



# Waimea High School

(WORKING FOR HIGHER SUCCESS)

## Course Description Guide for Projected Grade 9 2011-2012

Nondiscrimination Statement: Waimea High School students have equal access to courses, programs, and services of Waimea High School regardless of their race, color, national origin, sex, religion, age, or handicapping condition. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Nely Caberto/Principal or Deborah Chaffin/Registrar  
PO Box 339, Waimea, HI 96796/ 808-338-6800

Accredited by the Western Association of School and Colleges  
Kauai District/Department of Education/State of Hawaii

Note: All courses are co-educational. Waimea High School reserves the right to cancel any class when enrollment is insufficient to justify offering the class. ACCN stands for "Authorized Course and Code Number" (State of Hawaii) and all courses listed in this guide have been aligned with the Hawaii Content and Performance Standards (HCPS).

### COURSE DESCRIPTIONS

#### ART

FVB1000	GENERAL ART	YEAR
---------	-------------	------

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

opportunity for artistic expression through video image making. This course focuses on Visual Arts Content Standards 1, 3, and 4, while integrating other Fine Arts Standards. (Students are encouraged to enter their compositions in various art exhibits.)

<b>FVL1000</b>	<b>CERAMICS 1</b>	<b>YEAR</b>
----------------	-------------------	-------------

This is an introductory course that introduces clay as a universal medium of expression. Functional and non-functional pieces from diverse cultures are introduced and analyzed. Hand building techniques involving pinch, coil, slab, and free form modeling are covered. Glazes, glazing techniques, and other methods of surface decoration are explored. This course focuses on Visual Arts Standards 1, 3, and 4, while integrating other Fine Arts Standards. (Students are encouraged to take their projects home once they have been graded.)

<b>FVQ1000</b>	<b>DRAWING AND PAINTING 1</b>	<b>YEAR</b>
----------------	-------------------------------	-------------

This course is an introduction to drawing and painting in the secondary school. Experiences include experimentation in dry media such as pencil, pastels, and conte crayon, and wet media such as ink, watercolor, tempera, acrylics, and mixed media. Drawing and painting skills are refined to support personal interpretations and development of artistic style. Drawings and paintings of various cultures are introduced, aesthetically scanned, and further explored as investigative research. This course focuses on Visual Arts Standards 1, 4, and 5, while integrating other Fine Arts Standards. (Students are encouraged to enter their compositions in various art exhibits.)

**Music**

<b>FMB2000</b>	<b>BAND 1</b>	<b>YEAR</b>
----------------	---------------	-------------

The Band 1 course is designed for students who have fulfilled the requirements of FQ05 Beginning Band or FQ10 Intermediate Band (which are middle school courses), or their equivalent. Further development of skills and understanding is promoted through the use of more difficult exercises and literature and by listening to recordings, which sensitize the students to dynamic nuances, tonality, and interpretation. Performances for school and public are an integral part of the program. Music of all styles, periods and ethnic groups, including contemporary and avant-garde, are performed and studied. Original band literature, arrangements, and orchestral transcription from Grades I to IV are included for study and performance. The course will focus on Music Standards 2, 5, 6, 7, and 8, while integrating Other Music and Fine Arts Standards.

<b>FMC1000</b>	<b>CHORUS 1</b>	<b>YEAR</b>
----------------	-----------------	-------------

Chorus 1 is designed to develop performance skills, knowledge, and understanding to help students meet the Music Standards. Musical arrangements from a variety of styles and periods are sung in unison and two-part harmony. Solo and ensemble singing are performed. The course will focus on Music Standards 1,5,6,7 and 8, while integrating other Music Standards.

<b>FMA1000</b>	<b>MUSIC APPRECIATION</b>	<b>YEAR</b>
----------------	---------------------------	-------------

This is an introductory course designed to provide all students with the opportunity to explore the world of music and develop an understanding of the importance of music in their lives. The course will present an overview of music standards and may integrate other Fine Arts standards. Performing, creating and responding to music will be part of the course learning experiences.

<b>FML1000</b>	<b>UKULELE 1</b>	<b>YEAR</b>
----------------	------------------	-------------

Ukulele 1 is an introductory course designed to provide students with the opportunity to develop skills in ukulele playing. Students will be involved with performing, listening to, and evaluating ukulele music. The instructor may select additional national music standards appropriate for the course and may integrate other Fine Arts standards. (Students must provide their own ukulele.)

**DANCE/DRAMA**

<b>FDK1000</b>	<b>HAWAIIAN DANCE</b>	<b>YEAR</b>
----------------	-----------------------	-------------

This beginning course is designed to provide students with the opportunities to learn the historical, cultural, and expressive significance of the hula. The course will cover the basic steps and hand gestures, body stance, and positioning of hula 'auana and hula kahiko routines. Instruments will be introduced at appropriate levels.

**HEALTH and GUIDANCE**

<b>HLE1000</b>	<b>HEALTH- TODAY &amp; TOMORROW</b>	<b>SEMESTER</b>
<b>TGG1103</b>	<b>TRANSITION TO HIGH SCHOOL</b>	<b>SEMESTER</b>

**HEALTH: Today and Tomorrow**, a standards-based course is required of all students. Students will develop and practice skills that promote healthy behavior choices. Students engage in in-depth discussions and exploration of current issues and health trends for adolescents. Content risk areas can include, but are not limited to: Injury and Violence Prevention, Tobacco Use Prevention, Alcohol and Other Drug Use Prevention, Sexual Health, Nutrition, Physical Activity, Mental Health, Personal and Consumer Health, Community and Environmental Health. Emphasis will be placed on the application of standards-based health knowledge and skills in making healthy personal choices, and in avocation for the health of others. Students are given opportunities for CPR certification.

**TRANSITION TO HIGH SCHOOL** is designed to assist 9<sup>th</sup> grade students' transition into the high school setting. It develops study habits, employability skills, self-image and basic skills of reading, writing, computer literacy and general learner outcomes. The course guides students in the establishing of a student portfolio designed to highlighting the student's accomplishments throughout their high school career.

<b>HM11/12HMP1100/HMP1200</b>	<b>PEER EDUCATION PROGRAM FOR HEALTH 4A/B</b>	<b>SEMESTER/SEMESTER</b>
-------------------------------	---	--------------------------

This standards-based; service-learning intensive course is offered as an elective to students grades 9 to 12. The course is designed to give students standards-based health knowledge and the skills to present this information to a variety of audiences, including peers, students, and teachers at feeder elementary schools, and to parents and the community. Students will require extensive health education knowledge of critical risk areas, which may include AIDS and sexually transmitted diseases, personal and social skills development, substance abuse, teen pregnancy, teen suicide, and violence and sexual assault prevention. Students will make formal presentations to peers and other audiences and provide other informal peer support (early identification and referral to services). They also contribute to health promotional activities in the school and community. Students will be knowledgeable consumers about health-related information, products, and services. Emphasis will be placed on the application of knowledge and skills to personal health issues. As part of the service-learning component of the course, students will assess, reflect on, and evaluate the impact of the services they provide to others.

**ENGLISH LANGUAGE ARTS**

<b>LCY1010</b>	<b>ENGLISH LANGUAGE ARTS 1 GRADE 9</b>	<b>YEAR</b>
----------------	--	-------------

This course provides students a balanced program of reading, writing, oral communication, literature, and language study. All of the high school content standards and benchmarks for language arts are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes with the focus first on meaning and thought, and secondly on the semantic, syntactic, and grammatical

conventions of language. Students learn to work these processes and to exercise options within these processes in their efforts to clarify and shape their thinking and communicate with others. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. The study of literature includes a range of traditional and contemporary, canonical, non-canonical text in many genres. The study of language involves both the description of language and its role in communication and shaping thought. The study of language focuses on how it is used in relevant social contexts, and how it is used by individuals to structure their personal perceptions and experiences.

LLH1013/LLH1014	LABORATORY COURSES FOR LCY1010	SEMESTER/SEMESTER
-----------------	--------------------------------	-------------------

This Elective course supports students who are enrolled in the phase English course LCY1010. It will provide instruction and support, where needed, to help students achieve the standards for the three areas of the language arts: reading and literature, writing, and oral communication. Instruction will be differentiated as the appropriate for the needs of the students enrolled. Whole-class, mini-lessons and individualized instruction will be incorporated as indicated by the teacher's diagnosis of needs. The course is mandated for students who have not scored 300+ on the HSA.

#### MATHEMATICS

All students are advised by their math teachers to enroll in specific math courses. The teachers base their recommendations on students' score on a math placement test, STAR Math scores and on students' achievement in their current math course.

MGX1010 MAX1010	GEOMETRY CONCEPTS ALGEBRA TOPICS	SEMESTER SEMESTER
--------------------	-------------------------------------	----------------------

**Geometry Concepts:** The purpose of this course is to provide students with the opportunity to study geometric relationships and concepts without the rigor of formal proof. The emphasis is on the general awareness and use of the relationships among points, lines, and figures in planes and space.

**Algebra Topics:** This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored. **(Math placement scores of 70 or less.)**

MAX1100	ALGEBRA 1	YEAR
---------	-----------	------

Content includes data analysis, **linear** functions, linear equations and inequalities, systems of equations in two variables, matrices, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, real **number systems** and radical expressions. **(Math placement scores of 71-100.)**

MAX1200	ALGEBRA 2	YEAR
---------	-----------	------

This course extends the algebraic skills and knowledge developed in Algebra 1 by exploring the real number system in greater depth, providing exposure to various algebraic techniques, and developing the concept of function, including graphing techniques, inverse functions, quadratic relations and systems, polynomial equations, exponents and logarithms, sequences and series, matrices and determinants, and **permutations** and combinations. **(Prerequisite C or better in Algebra 1A/1B or teacher recommendation)**

MGX1100	GEOMETRY	YEAR
---------	----------	------

Concepts and processes introduced in Geometry A are further developed and extend to include the following topics: right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, coordinating geometry, and transformations in Geometry B. The course emphasis is on understanding and use of relationships among points, lines, and figures. These include **properties** of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry and rigid motions. Right triangle relationships, trigonometric ratios, circle relationships, constructions, areas and volumes of three dimensional figures, **coordinate** geometry, and transformations. **(Prerequisite C or better in Algebra 1A/1B or teacher recommendation)**

MSW1009A/B	Math Workshop Grade 9 A/B	SEMESTER SEMESTER
------------	------------------------------	----------------------

This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. Concepts should be systematically developed using concrete materials, multiple representations, and symbols. This course is supplemental, repeatable, and should only be given for elective credit. **It does not fulfill any of the math requirements for graduation and is mandated for students who have not scored 300+ on the HSA.**

#### SCIENCE

SPH2603	PHYSICAL SCIENCE	YEAR
---------	------------------	------

SPH2603 is a laboratory course that integrates major theories traditionally learned in Chemistry and Physics and technology. Concepts on changes of matter, mechanics of solids and fluids, heat, sound, light, and electricity are developed with the use of technology to illustrate the impact of science on human activities and relations to everyday living.

#### SOCIAL STUDIES

CHW1100	WORLD HISTORY & CULTURE	YEAR
---------	-------------------------	------

This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events. *NOTE: CHA6300 Advanced Placement (AP) World History can be substituted for this course. DOE E-School might be an option for your child to take AP World*



History discuss this with your child's counselor. E-School is a supplementary education program run by the Hawaii Department of Education's Advanced Technology Research (ATR) Branch. It offers **Online Distance Education credit classes** utilizing digital technologies such as; WebPages, email, threaded discussion, chat, streaming video and online textbooks-School typically serves 200 to 400 students per semester from 30 to 48 secondary schools in the Hawaii DOE school system. At present students may only take 1 or 2 courses per term. During the regular school year, only registered Hawaii DOE secondary education students -- including those in Hawaii's public charter schools -- may take classes, and like their regular classes there is no tuition charged for these classes. Classes in the summer session are open to the public secondary school students, as well as home school and private school students, and there is a tuition charged. The link below will give you more information.  
<http://doe.k12.hi.us/myschool/eschool.htm>

**JAPANESE**

<b>WAJ1010</b> <b>WAJ1020</b>	<b>JAPANESE 1A</b> <b>JAPANESE 1B</b>	<b>SEMESTER</b> <b>SEMESTER</b>
----------------------------------	--	------------------------------------

JAPANESE 1A: The course listed above serves as the introductory portion of Level 1 of all Japanese language courses. This course designed for the beginning language learner or those who have had limited to language in elementary and middle/intermediate schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond in simple social situations of a daily and recurring nature using learned material. Emphasis is placed upon the development of basic listening, speaking, reading, and writing skills.

JAPANESE 2A: This is the continuation of a two-semester sequence. Students apply skills developed in 1A to engage in daily life situations using simple oral exchanges. Reading and writing skills are developed to support a limited range of written exchanges in familiar situations using the writing system of the language studied. Classroom instruction and projects provide a general introduction to some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Together 1A and 1B courses are the Beginning of Stage I and therefore include the grade K-3 HCPS benchmarks

**SPANISH**

<b>WES1010</b> <b>WES1020</b>	<b>SPANISH 1A</b> <b>SPANISH 1B</b>	<b>SEMESTER</b> <b>SEMESTER</b>
----------------------------------	--	------------------------------------

SPANISH 1A: The course listed above serves as the introductory portion of Level 1 of all Spanish language courses. This course is designed for the beginning language learner or those who have had very limited exposure to language in elementary and intermediate/middle schools. Students begin the study of the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond to simple situations of a daily and recurring nature. Emphasis is placed upon development of these basic listening, speaking, reading, and writing skills.

SPANISH 1B: This is the continuation of a two-semester sequence. Students apply skills development in 1A to engage in daily life situations using simple oral and written exchanges. Classroom instruction and projects integrate some elements of the culture studied (products, practices and perspectives), as well as opportunities to explore how languages and cultures work and how they compare to their own. Grammar is integrated throughout the two-course sequence and is selected according to language needs. Together, 1A and 1B are the beginning of Stage I and therefore must include all K-3 benchmarks.

**AGRICULTURE**

<b>TNC6010</b>	<b>NATURAL RESOURCES CAREER PATHWAY CORE</b>	<b>YEAR</b>
----------------	--	-------------

This course is designed for students who plan to pursue careers in the Natural Resources Career Pathway. Students will be introduced to basic concepts in agriculture, earth sciences, environmental sciences, fisheries and forestry. Using an interdisciplinary approach, the following concepts will be covered: 1) Scientific processes and systems, 2) Technology and Biotechnology, 3) Natural Resources Management, and 5) Legal Responsibility and Ethics. This course provides the foundation for students pursuing a Career and Technology Education program of study in Natural Resources and is the **initial course** in the program of study.

<b>TNU6120</b>	<b>BIOLOGICAL AGRISCIENCE</b>	<b>YEAR</b>
----------------	-------------------------------	-------------

A course designed to give students scientific and technical knowledge in skills growing plants and animals. An emphasis is made on the application of the biological science under both laboratory and real world conditions. Classroom study is integrated with realistic production activities, and the FFA (Future Farmers of America) is an integral part of the course. *Credit for the course may be applied toward science graduation requirements. While this course satisfies Department of Education standards, some colleges and universities may not recognize it.*

**BUSINESS EDUCATION**

<b>TCG1202</b> <b>TCG1203</b>	<b>INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS</b> <b>BUSINESS COMPUTER APPLICATIONS</b>	<b>SEMESTER</b> <b>SEMESTER</b>
----------------------------------	--	------------------------------------

INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS: This course is designed to expand skills learned in keyboarding and/or other computer classes. The course covers the use of a variety of commonly used packaged software used in business, such as word processing, database, and spreadsheet programs. Learning the basics of using an operating system for maintenance of computer software will also be included.

BUSINESS COMPUTER APPLICATIONS: This project-based course introduces students to various microcomputer operating systems, software integration concepts, graphics, hardware installation, utility programs, and application development. (Kauai high school students who pass the above two courses with a grade of "A", taken anytime, may be eligible for credit for the following Kauai Community College Course, BUSN 121/Intro to Word Processing I for three college credits.)

**HOME ECONOMICS**

<b>TPC7010</b>	<b>PUBLIC AND HUMAN SERVICES CAREER PATHWAY CORE</b>	<b>YEAR</b>
----------------	--	-------------

This course is designed for students who plan to pursue a career in Public and Human Services 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 services. Using an interdisciplinary approach, the following concepts will be covered: 1(Human behavior and relationships, 2) Professional accountability and personal attributes, 3) the Legal system and ethics and 4) Effective use of varied technologies appropriate to the occupation. This course provides the

foundation for student pursuing a Career and Technology Education program of study in Public and Human services and is the **initial course** in the program of study.

**INDUSTRIAL ARTS**

<b>TIC5010</b>	<b>INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREER PATHWAY CORE</b>	<b>YEAR</b>
----------------	--	-------------

The Industrial and Engineering Technology Core is a comprehensive course that introduces students to the following technological systems: Design and Engineering Technology, Transportation Technologies, Manufacturing Technologies, Building and Construction Technologies and Electronics and Computer Systems. The curriculum is designed around exploration of these systems and their impacts on society. Students will also be developing problem solving and decision making skills to relate technology to materials science, forces and motion, energy and power transformation, and design process and improving a career plan. Emphasis is placed on skill development in workplace communication and safety. This course provides the foundation for students pursuing a Career and Technology Education program of study in Industrial and Engineering Technology and is the **initial course** in the program of study.

**ARTS AND COMMUNICATION**

<b>TAC2010</b>	<b>ARTS AND COMMUNICATION CAREER PATHWAY CORE</b>	<b>YEAR</b>
----------------	---	-------------

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) Aesthetics, 2) Creativity, 3) Culture, 4) Current Technology, 5) Customer Service, 6) Legal Responsibilities/Ethics, 7) Management, Impact of Media, and 8) Safety. This course provides the foundation for students pursuing a Career and Technology Education program of study in Arts and Communication and is the **initial course** in the program of study.

Miscellaneous

<b>XYX8610</b>	<b>YEARBOOK PRODUCTION I</b>	<b>YEAR</b>
----------------	------------------------------	-------------

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.

<b>TJR1000</b>	<b>ARMY JROTC 1</b>	<b>YEAR</b>
----------------	---------------------	-------------

The Army JROTC 1 course provides cadets with an introduction to Army ROTC, knowledge of personal hygiene, and first-aid and field sanitation, basic map reading, weapons safety and marksmanship, drill and ceremonies, and an introduction to methods of instruction in which the cadet is taught how to prepare a short oral presentation and basic leadership techniques. Emphasis is placed on understanding the duties and responsibilities of citizenship

<b>XLP1015</b>	<b>LEADERSHIP TRAINING</b>	<b>SEMESTER/SEMESTER</b>
----------------	----------------------------	--------------------------

This is a multidisciplinary course designed to help students develop communication, group process, and facilitative skills and knowledge of Facilitative Leadership (FL) or the Interactive Method in decision-making. Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in and conducting effective meetings, setting individual and group goals, recognizing and producing quality products and performance, cooperative planning and learning, sharing responsibilities, taking positive action, and working with people from diverse backgrounds. Emphasis is on authentic learning with student participation and involvement with real school and student concerns as a means of understanding levels of organization, levels of authority, and communication and management techniques. Application of leadership is taught as a function that can be performed by any member of the group or shared by several at one time. This course is highly recommended for students active in student government, class activities and/or for those who hold elected/appointed leadership positions who are readily available to perform many volunteer hours of service to the school and the community-at-large. *This course may be repeated for elective credit.*

<b>NEI1020</b>	<b>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1A</b>	<b>SEMESTER</b>
<b>NEI1025</b>	<b>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES 1B</b>	<b>SEMESTER</b>

This course introduces the English language to the non-native English speaker **and is required of all ESOL students who have not scored 161 or better on the Language Assessment Scales (LAS) test.** The emphasis of this beginning course is the development of listening skills necessary for the development of /English oral proficiency which will improve the non-native /English speaking student's basic interpersonal communication skills (BICS). Besides instruction to develop BICS, learning activities will also introduce and stimulate the student's cognitive academic language proficiency (CALP). The goals for this course are: To teach students to identify and name, in English, things and concepts common to his/her environment, to teach the different part of speech and their correct usage through simple grammatical structures using age-appropriate examples, to develop aural discrimination to allow recognition of meaningful differences in the English sound system, to develop pronunciation that is clear enough to be understood by native English speakers, and to distinguish sounds, rhythms, stress and intonation of English and to demonstrate understanding through reactions and/or appropriate verbal responses.

**SPECIAL EDUCATION**

The Individualized Education Program (IEP) specifies the courses that the special education students take each year. Special education teachers counsel and assist their students to register for the appropriate courses.

Special education students are enrolled in either the Individual Prescribed Program (IPP) or the diploma-route program.

**INDIVIDUAL PRESCRIBED PROGRAM (IPP)**

Students who choose participate in the IPP receive no credit for most the courses they take. The IPP for each student is developed with the involvement of the student, parent, and teacher. This is done on a yearly basis. When the IPP students complete their four-year program of studies, they receive a Certificate of Completion.

**DIPLOMA**

Students who elect to go the diploma route must meet the graduation requirement of twenty-four (24) credits in the specified required and elective areas and must meet the school's attendance requirement.

**Regular education courses taught by special education teachers:**

<b>LCY1010S</b>	<b>ENGLISH LANGUAGE ARTS I</b>	<b>YEAR GRADE 9</b>
-----------------	--------------------------------	---------------------

This course provides students a balanced program of reading, writing, oral communication, literature, and language study. All of the high school content standards and benchmarks for language arts are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes with the focus first on meaning and thought, and secondly on the semantic, syntactic, and grammatical conventions of language. Students learn to work these processes and to exercise options within these processes in their efforts to clarify and shape their thinking and communicate with others. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. The study of literature includes a range of traditional and contemporary, canonical, non-canonical text in many genres. The study of language involves both the description of language and its role in communication and shaping thought. The study of language focuses on how it is used in relevant social contexts, and how it is used by individuals to structure their personal perceptions and experiences

<b>CHW1100S</b>	<b>WORLD HISTORY &amp; CULTURE</b>	<b>YEAR</b>
-----------------	------------------------------------	-------------

This course examines the development and dynamics of human experience through such themes as migration, imperialism, trade, exchanges, and transfers. This course provides a foundation and a rationale for active participation in our global community. It examines diverse perspectives, encourages diverse interpretations and historical empathy, and explores global conflict and cooperation. This course engages students in historical inquiry focusing on the historic, technologic, socio-political, geographic, and economic development of past and contemporary civilizations. Students examine decisions, events, and ideas of the past to make informed judgments on contemporary issues, decisions, and events. *NOTE: CHA6300 Advanced Placement (AP) World History can be substituted for this course.*

All students are advised by their math teachers to enroll in specific math courses. The teachers base their recommendations on student's score on a math placement test, STAR Math scores and on students' achievement in their current math course.

<b>MGX1010S</b> <b>MAX1010S</b>	<b>GEOMETRY CONCEPTS</b> <b>ALGEBRA TOPICS</b>	<b>SEMESTER</b> <b>SEMESTER</b>
------------------------------------	---	------------------------------------

**Geometry Concepts:** The purpose of this course is to provide students with the opportunity to study geometric relationships and concepts without the rigor of formal proof. The emphasis is on the general awareness and use of the relationships among points, lines, and figures in planes and space.  
**Algebra Topics:** This course, along with a semester of algebra, should fulfill the college entrance requirement of one year of algebra and provide opportunities for students to strengthen and extend their background of algebraic concepts and skills, make generalizations, and use numbers in a variety of situations. In addition the course addresses problems requiring counting arguments and procedures for calculating combinations and arrangements of objects. Sequences and series are introduced and explored.

<b>XAG1010S</b> <b>XAG1020S</b>	<b>STUDY SKILLS</b> <b>GENERAL TEST PREPARATION</b>	<b>SEMESTER</b> <b>SEMESTER</b>
------------------------------------	--	------------------------------------

This course is designed to help students develop study skills. Students learn to make effective use of time and resources, improve reading, writing, and listening, and develop test-taking skills. This course is recommended for students who have been identified as having difficulty in completing course assignments, meeting deadlines, and keeping to a schedule. *This course is repeatable for elective credit; however, only .50 credit may be used to meet graduation requirements.*

This course is designed to help students develop general skills and strategies for taking commonly used standardized tests. Students will be helped to understand and improve their scores on tests used in high school, for college or job entrance, or placement in school or work settings. Students will examine and practice the various types of questions and formats presented in typical tests and learn strategies such as scanning, skipping, and time management. Students will also complete timed practice tests. *This course is repeatable for elective credit; however, only .50 credit may be used to meet graduation requirements.*

<b>TCS1600</b>	<b>WORKPLACE READINESS 1</b>	<b>SEMESTER</b>
----------------	------------------------------	-----------------

This is an introductory course to prepare students for the world of work. Students are actively involved in developing a career plan with relevant course selection, career exploration and preparation that will result in improved achievement and performance. Classroom instruction will include, but not be limited to, activities that connect the classroom to the workplace. Work-based learning experiences should support interests and the student's Transition Plan and Individualized Program (IEP). Work-based learning experiences can be provided through career shadowing, mentoring, and/or community service programs coordinated by the special educational staff. *This course is repeatable. A student can receive a maximum of two semester credits.*

<b>NWS1111</b>	<b>VOCATIONAL REHABILITATION WORK- STUDY PROGRAM 1</b> <b>(ADAPTED COURSE IN SPECIAL EDUCATION)</b>	<b>YEAR</b>
----------------	--	-------------

This initial course provides students in grades 9-12 with job exploration experiences and instruction in a variety of vocations. Emphasis is on the exposure to the world of work and the development of basic work habits and attitudes.

<b>NSC1010</b>	<b>COMMUNITY-BASED INSTRUCTION 1</b> <b>(9-12)</b>	<b>YEAR</b>
----------------	---	-------------

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