teacher along with educational assistants.	These classes are designed for students with academic and behavior needs that make it difficult for a student to participate in a general education class. Instruction is designed to follow a general education core course at a pace that better meets the handicapping needs of the students. Typically, a special education teacher that is highly qualified in the content area delivers the instruction.	These classes are designed for students with academic and behavior needs that make it difficult for a student to participate in a general education class without educational supports. Inclusion classes are general educational classes where the general education and special education teachers are both involved in the delivery/support of the educational content. This extra educational support is given to all students in the class.	These classes are designed for students that are able to learn in a general education classes. The team may decide that the student may qualify for additional educational support through educational assistants and/or monitoring.

**English: (See page 29-30 for course descriptions)**

- English LA 1– Grade 9 Resource & Inclusion
- English LA 2 – Grade 10 Resource & Inclusion
- Expos Writing 1/American Literature- Grade 11 Resource & Inclusion
- English LA 4 – Grade 12 Resource & Inclusion

**Math: (See page 31-32 for course descriptions)**

- Modeling of the World 1 – Resource & Inclusion
- Algebra 1 – Resource & Inclusion
- Geometry – Resource & Inclusion
- Modeling of the World 2 – Resource & Inclusion

**Science: (See page 40-41 for course descriptions)**

- Physics – Grade 9 Resource & Inclusion
- Chemistry – Grade 10 Resource & Inclusion
- Biology – Grade 11 Resource & Inclusion

**Social Studies: (See page 42-43 for course descriptions)**

- US History – Grade 9 Resource & Inclusion
- World History – Grade 10 Resource & Inclusion
- Modern Hawaiian History/Participation in Democracy – Grade 11 Resource & Inclusion
- Geography/Global Studies – Grade 12 Resource & Inclusion

**Electives – Resource Not repeatable (These courses may be subject to change in order to accommodate students' IEP)**

- These classes are non-core resource classes that are designed to meet the academic goals of SPED students*
- Pathway Explorations 1A/1B

## COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
<b>DEPARTMENT: AIR FORCE JUNIOR ROTC</b>					
Air JROTC 1	Year	1	9-12		35
Air JROTC 2	Year	1	10-12	*	35
Air JROTC 3	Year	1	11-12	*	35
Air JROTC 4	Year	1	12	*	35
<b>DEPARTMENT: VISUAL ART</b>					
General Art 1	Year	1	9-12		24
General Art 2	Year	1	10-12	*	24
Drawing & Painting 1	Year	1	9-12		24
Drawing & Painting 2	Year	1	10-12	*	24
Drawing & Painting 3	Year	1	11-12	*	24
Ceramics 1	Year	1	9-12		24
Ceramics 2	Year	1	10-12	*	24
Ceramics 3	Year	1	11-12	*	24
Directed Study in Art Problem	Year	1	12	*	24
<b>DEPARTMENT: ARTS AND COMMUNICATION - Media</b>					
Arts and Communication Career Pathway Core Graphics	Year	1	9-12	*	25
Graphic Design Technology 1	Year	1	10-12	*	25
Graphic Design Technology 2	Year	1	11-12	*	25
Digital Media	Year	1	10-12	*	25
Broadcast Media	Year	1	11-12	*	25
Directed Study in Arts and Communication Pathway	Year	1	12	*	25
<b>DEPARTMENT: BUSINESS</b>					
Business Pathway Core	Year	1	9-11		26
Marketing	Year	1	10-12	*	26
Entrepreneurship	Year	1	11-12	*	26
Directed Study in Business	Year	1	12	*	26
Business Economics	Year	1	11-12	*	26
<b>DEPARTMENT: DANCE and DRAMA</b>					
Ballet 1	Year	1	9-12		27
Ballet 2	Year	1	10-12	*	27
Ballet 3	Year	1	11-12	*	27
Directed Studies in Ballet	Year	1	12	*	27
Creative Dance 1	Year	1	9-12		27
Creative Dance 2	Year	1	10-12	*	27
Creative Dance 3	Year	1	11-12	*	27
Directed Studies in Dance	Year	1	12	*	27
Hawaiian Dance 1	Year	1	9-12		27
Hawaiian Dance 2	Year	1	10-12	*	27
Hawaiian Dance 3	Year	1	11-12	*	27
Beginning Acting	Year	1	9-12		27
Intermediate Acting	Year	1	10-12	*	27
<b>DEPARTMENT: HEALTH SERVICE</b>					
Health Services Pathway Core	Year	1	9-12		28
Clinical Health	Year	1	10-12	*	28
Directed Studies in Health Services	Year	1	12	*	28
<b>DEPARTMENT: INDUSTRIAL AND ENGINEERING TECHNOLOGY</b>					
Industrial and Engineering Technology Career Pathway Core	Year	1	9-12		29
Automotive Technology 1	Year	1	10-12	*	29
Automotive Technology 2	Year	1	11-12	*	29
Automotive Body Repair	Year	1	10-12	*	29
Building and Construction Technology 1	Year	1	10-12	*	29
Building and Construction Technology 2	Year	1	11-12	*	29
Directed Study in IET - Automotive	Year	1	11-12	*	29
Directed Study in IET – Building and Construction	Year	1	11-12	*	29
IET Automotive Laboratory	Year	1	11-12	*	29
<b>DEPARTMENT: LANGUAGE ARTS</b>					
English Language Arts 1	Year	1	9		30
English Language Arts 2	Year	1	10	*	30
Expository Writing 1	Semester	½	11	*	30
American Literature	Semester	½	11	*	30
English Language Arts 4	Year	1	12	*	30
Expository Writing 2	Semester	½	12	*	30
World Literature	Semester	½	12	*	30
Advanced Placement English: Language & Composition	Year	1	11-12	*	30
Advanced Placement English: Literature & Composition	Year	1	12	*	30
<b>WRITTEN ARTS</b>					
Newswriting	Year	1	11-12		31

## COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
<b>DEPARTMENT: MATHEMATICS</b>					
Modeling Our World 1	Year	1	9-11	*	32
Algebra 1	Year	1	9-11		32
Geometry	Year	1	9-12	*	32
Algebra 2	Year	1	10-12	*	32
Model Our World 2	Year	1	10-12	*	32
Intro to College Math	Year	1	12	*	32
Probability	Semester	½	11-12	*	32
Statistics	Semester	½	11-12	*	32
Trigonometry	Semester	½	11-12	*	33
Pre-calculus	Semester	½	11-12	*	33
AP Statistics	Year	1	12	*	33
AP Calculus	Year	1	12	*	33
<b>DEPARTMENT: MULTI-DISCIPLINARY</b>					
STEM Capstone	Year	1	12	*	34
Yearbook 1	Year	1	9-12		34
Yearbook 2-3	Year	1	10-12	*	34
Library Research 1-2	Semester	½	10-12	*	34
Leadership Training	Year	1	9-12	*	34
Peer Education 4A-6B	Semester	½	10-12	*	34
<b>DEPARTMENT: MUSIC</b>					
Introductory Band	Year	1	9-12	*	36
Band 1	Year	1	9-12	*	36
Band 2	Year	1	10-12	*	36
Band 3	Year	1	11-12	*	36
Band 4	Year	1	12	*	36
Orchestra 1	Year	1	9-12	*	36
Orchestra 2	Year	1	10-12	*	36
Orchestra 3	Year	1	11-12	*	36
Orchestra 4	Year	1	12	*	36
Jazz Band 1	Year	1	9-12	*	36
Jazz Band 2	Year	1	10-12	*	36
Jazz Band 3	Year	1	11-12	*	36
Jazz Band 4	Year	1	12	*	36
Chorus 1	Year	1	9-12	*	36
Chorus 2	Year	1	10-12	*	36
Chorus 3	Year	1	11-12	*	36
Ukulele 1	Year	1	9-12	*	37
Ukulele 2	Year	1	10-12	*	37
Ukulele 3	Year	1	10-12	*	37
Ukulele 4	Year	1	10-12	*	37
Guitar 1	Year	1	9-12	*	37
Guitar 2	Year	1	9-12	*	37
<b>DEPARTMENT: NATURAL RESOURCES</b>					
Natural Resource Pathway Core	Year	1	9-12		38
Natural Resources Production 1	Year	1	10-12	*	38
Natural Resources Production 2	Year	1	11-12	*	38
Directed Study in Natural Resources	Year	1	11-12	*	38
<b>DEPARTMENT: PHYSICAL EDUCATION</b>					
PE Life Fitness	Semester	½	9		39
PE Life Activity	Semester	½	9		39
Health: Today & Tomorrow	Semester	½	10		39
Physical Fitness 1A	Semester	½	10-12	*	39
Physical Fitness 1B	Semester	½	10-12	*	39
Weight & Res Training 1A	Semester	½	10-12	*	39
Weight & Res Training 1B	Semester	½	10-12	*	39
Weight & Res Training 2A	Semester	½	11-12	*	39
Weight & Res Training 2B	Semester	½	11-12	*	39
Body Conditioning 1A	Semester	½	10-12	*	39
Body Conditioning 1B	Semester	½	10-12	*	39
Team Sports 1	Semester	½	10-12	*	39
Team Sports 2	Semester	½	10-12	*	39
Recreational Leadership	Semester	½	10-12	*	39
<b>DEPARTMENT: PUBLIC HUMAN SERVICE</b>					
Public and Human Services Core	Year	1	9-12		40
Culinary Arts 1	Year	1	10-12	*	40
Baking and Pastry Arts	Year	1	11-12	*	40
Culinary Arts 2	Year	1	11-12	*	40
Explorations in Education	Year	1	10-12	*	40
Early Childhood Education	Year	1	11-12	*	40
Hospitality & Tourism Services	Year	1	10-12	*	40
Directed Study in Public Human Services Core	Year	1	11-12	*	40



## COURSE OFFERINGS

	Term	Credit	Grade	Signature/Recommendation	Page
<b>DEPARTMENT: SCIENCE</b>					
Physics	Year	1	9 & 11-12		41
Chemistry	Year	1	9-12	*	41
Biology 1	Year	1	10-12	*	41
Physics	Year	1	11-12	*	41
Human Physiology	Year	1	11-12	*	41
Marine Science	Year	1	11-12	*	41
Directed Study in Science	Year	1	11-12	*	42
AP Biology	Year	1	12	*	42
AP Physics	Year	1	12	*	42
<b>DEPARTMENT: SOCIAL STUDIES</b>					
U. S. History & Government	Year	1	9		43
World History and Culture	Year	1	10	*	43
Modern History of Hawaii	Semester	½	11	*	43
Participation in a Democracy	Semester	½	11	*	43
Economics/	Semester	½	12	*	43
Psychology	Semester	½	12	*	43
Sociology	Semester	½	12	*	43
Geography	Semester	½	12	*	43
Global Studies	Semester	½	12	*	43
A.P. World History	Year	1	10-12	*	44
A.P. Government and Politics: US	Year	1	11-12	*	44
A.P. Psychology	Year	1	11-12	*	44
<b>DEPARTMENT: WORLD LANGUAGES</b>					
Hawaiian 1	Year	1	9-12		45
Hawaiian 2	Year	1	9-12	*	45
Hawaiian 3	Year	1	10-12	*	45
Hawaiian 4	Year	1	11-12	*	45
Japanese 1	Year	1	9-12		45
Japanese 2	Year	1	9-12	*	45
Japanese 3	Year	1	10-12	*	45
Japanese 4	Year	1	11-12	*	45
A.P. Japanese	Year	1	9-12	*	45
Spanish 1	Year	1	9-12	*	45
Spanish 2	Year	1	9-12	*	45
Spanish 3	Year	1	10-12	*	45
Spanish 4	Year	1	11-12	*	45
Advanced Spanish A/B	Year	1	12	*	45
<b>DEPARTMENT: SPECIAL EDUCATION</b>					
Special Education Program & course offerings	Semester/Year	½ or 1	9-12	*	46

\*Teacher Recommendation/approval or Pre-requisite needed — See course description for further information