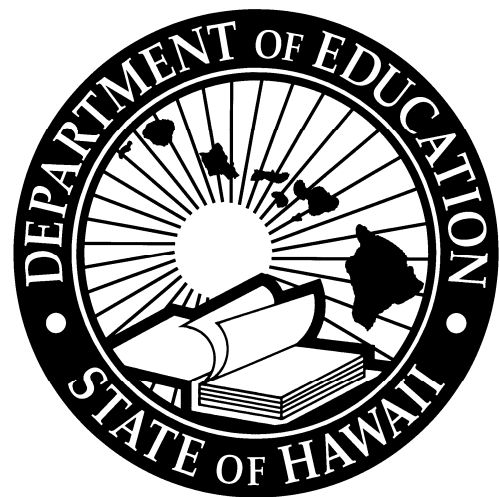


Hawaii State Department of Education

Authorized
Courses and
Code
Numbers (ACCN)

Course Description Guide



FOREWORD

This *Authorized Courses and Code Numbers (ACCN) Course Description Guide* provides an overview to the official program of studies for students in the public high and intermediate/middle schools of Hawaii. While approved courses cumulatively address state standards, schools must design a specific program of studies that meets students' needs while making maximal use of available resources.

The school's Academic and Financial Plan should be the basis for planning and measuring the success of each school's program of study. In the context of the Academic and Financial Plan, the ACCN can be used as a starting point to plan and design curriculum, deliver effective instruction, and to develop relevant and appropriate assessments.

The ACCN should be used as a tool to plan and strengthen high and intermediate/middle school instructional programs. The articulation of services between and among grade levels and subject areas should be addressed at every school. Emphasis on improving student achievement must determine the instructional program at all Hawaii public schools.

Kathryn S. Matayoshi
Superintendent

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SECTION 1: INTRODUCTION

OVERVIEW

The *Authorized Courses and Code Numbers (ACCN) Course Description Guide* is a supplement to the on-line Statewide Student Enrollment System (SSES). ACCN course descriptions and specific information for a course listed in SSES replaces the previous 2006 ACCN Catalog.

This Course Description Guide is divided into three sections which contain:

Section 1: the general assumptions, guidelines, and principles upon which the ACCN courses are based

Section 2: an overview to each content area

Section 3: the procedures for schools to follow in proposing new courses

GENERAL ASSUMPTIONS, GUIDELINES AND PRINCIPLES FOR THE ACCN

DEFINITION AND PURPOSES OF THE ACCN

Definition of the ACCN. The ACCN displays the official listing of courses for students in the public high and intermediate/middle schools of Hawaii. Courses are the primary means of curriculum delivery at the secondary level. The ACCN makes up the formal, academic component of the secondary (high and middle/intermediate school) curriculum in the public schools of Hawaii.

Definition of courses. Courses can be defined as organized subject matter in which instruction is offered within a given period of time and for which credit toward graduation is usually earned. **Courses** provide a content framework within a specified time frame (i.e., semester or year) in which students learn and attain state standards.

Purpose. The purpose of authorizing courses is to ensure a level of standardization among the courses offered at schools. This ensures equality of opportunity, as well as quality for our students, regardless of where they attend school. Standardizing courses also helps to ensure transferability of credit when a student transfers from one school to another.

Design. The ACCN provides flexibility for and reflects what schools need and desire, while still standardizing courses within the state and ensuring rigor in addressing state standards.

RELATIONSHIP OF GRADUATION AND PROMOTION-RETENTION REQUIREMENTS TO THE ACCN

The ACCN does *not* set graduation requirements; graduation requirements are determined and set by the Board of Education (BOE). The ACCN, however, *reflects* the graduation requirements which are adopted by the BOE.

The ACCN also does not set promotion and retention guidelines. Promotion and retention policies are set by the BOE and Promotion-Retention guidelines are issued by the Hawaii Department of Education (HIDOE). Generally, promotion and retention guidelines specify the number of courses a student must pass in order to be promoted to the next grade level.

STANDARDS-BASED ACCN

Each course in the ACCN identifies a set of **course standards**. The course standards are not displayed in this *ACCN Course Description Guide* or in the SESS, but are identified in other HIDOE documents.

Course standards consist of both Hawaii Content and Performance Standards (HCPS III) and Common Core State Standards (CCSS). Appropriate General Learner Outcomes (GLOs) are also associated with some courses.

The **course standards** set *minimum* expectations for the course and must be addressed, i.e., students should be provided with multiple opportunities to learn and attain the course standards. Teachers may also incorporate and address additional goals and objectives in the course.

COMPONENTS OF THE ACCN (ACCN DOCUMENTS)

The ACCN consists of two components:

1. **THE “SESS ON-LINE ACCN”** is used primarily by registrars and is maintained by the Information Resources Management (IRM) Section of the Office of Information and Technology Services (OITS). The following information for the SESS ON-LINE ACCN is provided by the Office of Curriculum, Instruction and Student Support (OCISS):
 - Course title
 - A uniform alpha-numeric course code
 - Term of the course (e.g., year, semester, quarter)
 - Credit or unit designation
 - Course description

- Type of course (e.g., required, basic elective)
2. THE *ACCN Course Description Guide* complements the SESS ON-LINE ACCN. The *ACCN Course Description Guide* includes:
- General overview
 - Introductory statement for each content area
 - Procedures for proposing new courses

SCHOOL-LEVEL RESPONSIBILITIES FOR IMPLEMENTING THE ACCN

Hawaii is a single, statewide school system. The responsibility of the state level is to set guidelines for WHAT students should learn. The school level is responsible for determining HOW students should best learn. The ACCN provides a standard “menu” of courses which schools may offer. Through these courses, schools are responsible for ensuring that students are provided with appropriate opportunities to learn the standards, which are primarily presented through course content and learning activities.

The ACCN *does not* provide guidance for other school-level operational issues such as those listed below. This helps to ensure that schools retain as much flexibility and authority as possible in implementing the ACCN.

- **Delivering effective instruction and assessment.** School instructional staff are responsible for determining specific course content and designing and delivering instruction to students to foster learning. Teachers are responsible for using effective instructional strategies and classroom student assessments to help determine how well students have learned.
- **Developing course syllabi.** Teachers—either individually or collectively by groups, teams, or departments and ideally in collaboration with their students—are responsible for developing the *course syllabus*. That is, they are responsible for developing a summary outline of the course of study, identifying specific objectives or desired outcomes, selecting books and other instructional materials, developing learning activities and a timeline, and determining assessment or evaluation measures.
- **Awarding of grades.** The teacher awards course grades. The teacher determines how well a student has demonstrated proficiency and has met other course requirements reflected in the course grades.
- **Awarding of credit.** Teachers determine whether their students have fulfilled the requirements appropriate for courses they teach. The principal has the final authority to award or waive credits on a “case by case” basis for students enrolled in their school or who transfer into the school from another school system.

- **Scheduling of courses and programming of students.** The school determines which courses to offer, when they are offered, which students are placed into courses, and which teachers are to teach the courses.
- **Grouping of students.** The ACCN does not attempt to suggest that groups of students with certain characteristics be allowed or restricted to take certain courses. Most courses are not targeted to any particular ability level except for selected special education (SPED) and English for Students of Other Languages (ESOL) courses (which are usually non-credit).
- **Identifying and setting prerequisites for courses.** The ACCN may suggest prerequisites for *sequences* of courses. However, schools have the flexibility of appropriately placing students in courses based on the student's skills and knowledge.
- **Grading and record-keeping.** The school develops its own standards-based grading policies in keeping with BOE and HIDOE guidelines, teachers determine student grades for courses and records are kept at the school level. Registrars are responsible for record keeping at the school.
- **Promoting students from one grade to another.** The BOE sets promotion guidelines and policies for schools to implement. Within that framework, the principal is the final authority on a student's promotion.
- **Ensuring teacher licensure.** The school determines which teacher is assigned to teach particular courses. However, schools should be aware of and adhere to all state and federal requirements regarding teacher qualifications. The ACCN does not mandate teacher certification or licensing, however a license is listed for any new course which is established. In some cases, because of safety reasons and other specialized requirements, the ACCN may include wording that certain courses be taught only by licensed and/or certified teachers.

REQUIRED COURSES

Specific courses required for graduation (i.e., required courses) are determined by the Superintendent of Education. The BOE will be kept informed of any specific course requirements. The BOE sets state policies regarding graduation requirements.

Required and basic elective courses (see Types of Courses) are in effect for the ACCN, unless changes are authorized by the Superintendent. When necessary, State Educational Specialists will present to the Superintendent recommendations for changes to the specific courses required for graduation.

TYPES OF COURSES

Courses are categorized into various types depending on the graduation requirement they address, and how they address other student needs. The course types are: “required,” “basic elective,” “specialized elective,” “supplementary elective,” “intensive (non-credit),” and “general non-credit.”

- **REQUIRED.** Required courses are those courses that are specifically named and required (by the Superintendent) to fulfill the graduation requirements for a content area. Required courses are highly correlated to the standards and benchmarks for the content area. All students are expected to take and pass required courses in order to graduate.
- **BASIC ELECTIVE.** Course “menus” or options from among which students can pick and that fulfill a designated graduation requirement (such as four English credits and three science credits) are designated as “basic elective” courses.
- **SPECIALIZED ELECTIVE.** Specialized electives are specialty courses within the various content areas which are not specifically required and which students elect to take. These courses *may* fulfill the elective credit graduation requirement. They *may* also fulfill the two-credit Career and Technical Education (CTE), World Languages or Fine Arts graduation requirement.
- **SUPPLEMENTARY ELECTIVE.** Supplementary elective courses are “workshop” or “laboratory” type courses usually offered in tandem with required, basic elective or specialized elective courses. Supplementary elective courses provide supplemental instruction and time for students who need this additional help to learn. These courses *may* fulfill the elective credit graduation requirement.
- **INTENSIVE (NON-CREDIT) COURSES.** These courses address the needs of learners who are achieving well below their grade level benchmarks/standards and who need intensive additional help beyond what required, basic elective, specialized elective or supplementary elective courses can provide. Intensive courses help “below basic” students to acquire foundational, basic skills so that they can participate more independently in the other types of credit courses listed above. Intensive courses also provide students with the requisite skills and knowledge in order to address the standards and benchmarks at their appropriate grade or learning levels. Intensive courses are non-credit.
 - Like all other courses, intensive courses can be offered *during* the school day or year or *outside of* the school day or year.
 - Existing examples of intensive courses are the non-credit ESOL courses for students who cannot read or write in their native language. Please note that other credit ESOL courses are available for students who have limited English proficiency.

- Other examples of intensive courses might include basic reading courses (for non-readers or emerging readers who are reading significantly below their present grade level).
- **GENERAL NON-CREDIT COURSES.** Non-credit courses are those which do not substantively address specific state standards at the high and intermediate/middle school benchmark/standard level. They are offered, however, to accommodate student interests, desire for service or other needs. School service is an example of a non-credit course.

LENGTH OF COURSES

Courses are either a semester or year in length (intermediate/middle schools also have a quarter-length option) and should be scheduled as such.

DOE Regulation 4530.1, provides general guidance on course length. The regulation states that “one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year.” This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course).

Most year (1 credit) courses also have been assigned two semester (1/2 credit) course numbers. However, the semester numbers should be used **ONLY** for purposes of awarding credit to students who may not be able to complete the entire year. These semester numbers for year courses are for record-keeping purposes only and not for scheduling of courses. **Year courses should be scheduled only as year courses.** The semester numbers assigned to year courses will appear in the SESS ON-LINE ACCN with an asterisk after the course title to designate the semester course numbers, however, these semester courses should **not** be used for scheduling.

LEARNING DURING NON-SCHOOL HOURS

Time is a limited commodity in the traditional school schedule. Schools may wish to make use of time outside of the school day and year to extend the range of course offerings or learning opportunities for students. Some students also may require extra time to learn beyond the time provided during the regular school day or the school year. Most of the courses in this document can be scheduled outside of the regular school schedule if necessary. To the extent that schools have additional resources available (e.g., staff and funding), they can create a schedule which makes use of time outside of regular school hours or the school year. For example, many schools offer make-up courses during the summer months. Some schools also offer selected courses during the summer for advance credit. Since students may find some courses difficult to fit into their schedules, schools may also offer specialized courses—such as XAG1030, Test Preparation for College Entrance Examinations—during the summer or as after- or before-school classes.

REPEATABILITY OF COURSES

Schools have the authority to allow students to repeat any course. Students should be counseled before repeating any course, especially to determine the need and reasons for repeating, and to counsel students about the ramifications of repeating courses, particularly how it reflects on their transcripts for college admissions. However, except for selected courses, students may apply a course credit only once toward a specific graduation requirement, whether it is a specific course requirement (e.g., language arts) or the elective requirement.

Courses that may be repeated for credit applied toward graduation requirements include the following:

- Directed studies
- Work study courses
- Community service (maximum one credit can be applied toward elective graduation credit)

For the above courses, each time a course is taken, the course should address different content, content standards and benchmarks. Teachers, with input from students, are responsible for developing the course outline for directed studies courses. (Independent/directed study is defined as a situation in which the student works independently and/or with a small group on a research study with teachers serving as resources. This method may be used for a portion of a course or for the complete course.) Students and teachers must collaborate and plan learning activities for work study and community service courses with teachers being responsible to monitor all student activities.

COMBINING OR INTEGRATING COURSES ACROSS CONTENT AREAS

Two or more courses can be combined and taught in integrated or thematic manner, but credit can be awarded separately, by content area. For example, American History and English Language Arts 2 can be combined into a back-to-back integrated, year-long, two-credit course with a thematic focus. The courses **must** be scheduled separately and adhere to Regulation 4530.1 with required number of standards-based instructional minutes in each content area.

The combined, integrated courses should address the course outlines and maintain the integrity of content area standards for each course.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP) provides students with the opportunity to take college-level courses and earn college credit while still in high school. These courses challenge students to master college-level materials and prepare them for the AP examination. By taking these courses, students will develop skills and study habits that will help them succeed at the college level.

AP courses are to be taught by trained teachers following College Board Advanced Placement course descriptions and only by schools which receive authorization to use the AP designation. Students taking these courses are strongly encouraged to take the AP exams, which are nationally graded on a five-point scale. Generally, scores three and above are considered passing. However, colleges and universities may have different score requirements for awarding of college credit.

All of the AP courses are grade-weighted on a five-point scale instead of a four-point scale. For example, in computing grade point averages, a “B” in an AP course is given four points. The HIDOE will also accept all weighted AP grades displayed on the student’s official transcript who enter the HIDOE from accredited secondary schools. (Reference Regulation 4510.1)

INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program (IB) is available at schools which have gone through an authorization process and are granted membership in the IB Program which grants the school permission to issue an IB Diploma. The authorization process is designed to ensure schools are well prepared to implement the program successfully. Schools are required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools. Courses are usually taken over a two year period in the content area.

All Higher Level IB courses in which there is a corresponding nationally/internationally administered exam are grade-weighted on a five-point scale instead of a four-point scale. Standard Level IB courses will be reviewed by state content specialists to determine if course content is equivalent to the rigor of other weighted courses. If rigor is determined to be equivalent, a weighted grade will be given. (Reference Regulation 4510.1)

RUNNING START COURSES

Running Start is a program that enables high school students to earn dual credit (community college and high school graduation credit) for taking and passing Running Start courses. All 100 level and above courses from the University of Hawaii Community College system are available for dual credit. Running Start courses are held on community college campuses and/or on-line and students must enroll in the Running Start program prior to taking the course to receive dual credit. That is, they must not only fulfill all registration requirements for and register at the college level, but they must also register for the credit at their high school prior to taking the course.

Higher education courses may be used for meeting graduation requirements since these courses expect performance and student products similar to college-level courses. If the Running Start course is designated “required” or “basic elective,” it may be used to fulfill the required content area credit for graduation. If the Running Start course is designated a “supplementary” or “specialized elective,” it may be used to fulfill the elective credit requirement for graduation.

Because the course content in the Running Start courses is dictated by postsecondary institutions and is not based on HIDOE standards per se, each high school Running Start course reflects a unique ACCN course code, i.e., Running Start courses will not be given numbers of existing ACCN courses. Running Start courses are listed in the SESS ON-LINE ACCN and start with the letter Z.

High schools submit the Running Start form, located in Section 3 of this Guide, to request new ACCNs for which no Running Start ACCN presently exists.

Courses completed in the Running Start program do not have weighted grades. The HIDOE will accept, but will not weight, transfer grades for students who enter the HIDOE with grades in college programs. (Reference Regulation 4510.1)

NEW COURSE PROPOSALS

Schools wishing to offer courses not listed in the ACCN may submit proposals for new courses. New course proposals should focus on content that is not already contained in existing courses.

Procedures and forms for proposing new courses are located in Section 3 of this Guide. All forms must be fully completed and submitted according to the timeline. The approval process begins approximately 18 months prior to the initiation of the course.

OTHER GUIDELINES

WORK-BASED LEARNING COURSE GUIDELINES

Work-Based Learning courses provide students with work experience in an existing occupation or career that is related to the student’s program of study. The work experience can be paid or unpaid and may occur during school hours.

All work-based learning courses must comply with Act 24/SLH 2006. Act 24/SLH 2006 has determined that the HIDOE shall be the responsible employer for students placed at private or public sector worksites as part of their work-based learning experience. As the responsible employer, the HIDOE must cover the worker compensation costs should an injury occur to a student placed at a private or public sector worksite.

In order for students to be covered by workers compensation in work-based learning courses, student participants must have a **training agreement** that identifies the expectations for the school site-coordinator (teacher), employer (mentor), student and parent. The agreement must be signed by all parties.

A **training plan** must also be developed that identifies the learning expectations, assessment practices and method of communication to be used by all parties involved.

Other requirements for implementing work-based learning courses:

The teacher must assess the suitability of the work site by considering the following:

- Safe working environment
- Appropriateness of the student’s training plan
- Cooperation of site mentor “employer”
- Clearly defined training agreement

The teacher must regularly monitor the student’s work experience (at a minimum twice monthly).

Work-Based Learning courses must meet the following criteria:

CRITERIA	DESCRIPTION
1. Addresses rigorous, challenging standards	Rigorous, relevant and challenging standards at the appropriate grade level are addressed in the course. The course provides unique or additional opportunities for students to acquire standards at a high level of performance. As with all courses, the General Learner Outcomes must be addressed.

CRITERIA	DESCRIPTION
2. Is standards-based	The work being performed must be directly related to the student's program of study and/or career interest. HCPS and Career Pathway standards provide the bases for curriculum design and delivery; instruction is standards-based—students are provided with direct instructional experiences to learn the standards; assessment of student work is based on the level of proficiency or mastery of content.
3. Is career-focused	The work study course enables students to: (1) explore a specific education, career or life option; (2) develop self-knowledge and self-assessment; and (3) develop skills and attributes necessary to acquire employment.
4. Provides work experience in a work site setting	The course exposes students <i>directly</i> to the world of work by providing hands-on work experience in a work site setting or on-the-job training in an actual career. A minimum of sixty (60) satisfactory work experience hours must be performed in order to receive a half (1/2) elective credit.
5. Is provided in conjunction with career counseling and guidance	Students who enroll in the Work-Based Learning courses should be provided with career counseling and guidance. The work experience should be coherent with the student's career goals.

For more information regarding Act 24/SLH 2006, please contact the Career and Technical Education Specialist at the Office of Curriculum, Instruction and Student Support.

SECTION 2: CONTENT AREA OVERVIEW

Career and Technical Education

Educational Technology

English Language Arts

Fine Arts

Health

Mathematics

Multi-Disciplinary

Physical Education

Science

Social Studies

World Languages

CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE) programs are designed to address the dynamics of life and work in a complex world. Most of the courses in this section were for many years included under Vocational and Applied Technology Education. Career and Technical Education now encompass both career guidance and career preparation courses within a career pathway structure.

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

Career and Technical Education goes beyond the kindergarten through grade twelve continuum that is articulated in the Hawaii Content and Performance Standards for Career and Technical Education. CTE also addresses rigor and relevance in the processes, materials, and systems of technology, their development, use, importance, and impacts. It is also concerned with industry, its organization, processes, resources, systems and products, and takes into consideration the socio-economic and environmental influences of industry and technology.

CAREER AND TECHNICAL EDUCATION IN THE ELEMENTARY SCHOOL

One of the challenges of implementing Career and Technical Education Standards is developing an articulated curriculum for grades K-12 that translates each of the standards into a planned curriculum that is developmentally appropriate for each grade level. For example, technology activities in grades K-2 should encourage students' developmental characteristics, including their natural curiosity and inventive thinking skills. Students could be given opportunities to explore and use wheels, axles, levers, gears, pulleys, and cams by playing with a variety of toys and construction kits that include these mechanisms. Throughout the elementary grades, students can begin to use the terminology associated with career and technical education. This vocabulary development can be acquired by involving students in activities that promote language development, such as orally presenting the multidisciplinary projects in which they have been involved. Teachers can integrate career and technical education with other curriculum areas throughout these grades; for example, math and science integrate very naturally with the study of technology. Learning activities based on the integration of math and science with technology will provide opportunities for students to gain a rich understanding of the world in which they live.

CAREER AND TECHNICAL EDUCATION IN THE MIDDLE SCHOOL

Career and Technical Education (CTE) in the middle school supports the implementation of the Department's middle level education policy. The Career and Technical Education program in the middle school (formerly Basic Practical Arts) is designed to provide broad-based exploratory experiences for all students. The CTE program seeks to acquaint students with technology and technological processes through problem-solving experiences, while reinforcing the academic curriculum. The constantly changing nature of society and work requires students to possess a strong foundation in the academic areas and a broad base of career awareness and exploration. CTE programs are a vehicle for students to address the Hawaii Content and Performance Standards for Career and Technical Education and prepare for entry into career pathways.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS IN THE MIDDLE SCHOOL

An integral part of the curricular program, Career and Technical Student Organizations (CTSOs) provide students with opportunities to learn, practice, and apply knowledge, skills and attitudes necessary for a successful transition into a career. Unlike most co-curricular activities, CTSO activities are directly linked to classroom learning. They provide additional quality educational experiences for students in leadership, teamwork, citizenship, and character development, which build and reinforce self-confidence, work attitudes, and communication skills beyond the classroom. They emphasize total quality at work: high ethical standards, superior work skills, lifelong education, and pride in the dignity of work. The following CTSOs have active state associations in the State of Hawaii and provide membership for middle school students:

- Family Career and Community Leaders of America (FCCLA): Public and Human Services
- Future Farmers of America (FFA): Natural Resources
- Junior Skills/USA: Industrial and Engineering Technology

CAREER AND TECHNICAL EDUCATION IN THE HIGH SCHOOL

Career and Technical Education (formerly Vocational-Technical Education) is a distinct but integral component of a quality education system. While all education has vocational aspects, comprehensive career and technical education programs help students develop the technical, academic, employability, and life skills needed for post-secondary education and high skill careers. At the secondary level, schools shall offer programs of study that integrate academic and career education organized within career pathways. Each program of study shall include a coherent sequence of courses based on academic, technical, and employability skills standards. Programs of study shall be formally articulated with post-secondary education institutions, labor, and industry. Assessment of career and technical education, which includes data on student achievement and post-secondary endeavors, shall be a continuous process and shall guide program improvement.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS IN THE HIGH SCHOOL

Career and Technical Student Organizations (CTSOs) provide students with opportunities to learn, practice, and apply knowledge, skills and attitudes necessary for a successful transition into a career. Unlike most co-curricular activities, CTSO activities are directly linked to classroom learning. They provide quality education experiences for students in leadership, teamwork, citizenship, and character development, which builds and reinforces self-confidence, work attitudes, and communication skills. They emphasize total quality at work: high ethical standards, superior work skills, lifelong education, and pride in the dignity of work. CTSOs The following CTSOs have active state associations in the State of Hawaii.

- Family Career and Community Leaders of America (FCCLA): Public and Human Services
- Future Farmers of America (FFA): Natural Resources
- DECA, An Association of Marketing Students: Business
- Skills/USA: Industrial and Engineering Technology
- Health Occupations Students of America (HOSA): Health Services

COOPERATIVE CAREER AND TECHNICAL EDUCATION

Cooperative Career and Technical Education (CCTE) is a high school program designed to assist students in making a smooth transition between school and the world of work by blending on-the-job work experiences with appropriate course instruction in school. CCTE is meant to be a cooperative arrangement between school and employers so that each contributes to the students' education and employability.

CAREER DEVELOPMENT AND GUIDANCE

Career Development and Guidance (formerly Guidance) instruction is based on the assumption that the direction and quality of growth can be influenced by appropriate intervention in the human development process. The goals of Career Development and Guidance are to: 1) provide students the information, understanding, attitudes and skills to make choices and decisions that facilitate their personal and social growth and adjustment, and 2) provide information and skills to facilitate lifetime educational and career development and planning.

CAREER PATHWAYS

Career Pathways provide a curriculum framework and delivery system for Career and Technical Education and is the basis for the CTE diploma designation. This ACCN section is organized to reflect the restructuring of Career and Technical Education to facilitate rigorous and relevant student learning that may culminate in a special CTE diploma designation and/or dual credit opportunities. Career Pathways have been designed to assist educators and students in making meaningful connections to broad areas (or clusters) of career opportunities reflective of the

current and emerging world of work. The Career Pathway structure engages students in a process that will enable them to identify career opportunities, assess their skills, establish career goals, and prepare for a career. The Career Pathway structure also provides the context in which to integrate the Hawaii Content and Performance Standards and Common Core Standards through the reinforcement and application of academic concepts in the context of technical, employability and life skills. This will enhance student learning by providing relevance and the opportunity for deep understanding.

The Six Career Pathways are:

- Arts and Communication
- Business
- Health Services
- Public and Human Services
- Industrial and Engineering Technology
- Natural Resources

The CTE staff under the Office of Curriculum, Instruction and Student Support is continuously developing Career Pathway Standards that integrate academic and industry technical skills standards. These standards provide the foundation for curriculum development in Career and Technical Education and are the basis for statewide articulation with post-secondary institutions. The current ACCN course offerings have been reorganized within the Career Pathway structure.

ARTS AND COMMUNICATION PATHWAY

The Arts and Communication Career Pathway includes career and programs of study related to the fashion technology and media technology. These may include creative or technical writing, illustrating, graphic designing, radio and television broadcasting, advertising and fashion design.

BUSINESS PATHWAY

The Business Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, and management and entrepreneurship.

The career and professional development components of business constantly change to reflect emerging trends in business. In our information-based economy the nature of work and jobs is changing dramatically. In addition to technical skills, today's workforce must be able to solve problems, make decisions, interact effectively with co-workers, apply knowledge, communicate using emerging technologies, and adapt quickly to a changing workplace.

HEALTH SERVICES PATHWAY

The Health Services Career Pathway program is transitioning to the Health Services Career Pathway. Career pathways are designed to provide learners with career information in conjunction with related academic and technical skill preparation. Courses offered within the

Health Services pathway will be based on National Health Care Skill Standards integrated with Hawaii Content and Performance Standards. The pathway model encourages a seamless continuum of learning between secondary education and post-secondary education, job placement, and/or further training.

PUBLIC AND HUMAN SERVICES PATHWAY

The Public and Human Services Career Pathway includes careers and programs of study related to economic, political, and social systems. Careers in child care, civil service, education, hospitality and the social services. These may include law and legal studies, law enforcement, public administration, child and family services, and social services.

Junior Reserves Officers' Training Corps (JROTC) in the Public and Human Services Pathway

Junior Reserve Officers' Training Corps (JROTC) is a career and technical elective program of instruction developed by representatives of the Army, Navy, Air Force, and Marine Corps. The curriculum is designed to teach high school students the value of citizenship, leadership, service to country, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. JROTC courses contribute to the development of career and life skills that are essential for a productive and healthy life. JROTC courses focus on motivating and preparing young people to be better citizens and responsible leaders while being aware of their rights, responsibilities, and privileges as American citizens.

Although a military organizational model and hierarchy provides the framework for curriculum, instruction, and assessment there is absolutely no military obligation for JROTC cadets. Cadets are required to periodically wear the military service uniform, which is loaned to each cadet.

JROTC offers opportunities for advance promotion for cadets who enlist in any branch of the military services. College scholarship opportunities are also available for cadets who want to pursue a college degree.

The JROTC curriculum is a grade 9 through 12 systematic progression of learning that is designed for a cadet's development at each level. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

INDUSTRIAL AND ENGINEERING TECHNOLOGY PATHWAY

The Industrial and Engineering Technology Career Pathway programs of study involve the application of scientific principles to solve practical problems of design, products, and systems. Industrial and Engineering Technology is concerned with helping students manage and respond sensitively to technology. Every human activity is dependent upon tools, machines, and systems. Technological literacy is the ability to use, manage, assess, and understand technology. A technologically literate person understands, in increasingly sophisticated ways that evolve over time, what technology is, how it is created, and how it shapes society, and, in turn, is shaped

by society. Furthermore, technology is evolving at an extraordinary rate, with new technologies being created and existing technologies being improved and expanded on a daily basis.

Students who study technology learn about the technological world that inventors, engineers, and other innovators have created. They study how energy is generated, transmitted and distributed. They examine communications systems. They delve into manufacturing and materials processing. They investigate transportation, information processing, and biological technology. They even look into new technologies, such as genetic engineering, or emerging technologies.

NATURAL RESOURCES PATHWAY

Natural Resources Career Pathway programs of study are related to natural sciences, agriculture and the environment. These may include agriculture, fisheries management, forestry, horticulture, wildlife management and many agribusiness/agri-industry occupations.

Natural Resources is a broad, encompassing term. The new vision for Natural Resources education describes this very broad field of study. Natural Resources education includes the financing, processing, marketing and distribution of agricultural products; farm production supply and service industries; health, nutrition and food consumption; the use and conservation of land and water resources; development and maintenance of recreational resources; and related economic, sociological, political, environmental, and cultural characteristics of the food and fiber system.

EDUCATIONAL TECHNOLOGY EDUCATION

Educational technology focuses on preparing students to be effective 21st century citizens and workers who are able to demonstrate a range of functional and critical thinking skills relating to information, media, and technology. Educational Technology provides learning opportunities for students to demonstrate effective technology-related skills and evidence relating to the General Learner Outcomes (GLOs).

The introductory course offerings listed in this section provides students with opportunities to learn fundamental information, media, and technology literacy-related skills. Students will focus on developing core skills and knowledge needed to succeed in today's global technology and media-suffused environment. Students will not only learn how to access and evaluate information but how to use and manage information as well. In order to be effective communicators in today's media rich environment, students will also learn to analyze media and how to use the appropriate technology media tools. Most importantly is students learn how to apply technology effectively and to be aware of the ethical/legal issues surrounding the access and use of information technologies.

In addition to the introductory courses, students will have the opportunity to transfer the learned foundational educational technology skills to advance level courses to pursue career development opportunities and/or post-secondary educational technology-related academia. Subject to availability, students may opt for courses that prepare them for industry recognized certifications such as Comp TIA A+, Cisco, or Adobe. For students pursuing post-secondary academia, they may opt to earn college credit through the AP Computer Science related course offerings.

ENGLISH LANGUAGE ARTS EDUCATION

The English Language Arts Program provides experiences to enable all students to meet the seven Language Arts Standards of the Hawaii Content and Performance Standards (HCPS) in grades 3-10 and the Common Core State Standards (CCSS) in grades K-2 and 11, 12. Grades K-2 and 11-12 will begin to implement the CCSS in 2011-2012 school year, and grades 3-10 will begin to implement the CCSS in the 2014-2015 school year. The Language Arts Standards are clear statements of what students should know and be able to do with language and to ensure that all students develop knowledge, appreciation and facility in using the English language in ways that will serve them well in all aspects of their lives.

The HCPS III Language Arts standards include the strands of Reading, Writing, and Oral Communication. These strands are divided into seven standards:

Strand I: READING

Standard 1: CONVENTIONS AND SKILLS—Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes

Standard 2: COMPREHENSION—Use reading strategies to construct meaning from a variety of texts

Standard 3: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical

Strand II: WRITING

Standard 4: CONVENTIONS AND SKILLS—Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

Standard 5: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose

Strand III: ORAL COMMUNICATION

Standard 6: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes

Standard 7: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation

Each of the Language Arts content standards is accompanied by benchmarks for each grade level. The benchmarks indicate the content to be learned by the end of that grade.

The CCSS include the four strands of, reading, writing, speaking and listening and language. Each of these strands is introduced by a specific set of College and Career Readiness (CCR) Anchor Standards. The Anchor Standards are identical across all grades. Grade-specific standards corresponding to the CCR Anchor Standards are provided for each individual grade from 3-8, and grade spans 9-10 and 11-12 in high school.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

Language Arts is required in grades K-12, but in grades K-5, it is not a separate course but part of the student's day. All strands of reading, writing and oral communication are taught, with a special emphasis in K-3 on reading with the goal of reading at grade level by the end of third grade.

LANGUAGE ARTS IN THE INTERMEDIATE/MIDDLE SCHOOL

Beginning with grade 6, language arts becomes a separate course required of all students. Course expectations are described in the ACCN and the awarding of units is based upon the student's proficiency in the Hawaii Content and Performance Standards. The student builds upon the literacy foundation established in the elementary grades by learning content knowledge and developing literacy skills that will satisfy the demands of the high school curriculum. The program consists of three **required courses** for all students:

- English Language Arts Grade 6;
- English Language Arts Grade 7; and
- English Language Arts Grade 8

and electives that can be taken *in addition to the required courses*. Elective courses cannot be used to substitute for required courses, nor can they be used to fulfill the English requirement.

LANGUAGE ARTS IN THE HIGH SCHOOL

The high school program consists of **required courses** in grades 9 and 10 with an option to supplement or substitute the required courses with **basic elective** courses in grades 11 and 12 only. In grades 9 and 10, the two required courses are:

- English Language Arts 1; and
- English Language Arts 2.

In grades 11 and 12, students may fulfill their language arts requirement by earning two credits in courses selected from the **basic electives** program. Those choosing to take English Language Arts 3 and English Language Arts 4 will receive a comprehensive language arts education that addresses all standards. The same would hold true for students taking Advanced Placement English. However, those selecting other basic elective courses should understand that these are highly focused courses that individually may not address all of the Language Arts Standards, so schools must advise these students carefully in selecting a series of electives that ensures a balanced and comprehensive Language Arts program. *Schools should also advise students that*

some colleges and universities may not accept some of the basic elective course credits as English graduation credit.

Students are also permitted to combine these options; for example, a student could complete English Language Arts 3 during the junior year and then complete British Literature and Expository Writing 1 in the senior year. All courses are repeatable; however, the additional credit may *not* be used to meet graduation requirements.

Specialized elective courses do not accrue English graduation credit, only elective credit. In this category are laboratory courses designed for students who may need extra time and support to complete the work for their Required or Basic Elective courses. These laboratory courses should be taken concurrently or in conjunction with the required or basic elective course. To meet the individual needs of special education students from ages 13 to 20, modified **non-credit** courses in English are provided. Courses that provide special language assistance to students of limited English proficiency are also included.

FINE ARTS EDUCATION

Fine Arts or “the arts” provide opportunities for students to learn and communicate in various modalities. Dance, drama, music, and visual arts focus on understanding oneself and communicating with other people. “The arts cultivate the direct experience of the senses; they trust the unmediated flash of insight as a legitimate source of knowledge. Their goal is to connect person and experience directly, to build the bridge between verbal and nonverbal, between strictly logical and the emotional” (National Standards for Arts Education, 1994). Through the study of the Fine Arts, students gain a greater understanding of their own culture as well as preparation for global citizenship.

The Hawaii Content and Performance Standards (HCPS) III for the Fine Arts addresses the knowledge and skills of dance, drama, music and visual arts. The standards express the rigor and qualities of student outcomes, as well as the similarities and differences among the disciplines. HCPS III defines a comprehensive Fine Arts education curricula which is vital in providing quality education to every child in Hawaii.

The Fine Arts standards are organized in three topic areas. These topic areas represent essential content that must be covered in each arts discipline. The topics are:

- **How the Arts are Organized**

Students explore how works of art – dances, scenes, songs, or images – are organized. Just as the elements of writing (words, sentences) can be organized into a variety of forms (essays, poems), so are the arts organized by elements and principles.

- **How the Arts Communicate**

Students also come to understand that the arts exist for a variety of purposes, or functions. Artists communicate their ideas and feelings through dance, drama, music, and/or visual arts. By studying “How the Arts Communicate,” students build literacy and develop critical thinking, analytical, and interpretive skills.

- **How the Arts Shape and Reflect Culture**

The arts also connect people across time and cultures. The arts are important in perpetuating cultures and developing bridges among various people. Studying the arts support students working together in a global society.

The knowledge, skills, and attitudes that students gain in dance, music, drama, and visual arts are learned while practicing three artistic processes: creating, performing, and responding.

- **Creating** refers to generating original artwork or performances. This may include but should not be limited to the expression of each student’s personal ideas through the arts.

Dance students express their ideas in the form of movement, choreography or improvisation. Through the creative process students can collaborate with others in shared expression.

Music students are encouraged to create new songs and rhythms using instruments and voices to improvise and compose sound stories, rhythmic phrases, and melodic lines.

Drama students create through immersion in stories, events, and other subjects. Even when students interpret characters from existing stories or plays, the process is a creative one.

Visual arts students use a variety of art materials, personal ideas, and artistic concepts to create original works. Students are encouraged to explore new ways of expressing their ideas and feelings.

- **Performing** involves presenting the arts in both formal and informal ways. In the visual arts, performing refers to students presenting and exhibiting their artwork, sharing their ideas, and intentions. In the performing arts of dance, music and drama, performing refers to the presentation of learned work, a process that calls upon the interpretive skills of students. Students progressively develop knowledge, skills, and techniques that allow them to perform with confidence, success, and insight.
- **Responding** in all four arts depends on keen observation, description, analysis and judgment. As part of the responding process, students reflect upon their own work as well as that of others. Teachers should introduce students at all grade levels to a rich array of important works of art in dance, music, drama and visual arts. Teachers must help students move through a series of questions that help them describe works of art before advancing to interpretation and judgment.

By incorporating the standards and the artistic processes, teachers at the elementary level can integrate with other content areas and provide a richer learning experience for students. Using integration strategies will help students learn and express themselves through various modalities. The arts also facilitate using the General Learner Outcomes because the arts promote working together and producing quality artwork and performances.

At the secondary level, the Fine Arts standards are separated into visual arts, music, drama, and dance courses which are electives. As part of a balanced curriculum at middle or intermediate schools, students are encouraged to take courses in either visual arts, music, drama, and/or dance. Students should have access and opportunity to take courses to address their individual talents.

As part of the high school graduation requirement, a student may choose to take two courses from either visual arts, music, drama and dance. Students have an opportunity to develop in-depth skills, knowledge, and attitudes in dance, drama, music, and/or visual arts standards which can be used to communicate and express themselves. Secondary teachers can incorporate the

standards and artistic processes in courses for students to address various learning styles and develop understanding of the arts in culture and the global society.

HEALTH EDUCATION

Health Education is a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, social and spiritual dimensions of health. It provides learning experiences for all students to enable them to meet the seven health education standards of the Hawaii Content and Performance Standards. The Health Education standards are clear, broad statements that identify what all students should know and be able to do to enhance their own health and to support healthy behaviors in others. Students will obtain, interpret, and understand basic health information and how it is connected to behaviors and services that promote health. Both content (topic) and skills are essential for effective Health Education. The content (topic) includes the current and relevant information, issues and concepts related to achieving good health. The skills include ways of communicating, reasoning, and investigating characteristics of a health-literate person.

The National Health Education Standards (NHES): *Achieving Health Literacy* were used to develop the Health Education Standards for the Hawaii Content and Performance Standards (HCPS). The HCPS provides rigor and relevance by setting high and challenging expectations for all students. In 2007, the American Cancer Society published the 2nd Edition National Health Education Standards, *Achieving Excellence*. The NHES offer educators the framework for planning and implementing comprehensive health education instruction Pre-K through Grade 12. The NHES is the recognized reference for health education in the United States and can be obtained at www.cancer.org/NHES.

The goal of Health Education is to empower learners to act by promoting and protecting their health and advocating for the health of others.

HAWAII CONTENT AND PERFORMANCE STANDARDS FOR HEALTH

1. Students comprehend core concepts related to health promotion and disease prevention. All standards must be taught in the following content (topic) areas:
 - Promote Mental and Emotional Health
 - Promote Healthy Eating and Physical Activity
 - Promote Personal Health and Wellness
 - Promote Safety and Prevent Unintentional Injury and Violence
 - Promote Tobacco-Free Lifestyle
 - Promote an Alcohol and Other Drug Free Lifestyle
 - Promote Sexual Health and Responsibility
2. Students access valid health information and health promoting products and services.
3. Students practice healthy behaviors and reduce health risk.
4. Students analyze the influences of media, culture, technology, and other factors to enhance health.
5. Students use interpersonal communication skills to enhance health.
6. Students use goal setting and decision-making skills to enhance health.
7. Students advocate for personal, family, and community health.

HEALTH EDUCATION IN THE INTERMEDIATE OR MIDDLE SCHOOL

The secondary Health Education program is organized around courses of study by semester. Middle schools also have a quarter exploratory wheel. Middle schools (grades 6-8) must offer courses that allow all students to meet the grades 6-8 cluster benchmarks. One semester total (two quarters) of Health Education is strongly recommended during 7th and/or 8th grade. Intermediate or middle school Health Education courses will emphasize the application of a variety of exploratory skills, which will help students learn about the many issues impacting their own health and the health of others. By the end of the 8th grade, Health Education courses will enable students to identify the many health risk areas affecting their personal health and the health of others, and to acquire the skills critical to make healthy informed choices.

HEALTH EDUCATION IN THE HIGH SCHOOL

High school Health Education consists of the required one-semester health course for graduation, as well as health electives that will meet students' needs and interests. Health Education in grades 9-12 will include the opportunity for students to study in-depth health risk areas and apply the skills necessary to make informed, healthy decisions. Students will have the opportunity to serve as health advocates at school and in their community.

REFERENCE

National Health Education Standards: *Achieving Health Literacy*. Joint Committee on National Health Education Standards, American Cancer Society Inc. 1997. National Health Education Standards: *Achieving Excellence*, 2nd Edition. American Cancer Society Inc. 2007.

MATHEMATICS EDUCATION

At its core, learning is about transforming information into knowledge. Thus, the Mathematics Education Program envisions all students in the State of Hawaii achieving mathematical competence through a curriculum that emphasizes

- literacy
- sense-making
- creating and using multiple representations
- utilizing technology as a teaching and learning tool
- problem solving
- communicating
- making conjectures and arriving at well-reasoned conclusions
- making connections among mathematical ideas
- making connections between mathematical ideas and everyday life experiences to apply mathematics in real-world contexts.

The Mathematics Education Program encourages teachers to design learning experiences that enable students to achieve the expectations for College and Career Readiness upon graduation from high school. Using the content standards as learning targets, learning experiences should be designed to provide students with opportunities to engage in sense-making about important ideas and skills that supports their development of mathematical proficiency throughout grades K-12. The National Research Council's publication, *Adding It Up* (2001), asserts five interwoven and interdependent components that define *mathematical proficiency*:

1. **Conceptual understanding:** Comprehending mathematical concepts, operations, and relations; students understand why a mathematical idea is important and the kinds of contexts in which it is useful.
2. **Procedural fluency:** Carrying out mathematical procedures (such as adding, subtracting, multiplying, and dividing numbers or expressions) flexibly, accurately, efficiently, and appropriately.
3. **Strategic competence:** Being able to formulate problems mathematically and to devise strategies for representing and solving them using concepts and procedures appropriately.
4. **Adaptive reasoning:** Having the capacity for logical thought, reflection, explanation, and justification; thinking logically about the relationships amongst concepts, facts, procedures, and solution methods and to see that they all fit together in some way; that they make sense.
5. **Productive disposition:** Seeing mathematics as sensible, useful, doable, and worthwhile, coupled with a belief in diligence and one's own efficacy.

All children, regardless of differences in ethnic background and socioeconomic status have the capacity to learn and succeed at high levels. Mathematics classrooms should be characterized by a caring environment, active engagement, inquiry, and a culture that promotes dialogue and a willingness to learn from one's mistakes. It is the responsibility of all mathematics teachers and

school leaders to ensure that all students are provided with meaningful learning opportunities that promote academic success, self-efficacy, personal growth, and an appreciation for the utility and beauty of mathematics that will inspire students to view the continued study of mathematics as a worthwhile pursuit.

MULTIDISCIPLINARY PROGRAMS AND COURSES

Multidisciplinary courses are courses in which the content is derived from two or more disciplines or subject areas and where no one discipline may predominate. Included in this area are courses that can be categorized under the following program areas:

- General Academic Skills courses
- Thematic or Integrated Studies courses
- English Language Arts—Media and Yearbook courses
- Leadership Development and School Service Courses

GENERAL ACADEMIC SKILLS COURSES

General Academic Skills courses help students develop skills necessary to succeed in school and to prepare for post-secondary educational requirements. Included in this area are study skills and research skills courses, as well as courses which specifically help students to maximize their performance on standardized tests.

THEMATIC OR INTEGRATED STUDIES COURSES

Thematic or integrated studies courses focus on broad themes or issues which may require knowledge, skills, and processes from a variety of disciplines.

MEDIA STUDIES COURSES

Media studies courses focus on the study about media as well as the development of knowledge and skills for producing and communicating effectively through a variety of media. Media includes television, film, and yearbook.

LEADERSHIP DEVELOPMENT AND SCHOOL SERVICE COURSES

Courses which fall in this area help to provide students with opportunities to learn and practice knowledge, skills, and processes in practical and real-life settings. Included are student activities leadership courses, community service courses, and work-study courses in school- or community-based settings.

THE STUDENT ACTIVITIES PROGRAM makes leadership development and service courses available to students for credit. The courses include service to the school and

community and leadership seminars. Many of the activities are conducted in laboratory settings where students are able to apply their learning through direct participation. The program includes continuous and sequential learning activities, as well as opportunities for students to participate on an individual or group basis. The leadership development course provides opportunities for students to acquire the skills and experiences necessary to participate actively as citizens, practicing and applying learned concepts, processes, and skills. It addresses the personal, social, and educational needs of students, providing them opportunities that help develop character, responsibility, critical thinking, and interpersonal relationship skills.

The Leadership Training course addresses the General Learner Outcomes and Hawai`i Content and Performance Standards from the following content areas: Language Arts, Health, and Social Studies.

COMMUNITY SERVICE experiences provide students with the opportunity to develop humanitarian attitudes by providing service to the larger community beyond the school. A half-credit is offered to students for 60 hours of community service, performed during the period of a semester or a school year, outside of school time. The program particularly addresses the General Learner Outcomes and the Hawai`i Content and Performance Standards from the following content areas: Social Studies and Health.

A sample of a form that can be used for documentation is on the next page. Schools may use this form or design their own.

PHYSICAL EDUCATION

Physical Education is the discipline that teaches students the knowledge and skills to be physically competent movers. Physical Education determines the curriculum content that students need to know and be able to demonstrate at benchmark grade levels. In its entirety, physical education builds a foundation of appropriate instructional practices to promote and facilitate the attainment of movement forms, concepts, skills, physical fitness, and the development and improvement of physical activity that can be maintained throughout life.

To properly address Physical Education, the Hawaii Content and Performance Standards (HCPS II) and *Moving Into the Future: National Standards for Physical Education* (2004) were adapted to develop the content standards. The General Learner Outcomes support the learning and attainment of the Physical Education standards and should be emphasized in instruction.

The goal of the Physical Education program is to empower learners to actualize a vision of themselves as competent movers with the skills and knowledge and desire to become life-long participants in physical activities.

The content standards for Physical Education are:

- Standard 1: MOVEMENT FORMS**—Use motor skills and movement patterns to perform a variety of physical activities
- Standard 2: COGNITIVE CONCEPTS**—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Standard 3: ACTIVE LIFESTYLE**—Participate regularly in physical activity
- Standard 4: PHYSICAL FITNESS**—Know ways to achieve and maintain a health-enhancing level of physical fitness

The Physical Education experience, in general, will include the fostering of acceptance of differences and the ability of each student to contribute to the physical activity setting by honoring the rules of the game and modeling appropriate behaviors. Teamwork and support will be stressed as students work toward individual, team and or group goals. A general emphasis will be placed upon guiding students to make a commitment to physical activity as an important part of one's own lifestyle. Each school's Physical Education department should engage in a process that results in a school plan that ensures that students will have the continued opportunity for participation in physical activity.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

Physical Education, in the elementary grades, is structured around accepted guidelines of motor and movement form development for all children. Instruction ensures integrated, cumulative physical education in each grade level. Experiences are provided so that each child has an equal opportunity to meet all the content standards in each grade cluster (K-2 and 3-5). The emphasis is on developing the mature forms of locomotor, non-locomotor, and manipulative skills and the application of combinations of movement forms into a variety of basic games and physical activity settings. Students also learn about the basic benefits of physical activity and are encouraged to choose health-enhancing pursuits both inside and outside of the school setting.

PHYSICAL EDUCATION IN THE INTERMEDIATE/MIDDLE SCHOOL

The secondary Physical Education program is organized around course study by semester (middle schools also have quarter options). Middle schools (grades 6-8) offer courses that allow all students to meet the grades 6 to 8 cluster benchmarks. The intermediate or middle level Physical Education courses emphasize the application of a variety of movement forms (locomotor, non-locomotor, manipulatives) in a wide range of adapted and modified games and sport activities. Physical Education provides opportunities to apply combinations of movement forms starting at a basic level and working towards more complex and changing situations. By the end of the 8th grade, Physical Education students will have acquired many of the specialized skills required to participate in a variety of recreational, fitness, and sport activities. In addition, Physical Education courses enable students to make the connections between physical activity and the many health-enhancing benefits of exercise. Students will develop a working knowledge of a variety of training and conditioning principles to choose activities and exercises that improve health-related fitness. It is strongly recommended that the semester PEP0005 – Physical Education grade 6, or its corresponding quarter courses, be taken in the 6th grade year; PEP0020 – Physical Education A, or its corresponding quarter courses, be taken in the 7th grade year; and PEP0035 – Physical Education B, or its corresponding quarter courses, be taken in the 7th or 8th grade year.

PHYSICAL EDUCATION IN THE HIGH SCHOOL

High school Physical Education courses will emphasize the acquisition of skills required to participate competently in a variety of physical activities including physical fitness experiences and target, invasion, net, field, and aquatics activities. The Physical Education courses enable students to use biomechanical concepts and scientific principles to analyze and improve the performance of self and others. Physical Education courses empower students to maintain and improve their own physical fitness, motor skills, and knowledge about physical activity, and help others achieve the same. As a result, students willingly participate in fitness activities, games, sports, dance, and other physical activities inside and outside of the school setting that contribute to the improvement or maintenance of health-related lifelong fitness.

In the high school, the 1.0 credit Physical Education requirement for graduation may be met by a student's successful completion of the 0.5 credit Required Course and a 0.5 credit Basic Elective Course which addresses HCPS III. Specialized Electives are specialized courses that address specific types of activities and some of the Physical Education HCPS III, but may not address all of the Physical Education standards. Successful completion of Specialized Elective courses will not earn physical education required graduation credit, but will earn elective credit.

REFERENCE

Moving into the Future National Standards for Physical Education: A Guide to Content and Assessment. National Association for Sport and Physical Education, McGraw-Hill, Boston, 1995.

SCIENCE EDUCATION

The Science Education Program provides learning experiences for *all* students to develop scientific literacy so that they may maintain and improve the quality of their lives and participate effectively as members of a global society. Scientific literacy is developed as students attain eight Science Content Standards of the Hawaii Content and Performance Standards (HCPS) III. The Science Content Standards are organized into **three** major **strands** of eight standards.

Strand I: THE SCIENTIFIC PROCESS

Standard 1: SCIENTIFIC INVESTIGATION—Discover, invent, and investigate using the skills necessary to engage in the scientific process.

Standard 2: NATURE OF SCIENCE—Understand that science, technology, and society are interrelated.

Strand II: LIFE AND ENVIRONMENTAL SCIENCE

Standard 3: Organisms and the Environment—Understand the unity, diversity, and interrelationships of organisms including their relationship to cycles of matter and energy in the environment.

Standard 4: STRUCTURE AND FUNCTION IN ORGANISMS—Understand the structures and functions of living organisms and how organisms can be compared scientifically.

Standard 5: DIVERSITY GENETICS AND EVOLUTION—Understand genetics and biological evolution and their impact on the unity and diversity of organisms.

Strand III: PHYSICAL, EARTH, AND SPACE SCIENCES

Standard 6: NATURE OF MATTER AND ENERGY—Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe.

Standard 7: FORCE AND MOTION—Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic.

Standard 8: EARTH AND SPACE SCIENCE—Understand the Earth and its processes, the solar system, and the universe and its content.

Scientific Inquiry and the Nature of Science standards thread through every science discipline and course offering. Thus, science contains the process for discovery, analysis, and a dynamic body of knowledge that is not only expanding, but is constantly under modification and verification. Instructional experiences designed to help students meet the Science Content Standards provide students with opportunities to engage in learning that supports their movement towards meeting the following goals of Science Education:

- To understand and apply the processes, ways of thinking and dispositions that humans have while investigating the natural world.

- To understand and apply the knowledge we know today about the world around us to our curiosities and in our daily lives.

Science is required in grades K-5, with an additional three years required in grades 6, 7, and 8, and three years in high school to meet current graduation requirements. The secondary program consists of year courses at the intermediate or middle school level and semester or year courses at the high school level that are organized in various course path sequences. *Schools must be able to ensure that, regardless of the course pathway, all students will meet all benchmarks within all eight Science Content Standards by the time they graduate high school.*

THE SCIENCE PROGRAM IN THE ELEMENTARY SCHOOL

The elementary Science Education program consists of instructional experiences that ensure that all students have opportunities to meet all benchmarks within all eight Science Content Standards of each grade level. In the early elementary grades, science can be integrated with other subjects and activities throughout the day. When the concepts require deeper learning, concentrated periods of science are needed. In the upper elementary grades, the curriculum is more demanding to meet the increased demands of the Science Standards and Benchmarks. Science should be taught daily in the upper elementary grades.

THE SCIENCE PROGRAM IN THE INTERMEDIATE/MIDDLE SCHOOL

All secondary science courses are laboratory and inquiry-based. At the intermediate or middle school level, a minimum of 60 percent of the science instruction time should be spent on laboratory-related activities. This time includes pre-lab instruction in the standards and benchmarks relevant to the laboratory, safety considerations, hands-on activities, and a post-lab segment for analysis and communication of results. Inquiry-based science is no longer divided into separate lecture and laboratory, but involves increased activities that mix the two, through small group and frequent hands-on opportunities. The integration of the science disciplines with appropriate content standards from other subject areas is encouraged, i.e. measurement standards in Math with data collection in Scientific Inquiry.

Intermediate or middle school (grades 6 to 8) courses should enable students to meet all eight science content standards and related benchmarks by the end of the eighth grade. The standards are arranged to include Inquiry and the Nature of Science at all grades, with a focus on Physical Science concepts in matter and energy, force and motion at grade 6, Life Science concepts in relationship to organisms and the environment, structure and function, unity and diversity, and reproduction and evolution at grade 7, and Earth Space concepts in Earth's processes, the Solar System, and the Universe with relevant Physical Science and Life standards at grade 8.

THE SCIENCE PROGRAM IN THE HIGH SCHOOL

At the high school level, a minimum of 50 percent of science instruction time should be spent on laboratory-related activities. As in the intermediate or middle schools, this time includes pre-lab instruction in the standards and benchmarks relevant to the laboratory, safety considerations, hands-on activities, and a post-lab segment for analysis and communication of results. Inquiry-based science involves increased activities that mix lecture and laboratory, through small group and frequent hands-on opportunities. High school students may earn their three science credits required for graduation at any time during grades 9-12. **Regardless of course selection, students must meet all 8 Science Content Standards upon successful completion of a minimum of 3 science credits.** There are no courses outside of the Science ACCN course offerings that students may take in order to satisfy the minimum 3 science credits required for graduation.

SOCIAL STUDIES EDUCATION

Social Studies Education, as embodied in the courses of study listed in this section, must be presented in ways that will enable all youngsters to learn the Social Studies concepts, content, and processes thoroughly and successfully, thus enabling each student to meet the Social Studies Content Standards of the Hawaii Content and Performance Standards (HCPS). The Social Studies Standards are broad statements of what students are expected to know and do in each of the disciplines. The benchmarks are more specific, each emphasizing the specific content and skills required by the related topic and serve as the foundation for the curriculum to help students reach common objectives for their grade or course.

The Social Studies content standards and benchmarks have been developed for five major disciplines that make up the five strands within the Social Studies. They are History, Political Science/Civics, Cultural Anthropology, Geography, and Economics. The standards represent the essence of each discipline, therefore requiring focus on open-ended problems and issues, themes and major concepts, and the skills and processes that are endemic to each discipline.

The Social Studies content standards reflect the goals as stated in *Meeting the Challenge: A Framework for Social Studies Restructuring* (Hawaii Department of Education, May 1995) and *Curriculum Framework for Social Studies* (Hawaii Department of Education, May 2003). The goals enable all learners to develop:

- civic responsibility and the skills of a participating citizenry;
- perspective on their own life experiences so that they see themselves as makers and shapers of the larger human adventure in time and place;
- critical understandings of the history, geography, economic, political, and social institutions, traditions, and values of the United States as expressed in unity, diversity, and interdependence;
- appreciation of the global diversity and interdependence of the world's people, institutions, traditions, values, and environment; and
- critical dispositions and habits of mind appropriate to the world of work and life-long learning.

These goals are reflected in the Social Studies Content and Performance Standards and benchmarks and, thus, must be integrated into each of the Social Studies courses. The benchmarks within the content standards should be viewed as guiding the content and skills within each Social Studies course.

Social Studies courses from grades 6-12 are organized into general categories: Social Sciences, Government, History, Philosophy/Humanities, Ethnic Studies, and Directed Studies. All courses will encourage active learning and accept every student as a valued member of the learning community.

SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Social Studies in the elementary grades are structured around universal concepts, i.e., big ideas with which we think and talk about the world around us. They ensure integrated cumulative Social Studies learning. Experiences are provided so that each child has equal opportunity to meet all of the content standards in each cluster (grades K-3 and 4-5).

SOCIAL STUDIES IN THE INTERMEDIATE OR MIDDLE SCHOOL

Intermediate or middle schools (grades 7-8 or 6-8) should offer social studies courses that allow all students to meet the 6-8 standards and benchmarks. The middle school social studies curriculum needs to include topics that engage the students' interests, as well as extend their context for learning to gain a global perspective.

Young adolescents' developmental characteristics have been clearly defined. Physical characteristics include marked increases in body growth, skeletal and structural changes, widely varying developmental rates and faster development in girls than in boys. Psychosocial characteristics include increased social interactions, and concern with friendships, constant examination of development and overall "self" quests for freedom and independence and fluctuating self-concept. Cognitive characteristics include increased abilities to think hypothetically, abstractly, reflectively, and critically, and to make ethical and moral choices.

Promising programs in social studies can take several directions. Supplementary activities to use with textbooks and new programs to replace present texts emphasize active learning and participation in research, community and other civic projects. Content should increase students' thinking about and discussion of diverse multicultural perspectives of history, contemporary and geographical events and issues. Students should be using primary source materials and engaging in authentic inquiry.

Social studies experiences and activities should include cooperative learning, small and large group activities, experiential learning, and exploratory programs. Grouping students by ability should be avoided at all costs. Equating ability or achievement levels with development can result in dire consequences for academic achievement, self-concept, multicultural concerns, and teacher behaviors. (Manning and Lucking, 1990)

REQUIRED INTERMEDIATE/MIDDLE SCHOOL SOCIAL STUDIES COURSES

COURSE NO.	COURSE TITLE	LENGTH	GRADE LEVEL
CHW0600	SOCIAL STUDIES, GRADE 6	YEAR	6
CER0700	SOCIAL STUDIES, GRADE 7A	SEMESTER	7
CHR0700	SOCIAL STUDIES, GRADE 7B	SEMESTER	7
CHU0800	SOCIAL STUDIES, GRADE 8	YEAR	8

SOCIAL STUDIES IN THE HIGH SCHOOL

High Schools (grades 9-12) must offer the required Social Studies courses and electives which will allow students the opportunity to meet the 9-12 standards and benchmarks. Social Studies in grades 9-12 includes the opportunity to study our national history in depth, the encounters and exchanges that have characterized our world history, and people and places across the globe and here at home.

Social Studies must include one year each of U.S. and World History (in grades 9 and or 10 as determined at the school level), one semester each Modern Hawaiian History and of Participation in a Democracy (in grade 11), and two semesters devoted to the study of other disciplines. Though there are a variety of courses from which students may choose, what is important is the integrity of the content standards that form the basis for these curriculum designs. Even more important are the real children, the real teachers, and the real classrooms in which learning thrives.

Social Studies in the high school includes both descriptive and procedural knowledge of the disciplines. Critical and creative thinking and problem-solving activities should be emphasized to enable students to gather and weigh data from varied sources, make judgments, and formulate conclusions. Teachers need to pose questions that will promote genuine classroom discourse and engage students in rigorous and relevant thinking strategies. Classroom methodology needs to be varied to account for different learning styles, talents, and interests of students. Adolescents need opportunities to develop and apply previously-learned academic and social participation skills to new content by examining critical issues in detail from different perspectives. Active learning is encouraged, as is direct involvement in the community through civic action. A wide range of student instructional materials and teacher references will encourage learning and promote life-long education.

REQUIRED HIGH SCHOOL SOCIAL STUDIES COURSES

COURSE NO.	COURSE TITLE	LENGTH
CHR1100	MODERN HISTORY OF HAWAII	SEMESTER
CGU1100	PARTICIPATION IN A DEMOCRACY	SEMESTER
CHU1100	U.S. HISTORY AND GOVERNMENT	YEAR
CHW1100	WORLD HISTORY AND CULTURE	YEAR

For the fourth required Social Studies credit, students may take any Social Studies basic elective(s) totaling one credit. Social Studies basic electives may also be taken for credit applied toward the six-credit elective graduation requirement.

WORLD LANGUAGES EDUCATION

The World Languages Program provides learning experiences for all students to enable them to meet the five World Languages standards of the Hawaii Content and Performance Standards. The standards are designed to respond to the Hawaii Revised Statutes, Section 302A-1128, which was amended in 2003 (by Act 220, 2003 Session Laws of Hawaii) and states that the Department of Education "...shall regulate the courses of study to be pursued in all grades of public schools and classify them by methods the department deems proper; provided that: ... (3) the course of study and instruction for the first twelve grades shall provide opportunities for all students to develop competency in a language in addition to English."

The five content standards for World Languages describe the skills and knowledge to be achieved through progressive stages of proficiency, beginning in kindergarten and continuing through grade 12. They organize the goals of the World Languages program into three strands: Communication, Cultures, and Comparisons.

Instructional experiences will provide students with the opportunity to meet the overall goal of the World Languages Program: to enable students to communicate with other people in other cultures by developing listening, speaking, reading and writing proficiencies in a language in addition to English; and to participate more fully in the global community by increasing their awareness of the perspectives of other cultures.

Currently, schools are encouraged to offer the longest sequence possible and to encourage students to continue their language studies through grade 12. Nearly half of the state's elementary schools have begun to incorporate elementary language learning experiences and provide limited instruction in a language in addition to English.

All high schools must offer at least a two-year sequence of one or more languages in order to be sure that students have sufficient opportunities to meet graduation requirements, should they choose the option of completing two credits of World Languages to meet the graduation requirements. Secondary course offerings must allow for: 1) beginning Stage I learning in middle and/or high school (for students who did not receive World Language instruction in the elementary grades,) and 2) continuing courses at Stages II and III for those who are continuing their language studies from elementary and/or middle school.

HAWAII CONTENT AND PERFORMANCE STANDARDS

In order to move forward with the implementation of the World Languages standards, schools should develop plans to provide an articulated course of study across their complex that supports the progressive growth of language proficiency from grades K-12. Intermediate/middle schools can provide this vital bridge from elementary to high school in continuing such a sequence.

Articulation among teachers at all levels will also be needed to arrange the materials and instruction in a progressive sequence in order to achieve the outcomes specified in the standards and ensure that prior learning is valued, reinforced, and expanded.

All five areas of the national *Standards for Foreign Language Learning* (1995) have been condensed into three strands—Communication, Cultures, and Comparisons—which organize the Hawaii Content standards. The three strands are to be incorporated into World Languages courses as indicated in the ACCN course descriptions. Schools may also want to consult the national *Standards for Foreign Language Learning* (1995) documents for ideas on designing instructional strategies to apply the standards in the content areas of Connections and Communities.

Implementation of the World Languages standards will require planning with elementary and middle/intermediate schools to provide early language learning experiences designed to help students begin high school having completed Stage I learning and therefore the Years 1 and 2 benchmarks. However, Stage I courses are included in the high school offerings to reflect a schools' needs during this transitional phase in which most students currently begin their second language learning (i.e., Stage I) at the high school level.

Schools wishing to offer languages not presently included are encouraged to do so by submitting a request for a new standards-based course for a language that best meets the needs and interests of their students.

TYPES OF COURSES FOR WORLD LANGUAGES

Intermediate or Middle School Courses:

The types of courses available to middle schools are varied to allow for variations in the ways school complexes and districts articulate their K-12 language learning opportunities.

Exploratory. *Exploratory* courses may be appropriate for middle school students who:

- a) have not been provided with language learning experiences and need exposure to strategies for learning new languages as well as sampling of languages to help make a selection that meets their needs; or
- b) participated in an elementary program in a specific language and who wish to have exposure to other languages offered.

Introduction. *Introduction* courses may be appropriate for middle school students who anticipate continuing the study of a single language. For students who have had elementary language learning experiences, this may be a transition to introduce them to formal and structural aspects of language that will accelerate their performance in high school courses.

Language and Culture Level. *Language and Culture Level* courses, beginning with Level 1, are included in the High School courses. Intermediate/middle schools wishing to offer the same course as the high school may use those ACCN numbers. Credit for a Level 1 high school course taken in the intermediate/middle school can be awarded retroactively by the high school

after the student passes the next higher level course with a grade of "C" or better.”

High School Courses:

The World Languages high school program consists of up to five levels of instruction in 12 languages. All high schools and some middle and intermediate schools select their course offerings from the following descriptions: Chinese, Filipino, French, German, Hawaiian, Ilokano, Japanese, Korean, Latin, Russian, Samoan, and Spanish.

LEVELS OF PROFICIENCY

European and Pacific language course descriptions are separated from the Asian languages to reflect research findings regarding the differences in time needed to learn different languages. The School of Language Studies in the Foreign Service Institute has determined that some languages are considered to be of a higher difficulty level for speakers of English. Therefore, languages have been grouped in different categories—Spanish, French, and other European languages are classified under Group I, while languages such as Japanese and Chinese in Group IV. More contact hours will be needed for the languages in Group IV to achieve the same level of proficiency than for languages in Group I. These needs have been taken into consideration in the discussion of which benchmarks should be targeted, developed and attained at various levels.

REFERENCE

Standards for Foreign Language Learning: Preparing for the 21st Century. American Council on the Teaching of Foreign Languages, Inc., Yonkers, NY, 1995.

SECTION 3: NEW COURSE PROPOSAL PROCEDURES

Schools wishing to offer courses not listed in the ACCN may submit proposals for new courses by following the procedures listed on the following pages. New course proposals should focus on content that is not already contained in existing courses. All proposals must substantially address state standards at appropriate grade level rigor. Schools submitting new course proposals should also be prepared to provide copies of syllabi and give assistance or training to other schools wishing to implement the new course.

Outside agencies (non-Department of Education) may use the same forms to propose a new course for public school students. Fields which do not apply can be left blank or marked “Not Applicable” (i.e. School name). Outside agencies may contact OCISS for assistance in filling out forms and to receive clarification on necessary supporting documents. OCISS personnel, however, are not available to develop a course for an outside agency.

Any questions may be directed to the OCISS staff member who is responsible for the ACCN process or for specific content questions contact the respective content specialist.

PROCEDURES FOR REQUESTING NEW COURSES FOR THE AUTHORIZED COURSES AND CODE NUMBERS (ACCN)

Requests for new ACCN courses will be reviewed on an **annual** basis as shown in this timeline.

ACTIONS	RESPONSIBILITY	TIMELINE
1. School prepares and submits Form ACCN-1 (Request for New ACCN Course) <i>with all necessary attachments</i> to Complex Area Superintendent.	School	No later than February 1
2. Complex Area Superintendent makes recommendations and/or comments, signs form, and forwards Form ACCN-1 and attachments to appropriate Content Area Specialist/ACCN Specialist in Office of Curriculum, Instruction and Student Support (OCISS).	Complex Area Superintendent	March 1
3. OCISS Content Area Specialist/ACCN Specialist reviews Form ACCN-1 and attachments, completes Form ACCN-2 (Response to New Course Request for the ACCN), and routes Form ACCN-2 to Assistant Superintendent for signature.	OCISS Content Area Specialist/ACCN Specialist	April 1
4. Assistant Superintendent reviews, signs and returns Form ACCN-2 to OCISS Specialists.	OCISS Assistant Superintendent	May 1
4a. School and district are notified by Content Area Specialist/ACCN Specialist via signed Form ACCN-2 as to whether the course proposal: <ul style="list-style-type: none"> • Has been approved as a pilot course for a two-year period; • Is not approved; or • Must be revised and resubmitted. * 4b. Copy of Form ACCN-2 is sent to IRM by Content Area Specialist/ACCN Specialist.	OCISS Content Area Specialist/ACCN Specialist	June 1
* If revision and resubmittal is necessary: <ul style="list-style-type: none"> • School resubmits the Form ACCN-1 to Complex Area Superintendent with all necessary attachments. • Complex Area Superintendent resubmits the Form ACCN-1 with suggested revisions to OCISS Content Area Specialist/ACCN Specialist. • Second review by OCISS Content Area Specialist/ACCN Specialist on Form ACCN-2. • School and district are notified by Content Area Specialist/ACCN Specialist via Form ACCN-2. 	School and Complex Area Superintendent Complex Area Superintendent OCISS Content Area Specialist/ACCN Specialist	June 30 By July 31 By August 15
5. School prepares/prints registration material with new pilot course listed.	School	September - October
6. SESS On-Line system updated	SIS	September - October

ACTIONS	RESPONSIBILITY	TIMELINE
7. School pre-registers students for the new course.	School	December – January
8. New course is offered and taught. <i>During this time, teachers are encouraged to consult with the principal, Complex Area Superintendent, and OCISS Content Area Specialist for advice or help with implementation or evaluation.</i>	School	Two school years
9. School prepares and submits FORM ACCN-3 (New Course Evaluation) and submits <i>with all necessary attachments</i> to the Complex Area Superintendent at the end of the first school year of the pilot. <ul style="list-style-type: none"> Complex Area Superintendent reviews and forwards to OCISS Content Area Specialist/ACCN Specialist. <i>NOTE: The evaluation is due after the first year of the pilot to meet school registration timelines. The school can continue to offer the course for the second year while the course is evaluated.</i>	School Complex Area Superintendent	No later than June 1 of the first school year of implementation; June 15 of the 2 nd year of implementation.
10. OCISS Content Area Specialist/ACCN Specialist reviews Form ACCN-3 and attachments, completes Form ACCN-4 , and forwards form to Assistant Superintendent for signature.	OCISS Content Area Specialist/ACCN Specialist	July 15 of 2 nd year of implementation
11. Assistant Superintendent reviews, signs, and returns Form ACCN-4 to OCISS Content Area Specialist/ACCN Specialist.	OCISS Assistant Superintendent	July 31 of 2 nd year of implementation
13a. School and Complex Area are notified by OCISS Content Area Specialist/ACCN Specialist via signed Form ACCN-4 as to whether the new course: <ul style="list-style-type: none"> Will be a permanent ACCN course. Is not approved. 13b. Copy of Form ACCN-4 is sent to IRM by OCISS Content Area Specialist/ACCN Specialist.	OCISS Content Area Specialist/ACCN Specialist	August 15 of 2 nd year of implementation
14. OCISS Content Area Specialist/ACCN Specialist provides all necessary information for the SESS On-Line System.	OCISS Content Area Specialist/ACCN Specialist	August 31 of the 2 nd year of implementation
15. All schools are notified of the new ACCN course via DOE Memos and Notes.	OCISS Assistant Superintendent	September 15 of the 2 nd year of implementation
*16. Course continues to be taught a third year, providing evaluations are submitted by the deadline (see item 10 above). If evaluations are not submitted by the deadline, authorization for the course will be denied for the third and subsequent years.	School OCISS Content Area Specialist/ACCN Specialist	Year 3

NOTE: All steps may be completed earlier than stated in timeline, however, **late** submittals may not be processed.

FORM ACCN-1 NEW COURSE REQUEST FOR THE AUTHORIZED COURSES AND CODE NUMBERS (ACCN)

Please fill in all information below and **attach the course syllabus** before submittal to Complex Area Superintendent.

School:		Phone:	Fax:
Principal's Name:		District:	Date:
Name and Title of Contact Person at School:		Phone, Fax, and E-mail of contact:	
Subject Area:	Title of proposed course:	Check one: __year __quarter __semester	
Effective Date (check one) Note: Approval is for the school to offer the course as a pilot for only the two-year period checked (spring semester requests will be counted from the previous fall). Please follow "Procedures for Requesting New Courses for the Authorized Courses and Code Numbers (ACCN)" __Begin--Fall 2__ ; End--Spring 2__ __Other (specify):			
Rationale for proposed course (Explain how the course will improve student achievement and in what area(s), give relevant student achievement data that shows need for course, and other reasons)			
Names, titles, organizations of persons involved in developing course:			
Principal's Name (printed or typed) and Signature of Approval:			Date:
Complex Area Superintendent's Recommendations and/or comments:			
Complex Area Superintendent's Signature:			Date:

*Deadline: No later than February 1 the year prior to course implementation.
(Process takes approximately 18 months)*

COURSE SYLLABUS

(Attach and submit with FORM ACCN-1)

At a minimum, the syllabus should contain the following items:

1. Course Title
2. Course Number
3. Grade Level(s) of students who may enroll in the course
4. Length of Course—year, semester, quarter (for middle school only)
5. Course status—e.g., required, elective

COURSE CONTENT:

6. List of (a) HCPS Content Standards/Common Core State Standards (b) grade level or course benchmarks/standards, and (c) other goals and objectives that the course *substantively* addresses. This means that sufficient time, instructional topics, and activities provide appropriate learning opportunities for students to attain proficiency in the benchmark and/or standard. Also, the syllabus must indicate that student proficiency on the benchmarks/standards will be assessed.
7. Course topics—indicate the major topics to be covered.
8. Time frame—indicate the approximate time that will be allowed on each topic.
9. Major instructional activities—provide a brief description of the teaching and learning activities that will assist students in learning the content and skills at a proficient level.
10. Classroom assessments—provide a description of what students will be assessed on, a description of the assessment methods, tasks and criteria.

If possible, link items 6, 7, 8, and 9 by using a table such as the following:

Standard, Grade Level or Course Benchmarks, and other course goals or objectives	Topics and amount of time to be allowed for each topic	Major instructional activities	Assessments: What students will be assessed on; include assessment tasks, methods and criteria.

FORM ACCN-2 RESPONSE TO NEW COURSE REQUEST FOR THE ACCN

Name of person completing this report (Educational Specialist for ACCN Content Area):	Date:
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School:	Complex Area:	Date:
Subject Area:	Title of proposed course:	Check one: __year __quarter __semester

Your New Course Request for the above course:
 ___ has been approved as a pilot for a two-year period (see below).
 ___ is not approved.
 ___ must be revised and resubmitted (original forms are attached).

Reasons, recommended changes, and comments (attach sheets if necessary):

Approved ACCN Number:	ACCN Course Title:	ACCN Short Name:
ACCN Content Area	HQT Core Subject Area <input type="checkbox"/> LArts <input type="checkbox"/> Hist <input type="checkbox"/> Geog <input type="checkbox"/> Science <input type="checkbox"/> VArts <input type="checkbox"/> WLang <input type="checkbox"/> Econ <input type="checkbox"/> Civics <input type="checkbox"/> Math	License Required : Content _____ Grade Span _____
Effective Date: __Begin--Fall 2 __; End--Spring 2 __ __Other (specify)		

*Please note that this approval is only for the two-year period indicated. **Form ACCN 3** must be submitted by June 1, at the end of the second pilot year, to OCISS, Instructional Services Branch (use Form ACCN 3). Please note that OCISS will not be responsible for late submittals which may result in the school not meeting registration deadline requirements. Please refer to "Procedures for Requesting New Courses for the Authorized Courses and Code Numbers (ACCN)" for timelines.*

State Educational Specialist's Typed Name and Signature:	Date:
OCISS Branch Director's Typed Name and Signature:	Date:
OCISS Assistant Superintendent's Typed Name and Signature:	Date:

- c: Complex Area Superintendent
- IRM/SIS
- OCISS Section Administrators and Branch Directors

FORM ACCN-3 PILOT (NEW) ACCN COURSE EVALUATION

Check one: ___ 1st year (2 ___ to 2 ___) ___ 2nd year (2 ___ to 2 ___)

School:		Phone:	Fax:	
Principal's Name:		Complex Area:	Date:	
Name and Title of Contact Person at School:		Phone, Fax, and E-mail of contact:		
ACCN Course Title:	ACCN Number:	Check one: ___ year ___ quarter semester	Subject Area:	
ACCN Content Area	HQT Core Subject Area <input type="checkbox"/> LArts <input type="checkbox"/> Hist <input type="checkbox"/> Geog <input type="checkbox"/> Science <input type="checkbox"/> VArts <input type="checkbox"/> WLang <input type="checkbox"/> Econ <input type="checkbox"/> Civics <input type="checkbox"/> Math		License Required : Content _____ Grade Span _____	
Names of teachers who have taught the course	No. periods course was taught	No. of students enrolled in course by grade		
		6-8	9-10	11-12

Please attach a narrative which answers the following questions:

1. Describe the conditions that still make the course necessary and the reasons why this course should be made a regular statewide ACCN offering.
2. Please ***attach a final course syllabus***. Describe the changes made to the course syllabus that was originally submitted. Describe why these changes were made.
3. Describe the extent to which the Hawaii Content and Performance Standards and course objectives were met through this course. Attach documentation that serves as evidence of student learning. Quantify and summarize student achievement and other relevant information in this documentation.

Principal's Signature:		Date:
Complex Area Superintendent's Recommendation: ___ Recommend adding course to ACCN as a regular course ___ Recommend not approving course ___ Other recommendation (please specify) Comments:		
Complex Area Superintendent's Typed Name and Signature:		Date:

*This is due no later than June 1 of the 2nd year of pilot.
Please submit to the ACCN specialist or appropriate subject area specialist in the
Office of Curriculum, Instruction and Student Support*

FORM ACCN-4 ACCN COURSE MAINTENANCE FORM

___ New Course Addition ___ Course Deletion ___ Other: _____

Name of person completing report (Educational Specialist for ACCN Content Area):	Date:
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ACCN course title:	ACCN Number:	Check one: ___ year ___ quarter ___ semester	Subject Area:
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ACCN Content Area	HQT Core Subject Area <input type="checkbox"/> LArts <input type="checkbox"/> Hist <input type="checkbox"/> Geog <input type="checkbox"/> Science <input type="checkbox"/> VArts <input type="checkbox"/> WLang <input type="checkbox"/> Econ <input type="checkbox"/> Civics <input type="checkbox"/> Math	License Required : Content _____ Grade Span _____
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No. of credits: ___ .0 ___ .250 ___ .500 ___ 1.000	Repeatable? ___ Yes ___ No	Prerequisite:	Restriction:	Grade Level(s):
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School(s) Granted Exception:	Applicable to school year(s):
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The following action is being recommended for the above course:

- ___ The course will be included in the ACCN as a permanent course.
- ___ The course is not approved for inclusion in the ACCN.

Reasons, recommended improvements, and comments (attach additional sheets if necessary)

State Educational Specialist's Typed Name and Signature:	Date:
OCISS Branch Director's Typed Name and Signature:	Date:
OCISS Assistant Superintendent's Typed Name and Signature:	Date:

- c: Complex Area Superintendent
- IRM/SIS
- OCISS Section Administrators and Branch Directors

RUNNING START REQUEST FOR NEW AUTHORIZED COURSE CODE NUMBER (ACCN)

Please fill in all information below and **attach course catalog description** before submittal to the Curriculum and Instruction Branch, Hawaii Department of Education.

School: Complex:	Principal:	School's Registrar's Phone:
Student:	Grade:	University of Hawaii Campus:

Counselor's Name: (print) Signature:	Date Signed:
Registrar's Name: (print) Signature:	Date Signed:

NOTE: Registrar may use "55555555" as State ID (eSIS) for college course instructor.

University of Hawaii Campus Course Code and Title: (Attach course catalog description)	Semester: ___Fall ___Spring ___Summer Year _____
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Send form to: Standards Resource Development Specialist
Curriculum and Instruction Branch
475 22nd Avenue, Rm. 222
Honolulu, Hawaii 96816

Content Area Specialist Name: (print) Signature:	Date Received:
ACCN Course Code: _____ ACCN Course Title _____	Date Assigned:

Director or Designee Name: (print) Signature:	Date Signed:
Copy of form with new ACCN Course Code/Title sent to SIS <i>SIS inputs new ACCN course into Student Information System and notifies school</i>	Date Sent:
Running Start Program notified of new ACCN Course	Date Notified:
Copy of form with new ACCN Course Code/Title sent to School Registrar <i>Original form kept on file with Curriculum Instruction Branch</i>	Date Sent:

Registrar:

1. Enroll student in generic Running Start course until new ACCN Course Code is assigned.
2. Post new ACCN Course Code on the student's official transcript.