



# Archbishop Hannan High School

*Caritas Vinculum Perfectionis*

## Curriculum Guide 2021 – 2022

# TABLE OF CONTENTS

<b>GENERAL INFORMATION</b>	<b>P. 3</b>
<b>RELIGIOUS STUDIES DEPARTMENT</b>	<b>P. 7</b>
Religious Studies Core Courses	P. 7
Religious Studies Electives	P. 9
<b>ENGLISH DEPARTMENT</b>	<b>P.10</b>
English Core Courses	P.10
English Electives	P.14
<b>MATHEMATICS DEPARTMENT</b>	<b>P.15</b>
Mathematics Core Courses	P. 15
Mathematics Electives	P. 19
<b>SCIENCE DEPARTMENT</b>	<b>P. 20</b>
Science Core Courses	P. 20
Science Electives	P. 23
Science Stem-related Electives (PLTW)	P. 24
<b>SOCIAL STUDIES DEPARTMENT</b>	<b>P. 26</b>
Social Studies Core	P. 26
Social Studies Electives	P. 29
<b>WORLD LANGUAGE DEPARTMENT</b>	<b>P. 33</b>
French Courses	P. 33
Latin Courses	P. 33
Spanish Courses	P. 34
<b>FINE ARTS AND MEDIA DEPARTMENT</b>	<b>P. 35</b>
Visual Arts Courses	P. 35
Music Courses	P. 36
Theater Arts Courses	P. 39
Media Courses	P. 40
<b>PHYSICAL EDUCATION DEPARTMENT</b>	<b>P. 42</b>
<b>THE UNSTRUCTURED PERIOD</b>	<b>P. 44</b>

## GENERAL INFORMATION

This Curriculum Guide has been prepared to acquaint you, the student and parent, with the course selections offered at Archbishop Hannan High School and to assist you in selecting courses wisely during your high school career. Please take time to familiarize yourselves with this guide so that you can select those courses which interest you and which will meet graduation requirements.

Your counselor is ready to assist in creating a four-year plan and selecting future courses. Any question concerning graduation requirements should be addressed to your counselor. Questions concerning course descriptions and content should be addressed to the department chairperson of the respective department of the course in question or to the Scheduler. **Please note that elective classes may or may not have sufficient enrollment each year for the class to be offered. The administration will determine the circumstances under which an elective class is scheduled.**

### Calendar

The academic year consists of two semesters. Each semester stands independently with classes passed or failed per semester. Any semester failed must be remediated. Semester grades appear on the official school transcript. Each semester will be approximately eighteen weeks long with two nine week grading periods or quarters. Progress Reports will be available on PowerSchool at all times. Report Cards will be e-mailed home at the end of each quarter.

### Class Rank

Grade points earned in 8<sup>th</sup> (Carnegie Unit class), 9th, 10th, 11th, and 12th grades will be used to determine final class rank. The requirement for honor graduates is a career grade-point average of 3.50-3.74 for *Cum Laude*; a career GPA of 3.75-3.99 for *Magna Cum Laude*; and a career GPA of 4.00 or above for *Summa Cum Laude*.

To be eligible to graduate with valedictory or salutatory honors, a student shall

1. have the highest or second highest cumulative grade-point average
2. have attended Archbishop Hannan High School for four consecutive years, immediately preceding graduation, with enrollment beginning on the first day of school for 9th grade and completing the school's graduation plan.

### Class Schedules

All students shall have 8 periods scheduled, seeing 5 periods a day, meeting all periods three times every week. The 8 periods rotate so classes meet on the same days of the week but at different times to take advantage of students' ultimate learning times. Each class will be approximately 73 minutes long. There will be an additional three (3) minutes at the end of 3rd and 5th period for announcements and prayer. Thursday has only 4 academic periods in the schedule with the \*M period alternating among Mass, Student Assembly, Pep Rally, Professional Development/Early Dismissal, or Advisor/Advisee Period. The School Calendar delineates the \*M period each Thursday.

REGULAR SCHEDULE		WEEKLY CLASS ROTATION SCHEDULE				
		MON	TUES	WED	THURS	FRI
1 <sup>st</sup> Period	8:00-9:13	(1)	(6)	(3)	(8)	(4)
2 <sup>nd</sup> Period	9:17-10:30	(2)	(7)	(4)	(1)	(5)
BREAK	10:30-10:38	BREAK	BREAK	BREAK	BREAK	BREAK
3 <sup>rd</sup> Period	10:42-11:58	(3)	(8)	(5)	*M	(6)
LUNCH	11:58-12:38	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4 <sup>th</sup> Period	12:42- 1:55	(4)	(1)	(6)	(2)	(7)
5 <sup>th</sup> Period	1:59-3:15	(5)	(2)	(7)	(3)	(8)

\*M can fall first, after break, or last on a Thursday or last on a Friday. The location of M for each week is indicated on the school calendar. On Late Start Thursdays M is first, and students do not have their first class of the day until 9:17 a.m.

SPECIAL SCHEDULES					
MONDAY ASSEMBLY		EIGHT PERIOD DAY		EARLY DISMISSAL	
First Bell	7:50	First Bell	7:50	First Bell	7:50
Second Bell	7:55	Second Bell	7:55	Second Bell	7:55
1 <sup>st</sup> Period	8:00-9:07	1 <sup>st</sup> Period	8:00-8:44	8 <sup>th</sup> Period	8:00-9:00
2 <sup>nd</sup> Period	9:11-10:18	2 <sup>nd</sup> Period	8:48-9:32	1 <sup>st</sup> Period	9:04-10:04
BREAK	10:18-10:26	BREAK	9:32-9:40	BREAK	10:04-10:12
3 <sup>rd</sup> Period	10:30-11:37	3 <sup>rd</sup> Period	9:44-10:28	2 <sup>nd</sup> Period	10:16-11:16
ASSEMBLY	11:41-12:06	4 <sup>th</sup> Period	10:32-11:18	3 <sup>rd</sup> Period	11:20-12:20
LUNCH	12:06-12:51	LUNCH	11:18-12:01	Dismissal	12:20
4 <sup>th</sup> Period	12:55-2:02	5 <sup>th</sup> Period	12:05-12:49		
5 <sup>th</sup> Period	2:06-3:15	6 <sup>th</sup> Period	12:53-1:37		
		7 <sup>th</sup> Period	1:41-2:25		
		8 <sup>th</sup> Period	2:29-3:15		

### Graduation Requirements

The graduation requirements of Archbishop Hannan High School are governed by two criteria. Our staff endeavors to provide our students with a solid theological background in our Catholic faith by which they continue to serve the community and church long after they leave our halls. Additionally, we seek to prepare our students for successful matriculation into universities and colleges of their choice and fulfill all TOPS requirements. All students fulfill the recommended program and earn an Archbishop Hannan High School diploma. The Academic Achievement Record (Transcript), rather than the diploma, records individual courses and credits completed by each student. Archbishop Hannan High School requires a minimum of 30 credits for graduation. Students shall take a Religious Studies course, an English Language Arts course, a Mathematics course, a Social Studies course, and a Science course every year they are at Archbishop Hannan High School.

## Grade Point System

Cumulative or career grade point averages (GPA) are determined by adding up the points earned in all semesters and dividing by the total number of semester grades. Courses transferred from a school other than Archbishop Hannan High School earn Honors or AP grade points only if the transcript from the school indicates that the courses were Honors or AP.

Any student who completes an AP course will receive weighted grade points of an additional point. Any student who completes a Pre-AP (Honors) course will receive weighted grade points of an additional half point. Students enrolled in AP classes are expected to take the May AP exam(s) or will receive only College Prep weight.

## Grade Scale

Letter equivalents of numerical grades, with the corresponding quality points for the Archbishop Hannan High School transcript, are shown in the chart below.

Numeric Value	Grade Equivalent	AP (TOPS* also)	Honors	College Prep
92-100	A	5	4.5	4
84-91	B	4	3.5	3
76-83	C	3	2.5	2
70-75	D	2	1.5	1
Less than 70	F	0	0	0
Pass/Fail or Incomplete (I)		No Quality Points Awarded		

## TOPS Grade Scale

The TOPS weight for all AP courses will carry the same added 1 point as do all AP courses for Archbishop Hannan High School as shown below. According to the state, only the following Honors classes will carry the additional 1 point for TOPS: English III H, English IV H, Pre-Calculus (Advanced Math) H, Calculus H, Probability and Statistics H, Chemistry I H, Environmental Science H, Biology II H, Physics H, Chemistry II (Organic Chemistry) H, US History H, Government H, and World History H.

## Honors/Pre-AP and Advanced Placement (AP) Level Courses

Archbishop Hannan High School offers multiple Honors/Pre-AP and AP courses. The school encourages all students to consider participation in one or more of these academically challenging courses. There are set guidelines and requirements for enrollment in these courses including previous academic performance, successful completion of designated prerequisite courses, standardized test scores, and instructor recommendations. Students must maintain a passing average to remain in Pre-AP/Honors or AP courses. In comparison to traditional College Placement level coursework, Pre-AP/Honors and AP courses take a more challenging approach and demand a higher level of performance and deeper knowledge by high school students.

The Advanced Placement (AP) Program offers students the opportunity to pursue college-level studies while still in high school and potentially earn college credit. AP courses challenge students and ease the transition to college. The syllabi for AP classes are approved by the College Board in their audit of all syllabi.

The course instructor, with the approval of the Academic Dean, may waive entrance requirements for participation and admit a student to a Pre AP or AP class on a provisional basis after a meeting with both the student and/or parent(s). Continued participation will depend on completion of class work and earning a passing grade.

### Placement Tests

Archbishop Hannan High School will administer placement tests to incoming eighth and ninth graders who wish to take Algebra I or Geometry during their first year. These tests will be administered on specific dates in the spring preceding the student’s entering year. Once accepted, communication from the Director of Admissions will announce the specific information and dates for the Math Placement Test. Based on student performance on the placement tests, the school will determine student placement in English, science, mathematics, and world language. These placements will be indicated on the student schedules.

### Summer School

A student who fails a semester must attend summer school to remediate the credit. Summer school courses will not earn grade points unless the student is remediating a failed credit. TOPS will accept the higher of the grades for remediated courses. The counselors must give prior approval for all summer school classes. If a student takes a class without permission, the school reserves the right not to transfer the credit. Archbishop Hannan High School does not permit students to take summer school classes to accelerate courses required for graduation or to improve a grade for a class already taken.

### Graduation Requirements

SUBJECT	CREDITS	SPECIFICS
English Language Arts	4	English I, English II, English III, English IV; students who receive an English credit for 8th grade must earn four English credits in high school
Mathematics	4	Algebra I, Geometry, Algebra II, Advanced Math; students who receive a math credit for 8th grade must earn four math credits in high school
Sciences	4	Physical Science, Environmental Science, Biology, Chemistry; students must earn four science credits in high school
Social Studies	4	World Cultures and Geography, World History, United States History, Civics/Free Enterprise
World Languages	2	Two years of the same world language
Religious Studies	4	Religious Studies I, Religious Studies II, Religious Studies III, Religious Studies IV
Physical Education	1.5	No substitution for Physical Education credit

Health	.5	Part of the HPE II curriculum
Fine Arts	1	Any Fine Arts course
Electives	7-9	Students take additional electives from any course offering in the guide that fit in their schedules. Selections can be for personal interest or in preparation for college.

## THE RELIGIOUS STUDIES DEPARTMENT

Our first educational goal at Archbishop Hannan High School is that students and staff will deepen their commitment to the Catholic faith. The Religious Studies Department and Campus Ministry office strive to create a sense of community by which students deepen their personal understanding and relationship with God, by providing opportunities for prayer and worship and by promoting Christian Service. The Religious Studies curriculum follows the framework set forth by the Archdiocese of New Orleans and the United States Catholic Conference of Bishops.

### Religious Studies Core Courses

#### Religious Studies 8 - 8<sup>th</sup>

No Credit

#### Prerequisite: None

The Fundamentals of the Catholic Faith - This course provides an overview of Catholic dogma and doctrine of the four pillars of the Catechism of the Catholic Church: 1) Creed and Trinity; 2) The Sacraments; 3) The Moral Life; and 4) Prayer & Spirituality. Social justice issues such as prejudice and racism and issues of honesty and integrity as well as human dignity and the right to life will be addressed with reference to the Ten Commandments and the Beatitudes. The course will integrate the academic study with an application of these teachings to the student's life.

Scripture (Old Testament) - The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. In this course, they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. The Old Testament will be unpacked so the students may reveal the basic themes such as faith, hope, and charity.

Theology of the Body - During the second semester, the eighth grade students will explore St. John Paul II's compelling vision for love and life in a language best suited for teens through Theology of the Body for Teens: Middle School Edition. It will help the students answer the questions they have about their own bodies, issues on sexual morality, and how they are each uniquely created for greatness. Theology of the Body for Teens is a dynamic faith formation program that uses a mix of stories, real-life examples, activities, prayers, and relevant references to the culture that helps to connect God and sex.

## **Religious Studies I - 9<sup>th</sup>**

**1.0 Credit**

### **Prerequisite: None**

Scripture (New Testament) - The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the New Testament, they will come to encounter the living Word of God, Jesus Christ. This course will continue to teach about the Bible, being authored by God through Inspiration, and its value to people throughout the world. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. They will be introduced to the early Church founded by Jesus and the early christological foundations found in Acts, the Epistles, and the early church councils.

Life and Mission of Christ - The students will be introduced to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. They will be able to understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be, for all eternity. They will also discover that God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us through his Paschal Mystery. They will be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

## **Religious Studies II - 10<sup>th</sup>**

**1.0 Credit**

### **Prerequisite: Religious Studies I**

Ecclesiology - The purpose of the Ecclesiology course is to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ, through the Apostles, and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church, but about the sacred nature of the Church.

Sacraments - During the second semester, sophomores study the Sacraments of the Church. The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

Theology of the Body - Towards the end of sophomore year, students will explore St. John Paul II's compelling vision for love and life, in a language best suited for teens through Theology of the Body for Teens. It will help the students answer the questions they have about their own bodies, issues on sexual morality, and how they are each uniquely created for greatness. Theology of the Body for Teens is a dynamic, faith formation program that uses a mix of stories, real-life examples, activities, prayers, and relevant references to the culture that helps to connect God and sex.



### **Religious Studies III - 11<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: Religious Studies II**

Personal Morality - The purpose of the Personal Morality course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

Social Morality - During the second semester, the juniors will study Social Morality. The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

### **Religious Studies IV - 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: Religious Studies III**

Vocations - The purpose of the Vocations course is to help students understand how Christ calls us to live. In this course, students learn how all vocations are similar and how they differ. The course is structured around married life, single life, priestly life, and consecrated life. Students learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

World Religions - The purpose of this course is to help students understand how the Catholic Church relates to other religions, specifically the major non-Christian religious traditions. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. Through an examination based on the two paradigms of empathy and objectivity, students will grow in the knowledge of their own beliefs as well as in respectful knowledge of other traditions.

## **Religious Studies Electives**

### **Campus Ministry- 9<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: None**

This course is designed to form students to become Christian leaders and to teach them how to live out the Gospel message in their daily lives. Students will take a look at what gifts and strengths they have been given and how to use those in communion with others. Students will grow in their understanding of the teachings of Christ and His Church by taking a deeper look at scripture, liturgy, retreats, types and forms of prayer, methods of discipleship and service to others.

### **Campus Ministry II- 10<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: None**

This course will build off the foundation built in Campus Ministry I. Throughout the course, students will continue to develop and be empowered to use their gifts and talents to lead and

be witnesses to their peers through prayer services, liturgies, retreats, and service. They will study Church documents and apply them to a modern high school context. Their final project will be to create a portfolio of all they have learned through their time in both courses.

## THE ENGLISH DEPARTMENT

The focus of the English Department at Archbishop Hannan High School is to communicate the study and appreciation of great writing and the development and refinement of personal communication skills. The English Department hopes to inspire the curiosity to seek out what literature has to offer, to develop the critical faculties to discover its meaning and beauty, and to refine the skills required to communicate the rewards of that discovery. **All English core courses require summer reading.**

### English Core Courses

**Literature 8 - 8<sup>th</sup>** **No Credit**

**Prerequisite: Placement Test Scores**

As half of this English Language Arts block, this course engages students in reading material in a variety of genres and for a variety of purposes including research, formulating opinions, and pleasure. Specific strategies based on the purpose and/or genre of a work will be taught. Readings include short stories, poetry, nonfiction, and novels. Vocabulary growth will be based on both individual reading and whole class selections.

**English 8 - 8<sup>th</sup>** **No Credit**

**Prerequisite: Placement Test Scores**

As half of this English Language Arts block, this course is designed to introduce basic fundamentals of grammar and usage, including sentence formation. Students will engage in a great deal of writing, both formal and informal, including peer editing of written work. The class will focus on the process of writing, including organization and structure of an essay, topic sentences, thesis statements, and paragraph construction. Students will complete a research paper during the second semester.

**English I (CP) - 9<sup>th</sup> and qualified 8<sup>th</sup>** **1.0 Credit**

**Prerequisite: Placement Test Scores for 8<sup>th</sup>; no prerequisites for 9<sup>th</sup>**

This first Carnegie Unit course in the ELA curriculum emphasizes critical reading of appropriate Lexile texts, skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the study of various genres of literature, and the effective use of vocabulary. Students are expected to understand and utilize the writing process and to be able to evaluate their own and others' writing. The second semester will focus on the research writing process. Critical and deep reading is a focus for the class with students learning how to annotate texts, both fiction and non-fiction.

**English I (Pre-AP/Honors) - 9<sup>th</sup> and qualified 8<sup>th</sup> 1.0 Credit**

**Prerequisite: Placement Test Scores for 8<sup>th</sup>; Teacher Recommendation, PSAT scores**

In addition to the English I CP curriculum, students study higher level critical reading skills, using texts with higher Lexile measures. Students continue their study of language, composition, and literature. Critical and deep reading is a focus for the class with students learning how to annotate texts, both fiction and non-fiction. Students will write a research paper involving synthesis of multiple sources. Narrative, persuasive, and expository writing will also be practiced, based on the literary texts analyzed. Pre- AP/Honors classes study the curriculum more deeply and more extensively; students will have more assignments, more homework, and more difficult assessments, thus providing a more rigorous course of study.

**English II (CP) – 10<sup>th</sup> and qualified 9<sup>th</sup> 1.0 Credit**

**Prerequisite: English I CP or H**

Students in English II continue to increase and refine their critical reading skills with appropriate Lexile measures, their communication skills, and their writing skills. Students learn how to cite and incorporate proper evidence while avoiding plagiarism. They are expected to plan, draft, and complete written compositions on a regular basis, culminating in a formal research assignment. Students edit their papers and writings for clarity and the correct usage of the conventions and mechanics of written English as well as revise for organization, coherence, and voice. English II students read in multiple genres of literature, especially modern, contemporary, and multicultural selections, with an emphasis on literary forms and terms. Students will read short stories, dramas, and novels over the course of the year, along with smaller selections.

**English II (Pre-AP/Honors) – 10<sup>th</sup> and qualified 9<sup>th</sup> 1.0 Credit**

**Prerequisite: English I CP or H grades, Teacher Recommendation, PSAT scores**

In addition to the English II (CP) curriculum, the language and composition study during this year will be supplemented with advanced compositions from the text and supplementary reading. Critical reading and annotation, as required in AP courses, will be included at this level in both fiction and non-fiction texts of appropriate Lexile measures. Literary analysis skills and critical reading skills will be studied in greater depth and scope. Narrative and expository writing will also be practiced, based on the literary texts analyzed. Students will read extensively both during and outside the class. Pre-AP/Honors classes study the curriculum more deeply and more extensively; students will have more assignments, more homework, and more difficult assessments, thus providing a more rigorous course of study.

**English III (CP) – 11<sup>th</sup> and qualified 10<sup>th</sup> 1.0 Credit**

**Prerequisite: English II CP or H**

English III students read extensively in multiple genres from American literature. This course, which spans from the pre-colonial period to postmodernism, is designed to give students a better understanding of how literature influences American society. Through reading and writing, students will explore major trends and themes in American literature and, consequently, how literature impacts history and their world today. In addition to the American literary survey, students in English III continue to increase and refine their written and verbal communication skills by responding to critical questions. They are likewise expected to plan, draft, and complete written compositions on a regular basis, editing their

papers for clarity and correct usage of the conventions and mechanics of written English and revising for organization, coherence, and voice. Students practice writing in the form of persuasive essays, literary and rhetorical analysis, and research-based papers.

**English III (Pre-AP/Honors)-11<sup>th</sup> and qualified 10<sup>th</sup> 1.0 Credit**

**Prerequisite: English II CP or H grades, Teacher Recommendation, PSAT scores**

In addition to everything included in the English III (CP) curriculum, the American chronological study will be supplemented with advanced and more frequent compositions. Critical/close reading and annotation, as required in AP classes, will be included for both fiction and non-fiction texts. Literary analysis and critical reading skills will be studied in greater depth and with a broader scope. Students will read extensively both during and outside of class and be asked to think critically regarding said texts.

**English III Language & Composition AP (AP)-11<sup>th</sup> and qualified 10<sup>th</sup> 1.0 Credit**

**Prerequisite: English II CP or H grades, Teacher Recommendation, PSAT scores**

The Advanced Placement Language and Composition course emphasizes the study of various non-fictional texts from all historic periods as well as the usual conventions of writing: grammar, punctuation, and proper sentence structure. Students receive much practice in properly responding and analyzing texts for rhetorical devices, vocabulary, and various attributes of writing such as audience, mood, theme, tone, syntax, diction, and the classical appeals to ethos, pathos, and logos, etc. In reading and analyzing fiction and non-fiction texts, they learn to emphasize various composition goals in their writing: to brainstorm, to organize, to develop overarching ideas with subtopics, to persuade, to synthesize ideas, to analyze texts, to express original thought, etc. In particular preparation for the College Board AP test, students practice critical reading via AP style multiple choice questions and the analysis of response selections. Students also use examples from various texts to match with their own writing skills with a concentration on three essay styles: the synthesis essay, the rhetorical analysis essay, and the argument essay. The studying of these styles includes numerous practice attempts of the AP test in the style it is presented, reading target papers of past English III AP essays to understand the expectations of the AP readers, and so forth. The AP Language course ideally ends with the gaining of college credit; however, the primary purpose does lie in cultivating analytical readers and writers.

**English IV (CP) - 12<sup>th</sup> and qualified 11<sup>th</sup> 1.0 Credit**

**Prerequisite: English III CP, H, or AP**

Students read extensively in multiple genres from British literature and other world literary selections in chronological order, beginning with Anglo-Saxon poetry. At least one Shakespearean play will be studied in depth. Students learn literary forms and terms associated with selections, and they interpret the possible influences of the historical context on a literary work. Students will read one literary selection each quarter, in addition to other shorter selections. Students in English IV continue to increase and refine their communication skills and vocabulary. They are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity and the correct use of the conventions and mechanics of written English and revise for organization, coherence, and voice. Students are expected to write in a variety of forms. Essays will culminate with a research paper where students are expected to investigate a variety of sources and present

that research in written form using proper citations. Students practice ACT- type multiple choice questions and analyze the response selections.

**English IV (Pre-AP/Honors) - 12<sup>th</sup> and qualified 11<sup>th</sup> 1.0 Credit**  
**Prerequisite: English III CP, H, or AP grade, Teacher Recommendation, PSAT score**

In addition to including the entire English IV (CP) curriculum, the language and composition study during this year will be supplemented with advanced compositions based upon Advanced Placement literary themes as required in AP English Language and AP English Literature. Critical reading and annotation, as required by AP courses, will be included at this level in both fiction and non-fiction works. Literary analysis skills and critical, deep reading skills will be studied in great depth and scope. Numerous AP-style multiple choice assessment questions will be practiced. Students will have more assignments, more homework, and more difficult assessments, thus providing an even more rigorous course of study. They will read extensively both in class and outside.

**English IV Literature & Composition AP - (AP) - 12<sup>th</sup> and qualified 11<sup>th</sup> 1.0 Credit**  
**Prerequisite: English III CP, H, or AP grade, Teacher Recommendation, PSAT score**

In this Advanced Placement course, students are engaged in the careful study of literary works of recognized merit from British and American literature and contemporary literature in English translation from world literature including African, European, Latin American, and Asian authors. Through such study, students sharpen their awareness of how writers use language and their understanding of the writer's craft. Through purposeful and active readings, students consider the impact of an author's use of structure, style, theme, figurative language, imagery, symbolism, and tone. Students in this course will read approximately ten novel/plays of literary merit and numerous short stories and poems. Novel/plays will be divided into thematic units and will be supplemented with poems or short stories to give students a strong sense of the themes. In this literature, students will look for connections of these themes to their own lives. Writing will primarily be conducted in class under time constraint reflecting the AP test itself, thus providing ample practice with judging time. The writing will require the use of evidence and analysis to prove how an author's stylistic choices contribute to the meaning of the work as a whole.

**English V Literature and Composition Dual Enrollment- 12<sup>th</sup> 1.0 Credit**  
**Prerequisite: English ACT  $\geq$  18, Composite ACT  $\geq$  19, Minimum Cumulative GPA of 2.5, and English IV CP, H, or AP (or concurrent enrollment)**

This course will include instruction and practice in the foundations and basic principles of several genres of writing: the paragraph and whole composition, including methods of development, thesis, outline and organization, structure, and style. The course includes six major assignments: memoir, literary analysis, argument, rhetorical analysis, midterm, and a final. In addition, the course will include instruction in functional grammar, sentence structure, diction and spelling, punctuation and mechanics. The course will culminate in a portfolio presentation that will incorporate skills in writing, revising, reflection, and public speaking. This course, taught through Southeastern Louisiana University's Early Start program and facilitated by a Hannan teacher, meets the requirement for both high school

credit and college credit. Students in this course earn Honors credit. **There is a charge of \$225 from SLU for this college credit course.**

**English V Honors- 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Completion of English IV CP, H, or AP**

English V Honors serves as a culmination of a student's preparation in the areas of literature and writing. The course is intended exclusively for seniors who have already completed English IV. The first semester of the course is a survey of American Literature, including a study of works not covered in English III. During the second semester, students will complete a capstone project, allowing for extended exploration of a topic of interest within the realm of American Literature. The capstone project will take the form of an extended (8-10 page) research paper and panel presentation. Grammar and vocabulary skills will be refined throughout the year.

**English Electives**

**ACT Prep (CP) - 11<sup>th</sup>-12<sup>th</sup>**

**0.5 Credit**

**Prerequisite: None**

In partnership with The Princeton Review, Archbishop Hannan High School offers the ACT exam prep course at a discounted rate. Geared toward students who would like to improve their ACT scores, the class provides students with the opportunity to learn the strategies they need to achieve their best ACT score. The students take several practice tests that are scored with a plan developed for improvement in specific areas. Although this course does not guarantee results, typically the student will raise his or her composite scores between 2 - 4 points. **Please Note: There is a \$150 materials fee.** Taking this course 1st semester junior year is most advantageous to a successful April ACT test score.

**Creative Writing (CP) - 10<sup>th</sup>-12<sup>th</sup> (for years offered)**

**0.5 Credit**

**Prerequisite: None**

Creative Writing is an elective designed to immerse students in reading and writing in a variety of genres. Students will study established writers for technique, structure and style and write their own pieces using these as models. Class activities include selection of ideas, drafting and revision of multiple pieces of writing, conferring with teacher and classmates, and selection of pieces for completion. Students will submit a portfolio at the end of the course and prepare an anthology. The first quarter will be based on short stories and the second quarter will be concentrated on poetry.

**Library Internship (CP) - 12<sup>th</sup> only (for years offered)**

**1.0 Credit**

**Prerequisite: None**

This service-oriented class is for students interested in learning basic library science and putting that knowledge to use in assisting the librarian and their fellow students. Students will learn organizational skills related to maintaining the library such as the Dewey Decimal System, shelf arrangement, and online card catalog. In addition, students will learn both traditional research skills (books and periodicals) as well as advanced skills using online databases and reliable internet sources. Students will be expected to complete one project per quarter that is related to library science. Additionally, they will create library displays,

shelve books, and man the Circulation Desk. Computer skills are needed for successful completion of projects and circulation duties.

**Mythology (CP) - 9<sup>th</sup>-12<sup>th</sup>**

**0.5 Credit**

**Prerequisite: None**

Students are introduced to the diverse world of myths. Through the study of geography and history of ancient civilizations, students become acquainted with the societal functions of these ancient peoples. Through the reading of culture-specific myths, students study the collective psyche of ancient peoples. Emphasis is on ancient Greek and Roman myths; other cultures studied include Norse, Celtic, Native American, etc.

**Speech I (CP) - 9<sup>th</sup> – 12<sup>th</sup> (for years offered)**

**0.5 Credit**

**Prerequisite: None**

Speech I is designed to introduce students to the basic communication skills needed in high school, college, and beyond. Communication skills to be covered include communicating to an audience, the interview process, speech preparation, listening and interpreting, giving directions, partner speaking, and public speaking. This class is about doing as much as it is about learning, as students will have ample opportunities to demonstrate what they have learned. Students will learn how to select a topic, narrow the focus of a speech, make ideas interesting, clear, and memorable, use emotions to connect to listeners, organize thoughts and writing, and use gestures and props to make presentations more creative.

## **THE MATHEMATICS DEPARTMENT**

Mathematics is at the heart of the modern technological, scientific, medical, and business communities. To meet the challenges of success in school or today's technology-rich world, all students must develop mathematical skills in a meaningful and retrievable way. At Archbishop Hannan High School, the sequence of classes, content emphasis, mathematics integration, hands-on activities, and use of technology combine to give students a solid, lasting foundation in mathematics.

### **Mathematics Core Courses**

**Algebra 8 - 8<sup>th</sup>**

**No Credit**

**Prerequisite: None**

This course is designed for those students entering 8th grade who are not yet prepared to take Algebra I for high school credit. The primary focus for students in this course is developing numerical fluency with the study of integers, order of operations, variables, expressions, formulas and single variable equations. Logical reasoning by making and justifying generalizations based on their experiences with fundamental algebraic concepts, especially functional relationships and problem solving in real situations are also emphasized.

**Algebra I (CP) - 9<sup>th</sup> and qualified 8<sup>th</sup>**

**1.0 Credit**

**Prerequisite for 8<sup>th</sup> grade: Algebra 8 and Placement Exam Score**

The primary focus for students in this course is continuing the development of logical reasoning by making and justifying generalizations based on their experiences with fundamental algebraic concepts, especially functional relationships and problem solving in

real situations. Linear and quadratic functional relationships are examined in a variety of problem situations, and these functions form the basis for the study of equations and the development of algebraic skills. Students use a variety of representations (concrete, numerical, algorithmic, graphic) and tools as well as having regular access to technology that allows function plotting, coordinate graphing, algebraic analysis, and computation. Any 8th grader wanting to enroll in Algebra I, Algebra I Pre-AP/Honors, Geometry CP or Geometry Pre-AP/Honors must take the AHHS Math Placement Test. Students' scores on the exam will determine correct placement.

**Algebra I (Pre-AP/Honors) - 9<sup>th</sup> and qualified 8<sup>th</sup> 1.0 Credit**

**Prerequisite for new students: Placement Exam Score**

**Prerequisite for returning students: Algebra 8 grade, Teacher Recommendation, PSAT Scores**

In addition to the Algebra I (CP) criteria, at a pre-AP/Honors level, this course addresses the National Math standards of Algebra I at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an AP math course in high school, culminating in AP Calculus.

**Geometry (CP)- 10<sup>th</sup> or qualified 9<sup>th</sup> 1.0 Credit**

**Prerequisite for returning students: Algebra I**

**Prerequisite for new 9<sup>th</sup>: qualifying score on AHHS Math Placement Test**

This course addresses the components of the basic structure of Euclidean geometry such as dimensionality, congruence, and similarity through the study of size, shape, location, and direct relationships. Areas of study include angles, parallel lines, congruent and similar figures, polygons, circles and arcs, transformations, right triangle trigonometry, coordinate and spatial geometry, surface area and volume, geometric probability, introductory trigonometry, and constructions. In addition to including problems which serve to review algebra, the process of "proving" theorems is introduced. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Students use a variety of representations (concrete, numerical, algorithmic, graphic) as well as have access to technology that allows geometric constructions, coordinate graphing, algebraic analysis, and computation. Any freshman wishing to enroll in Geometry CP or Geometry Pre-AP/Honors must take the AHHS Math Placement Test. Students' scores on the exam will determine correct placement.

**Geometry (Pre-AP/Honors) - 10<sup>th</sup> or qualified 9<sup>th</sup> 1.0 Credit**

**Prerequisite: Algebra I CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT Scores**

In addition to Geometry (CP) criteria, at a pre-AP/Honors level, this course addresses the National Math standards of Geometry at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement math courses throughout high school. Any freshman wanting to enroll in Geometry CP or Geometry Pre-AP must take our placement exam. Students' scores on the exam will determine correct placement.



**Algebra II (CP) - 11<sup>th</sup> or qualified 10<sup>th</sup>****1.0 Credit****Prerequisite: Geometry**

This course closely aligns with most standard college-level algebra courses. Topics include basic concepts of algebra; linear, quadratic, rational, radical, logarithmic, exponential, and absolute value equations and inequalities; complex number system; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; inverse functions; operations and compositions of functions; and systems of equations. The intent of the curriculum is to explore, investigate, and understand the importance of mathematics through real-world experiences. In Algebra II, students will acquire the knowledge and skills to problem solve, communicate, reason, and make connections to be successful in any college level mathematics course. The course will also thoroughly prepare students for higher level mathematics such as Advanced Math, Pre-Calculus, and Calculus AP. An approved graphing calculator is required.

**Algebra II (Pre-AP/Honors) - 11<sup>th</sup> or qualified 10<sup>th</sup>****1.0 Credit****Prerequisite: Geometry CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT Scores**

In addition to Algebra II (CP), at a pre-AP/Honors level, this course addresses the National Math standards at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement math courses in high school. In this course, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and end behavior as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students use a variety of representations, tools, and technology to model functions and equations and solve real-life problems. An approved graphing calculator is required.

**Advanced Math: Functions and Statistics (CP) - 12<sup>th</sup>****1.0 Credit****Prerequisite: Algebra II**

This course focuses on real-world applications of the following mathematical topics: Functions (linear, quadratic, exponential, logarithmic, power, rational, polynomial and trigonometric functions), modeling with functions, transformations of functions, statistics and decision-making with real-world data, normal distributions, counting and probability, sequences and series, and matrices. This course will rely heavily on the use of technology, especially the TI-84 calculator. Students will develop skills to carry out various algorithms, will use properties, relationships and proofs, will represent functions with graphs, words, tables and equations, and will apply mathematics to real-world situations.

**Advanced Math: Pre-Calculus (CP) - 12<sup>th</sup> or qualified 11<sup>th</sup>****1.0 Credit****Prerequisite: Algebra II**

Students in this course develop logical reasoning by making and justifying mathematical generalizations and solving problems. Building on Algebra II, our study of functions is extended to include trigonometric, rational, exponential, and logarithmic functions, and students will also learn about matrices, vectors, sequences and series, and conic sections.

Students examine these functions in a variety of problem situations and this forms the basis for the study of equations and the development and reinforcement of algebraic skills. Students use a variety of representations (concrete, numerical, algorithmic, graphical) and tools, and they learn to use technology for function plotting, coordinate graphing, algebraic analysis, and computation. An approved graphing calculator is required.

**Advanced Math: Pre-Calculus (Pre-AP/Honors) - 12<sup>th</sup> or qualified 11<sup>th</sup> 1.0 Credit**  
**Prerequisite: Algebra II CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT Scores**

In addition to Advanced Math (CP), at a pre-AP/Honors level, this course addresses the National Math standards for pre-calculus at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement math courses in high school. An approved graphing calculator is required.

**Calculus (CP) - 12<sup>th</sup> or qualified 11<sup>th</sup> 1.0 Credit**  
**Prerequisite: Advanced Math, Instructor Approval**

Students enrolled in this course will extend their experience with functions as they study the fundamental concepts of Calculus: limits, derivatives, and definite and indefinite integrals, as well as learn to apply these concepts in a variety of problem situations. Real life applications include rate of change, velocity and acceleration, optimization, area and volume. During the course of this class, students review and extend their knowledge of trigonometry, geometry, and algebra. The goal of this course is to develop and strengthen problem-solving skills and to teach students to read, write, and speak in the language of mathematics. An approved graphing calculator is required.

**Calculus AP AB (AP) - 12<sup>th</sup> or qualified 11<sup>th</sup> 1.0 Credit**  
**Prerequisite: Advanced Math Pre-AP/Honors, Instructor Approval, PSAT scores**

AP Calculus AB is equivalent to a university calculus semester, for which credit can be attained through the end of the year Advanced Placement Examination. The course begins with the development of the concept of limit. Students use the concept of limit to develop the concepts of derivative and integral and apply those concepts in a variety of contexts. In accordance with the AP curriculum, the course stresses a conceptual understanding of all major concepts through the four modes of mathematical representation (algebraic, numeric, verbal, and graphical). An approved graphing calculator is required.

**Statistics AP (AP) - 10<sup>th</sup> – 12<sup>th</sup> 1.0 Credit**  
**Prerequisite: Algebra II CP or Pre-AP/Honors, Instructor Approval, PSAT scores**

AP Statistics is equivalent to two college semesters, for which credit can be attained through the end of the year Advanced Placement Examination. This course follows the AP Statistics curriculum set by the College Board. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Additionally, using the vocabulary of statistics, this course will teach students how to communicate statistical methods, results and

interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding. An approved graphing calculator is required.

**Calculus AP BC (AP) - 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: AP Calculus AB, Instructor Approval, PSAT scores**

AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. In accordance with the AP curriculum, the course stresses a conceptual understanding of all major concepts through the four modes of mathematical representation (algebraic, numeric, verbal, and graphical). An approved graphing calculator is required.

**Mathematics Elective Courses**

**ACT Math Prep (CP) - 11<sup>th</sup>-12<sup>th</sup>**

**0.5 Credit**

**Prerequisite: None**

Geared toward students who would like to improve their ACT math scores, the class provides students with the opportunity to learn the strategies they need to achieve their best ACT score. The students take several practice tests that are scored with a plan developed for improvement in specific areas. Although this course does not guarantee results, typically the student will raise his or her composite scores between 2 - 4 points.

**Personal Finance (CP) - 9<sup>th</sup>-12<sup>th</sup> (for years offered)**

**0.5 Credit**

**Prerequisite: Algebra I**

Students will explore important life skills such as budgeting, using credit, buying goods and services, renting and owning a home, buying insurance, making investments, and using bank services. This course will help the student acquire the understanding necessary to achieve the greatest utilization of personal resources. Students study the organization and operation of the American economic system and their role as a consumer in this system.

**Introduction to Business (CP) - 11th – 12th (for years offered)**

**0.5 Credit**

**Prerequisite: None**

Students enrolled in this survey course study a variety of business topics to prepare for future business courses. Students study the basic concepts of the business world, including Accounting, Economics, Ethics, Finance, Marketing, Law, Leadership, and Human Resource Management. Students who are interested in pursuing a college degree or minor concentration in business administration should consider this course as a valuable elective to provide the foundation for college level Introduction to Business. This course is capped, and seniors will be given scheduling preference.

# THE SCIENCE DEPARTMENT

Students are required to earn four science credits in high school (Physical Science, Environmental Science, Biology, Chemistry, Physics or a science elective) to graduate. The science department emphasizes experimentation and laboratory work. Many science teachers have been trained in the use of Modeling with white board methodology in classroom instruction to promote critical thinking and analysis. The general College Prep and Honors tracks are given below.

	8th grade	9th grade	10th grade	11th grade	12th grade
<b>College Prep (CP)</b>	Physical Science (CP)	Environmental Science (CP or H) or Phys Sci CP/H if student does not have credit	Biology (CP)	Chemistry (CP)	Earth Science, Biology II, or Physics
<b>Honors (H)</b>	Physical Science (H)	Biology (H)	Chemistry (H)	Physics (H)	Organic Chemistry (H), AP Bio, or Physics (H)

## Science Core Courses

### Physical Science (CP) - 8<sup>th</sup> or 9<sup>th</sup>

**1.0 Credit**

**Prerequisite: None**

Physical Science is a laboratory science course that explores the relationship between matter and energy. The scope of this course will include basic chemistry (the science of matter and its changes), basic physics (the science of energy and forces), and selected Earth and Space Science topics, with Algebra I concepts embedded in the study. Students will investigate physical science concepts through an inquiry-based approach. This science course is designed to prepare students for Biology, Chemistry and upper level science courses while increasing their understanding of the scientific method and the study of our planet and the universe. It is an integrated, investigation and laboratory-based course for students who would benefit from a year of science skill and knowledge development. This course emphasizes critical thinking, hands-on learning and scientific inquiry within the context of a greater understanding of the relationship of matter and energy.

### Physical Science (Honors) - 8<sup>th</sup> or 9<sup>th</sup>

**1.0 Credit**

**Prerequisite: Concurrently enrolled in Algebra I H or above**

In addition to the Physical Science (CP) curriculum, the scope of this course will include basic chemistry (the science of matter and its changes), basic physics (the science of energy and forces), and selected Earth and Space science topics, all with Algebra I concepts

embedded in the study. Students will investigate physical science through an inquiry-based approach.

**Environmental Science (CP) - 9<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Physical Science**

This course provides basic scientific knowledge and understanding of how the world works. From the environmental perspective, this course provides a framework of knowledge into which additional information can be readily integrated into the student's prior knowledge and burgeon throughout life. Topics covered include, but are not limited to, general issues on the environment, basic principles of ecosystem function, human population growth, production and distribution of food, soil and soil ecosystems, pest and pest control, water resources and management, water pollution, hazardous chemicals, air pollution and climate change, pollution and public policy, biodiversity and its conservation, solid waste, energy resources, and sustainability.

**Environmental Science (Honors) - 9<sup>th</sup> only**

**1.0 Credit**

**Prerequisite: Physical Science, Teacher Recommendation, and PSAT score**

The goal of the course is to not only provide students with scientific principles and concepts, but also develop the methodologies and skills necessary to understand and evaluate the interrelationships of the natural world, the impact humans have on the natural world, and how the natural world impacts our lives. Environmental Science is interdisciplinary, embracing a wide variety of subjects including science, economics, ethics, political science and sociology. Although the focus of this course is on the scientific aspect, it is important to understand that the scientific principles and concepts discussed have impacts in many other areas of our lives.

**Biology (CP) - 10<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Physical Science**

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

**Biology (Pre-AP/Honors) - 9<sup>th</sup> or 10<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Teacher Recommendation; Physical Science; Concurrent enrollment in or completion of Geometry**

In addition to the requirements of the Biology (CP), at a pre-AP/Honors level, this course addresses the National Science Standards for Biology at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an advanced placement science courses in high school, such as one of the science AP courses. There is considerable concentration on hands-on, laboratory experiences with the accompanying written reports.

**Chemistry (CP) - 11<sup>th</sup>****1.0 Credit****Prerequisite: Biology; completion/concurrent enrollment in Alg. II**

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily life.

**Chemistry (Pre-AP/Honors) - 10<sup>th</sup> or 11<sup>th</sup>****1.0 Credit****Prerequisite: Biology; completion/concurrent enrollment in Alg. II**

At a pre-AP level, this course will approach the teaching and learning of Chemistry using a Modeling approach. Unlike traditional approaches to teaching science, in which students wade through an endless stream of seemingly unrelated topics, Modeling Instruction organizes chemistry around a small number of scientific models that form the core of the discipline, thus making the course coherent. It applies structured inquiry techniques to the teaching of basic skills: mathematical modeling, proportional reasoning, quantitative estimation and technology-enabled data collection and analysis (the Next Generation Science Standards call these Science and Engineering Practices). This course will cover Chemistry with a broader scope and faster pace along with higher expectations for student performance than the CP Chemistry course.

**Physics (CP) - 12<sup>th</sup>****1.0 Credit****Prerequisite: Chemistry; completion/concurrent enrollment in Advanced Math**

Students approach this content area by conducting field and laboratory investigations, then using scientific skills and methods during investigations, developing models to aid in sense making that encourages using critical thinking and scientific problem-solving skills to make informed analysis. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and electrical circuits. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

**Physics (Pre-AP/Honors) - 11<sup>th</sup> or 12<sup>th</sup>****1.0 Credit****Prerequisite: Chemistry; completion/concurrent enrollment in Advanced Math**

At a pre-AP level, this course approaches the learning of Physics from a modeling approach. Unlike traditional approaches to teaching physics, in which students wade through an endless stream of seemingly unrelated topics, Physics Modeling Instruction organizes the course around a small number of scientific models that form the content core of physics, thus making the course coherent. The modeling approach applies structured inquiry techniques to the teaching of basic skills: mathematical modeling, proportional reasoning, quantitative estimation and technology-enabled data collection and analysis (the Next Generation Science Standards call these Science and Engineering Practices). This course will cover Physics topics with a broader scope and faster pace along with higher expectations for student performance than the CP Physics course.

## Science Electives

### **Anatomy and Physiology/Biology II (CP)- 12<sup>th</sup> only**

**1.0 Credit**

#### **Prerequisite: Biology and Chemistry**

This course offers students further study in human life science processes and structures. Laboratory and computer assisted dissections and study of related animal body parts to facilitate understanding and knowledge necessary for careers in medical and health-related fields. Students will explore causes and effects of certain diseases, malfunctioning of organs and systems, as well as environmental factors. Critical skills emphasized include processing research information, computer skills for acquiring information, and use of scientific equipment for acquiring DNA data. This course will cover the structure and function of the human body. Topics will include the basic plan and organization of the body, biochemistry, homeostasis, cell structure and function, and more. The course will involve significant amounts of lab work in addition to traditional classroom instruction.

### **Earth Science (CP)- 12<sup>th</sup> only**

**1.0 Credit**

#### **Prerequisite: Biology; Chemistry**

Earth Science consists of four divisions. Students will explore geology (including gemology, volcanology, seismology, and geologic time); oceanography (current mapping, ocean floor composition and creation, plate tectonics and continental drift); meteorology (weather mapping and forecasting, climatology, and the global hydrologic cycle); and astronomy (history, cosmology, and space travel). Students will also be given and shown ways to relate each of the fields to their current location and situation with real-life applications.

### **Honors Organic Chemistry- 12<sup>th</sup> only**

**1.0 Credit**

#### **Prerequisite: Biology; Chemistry CP all A's or Honors all A's or B's**

Organic Chemistry is a course that focuses primarily on the properties and reactivity of Carbon compounds. The course will cover the following topics: the structure and function of organic molecules, synthesis, the major classes or types of reactions, energetics and NMR spectroscopy. Students will learn about the industrial, pharmaceutical and societal applications of organic compounds and perform labs to synthesize these important compounds.

### **Biology AP - 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: Bio Pre-AP/Honors; Chemistry Pre-AP/Honors**

This course involves students in the activities and endeavors of science. They formulate hypotheses, design and conduct experiments, and interpret data. The course focuses on the process of scientific investigation. Students gain skills in investigation and apply those skills to in-depth studies of a few selected areas of biology. Considerable emphasis is placed on the role of science in society, the complex and extremely important interactions between science and the problems and decisions that citizens must make. This course is designed to be the equivalent of a college introductory Biology course. Upon successful completion of the AP Biology examination (3), students, as college freshmen, are permitted to undertake upper-level courses in Biology or to register for courses for which Biology is a prerequisite.

## Stem-Related Electives (PLTW)

The Archbishop Hannan STEM program helps prepare students for leadership in the 21st century workplace. Through a rigorous project-based curriculum in the areas of science, technology, engineering and mathematics (STEM), students develop necessary skills in key areas such as critical thinking, effective oral and written communication, and group collaboration. This real-world-centered approach to learning ignites within the Hannan students their natural desire to engage, explore, and understand the world around them. Archbishop Hannan High School strongly believes that by providing students with early hands-on experiences in science, technology, engineering and math, they develop confidence in seeking solutions to new problems and discover how to become effective problem solvers in and out of the classroom.

Archbishop Hannan High School is proud to partner with and incorporate the Project Lead the Way (PLTW) STEM Curriculum. The four-year PLTW curriculum immerses the student in the skills necessary for success in the 21st century: communication, critical thinking, creativity, and collaboration. Giving students early experiences in the world of science, technology, engineering and math helps them gain confidence in seeking solutions to new problems and connecting classroom lessons to the world around them, while discovering how to become effective problem solvers.

**Beginning with the 2020-2021 school year, all PLTW courses with the exception of the introductory courses (Intro to Engineering Design/Principles of Biomedical Sciences) will count as HONORS courses.**

### PLTW Engineering Courses

The PLTW Engineering curriculum challenges students to apply engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

**Introduction to Engineering Design (CP)- 9<sup>th</sup>-10<sup>th</sup> 1.0 Credit**  
**Prerequisite: Teacher Recommendation**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**Principles of Engineering (H)- 10<sup>th</sup>-11<sup>th</sup> (for years offered) 1.0 Credit**  
**Prerequisites: IED and Teacher Recommendation**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. In Principles of Engineering (POE), students develop skills in problem solving, research, and



design while learning strategies for design process documentation , collaboration, and presentation.

**Computer Science Principles (H)- 10<sup>th</sup>-11<sup>th</sup> (for years offered) 1.0 Credit**

**Prerequisite: IED and Teacher Recommendation**

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. The PLTW CSP course helps students develop programming expertise as well as explore the workings of the Internet and is designed to cover all learning objectives in the College Board's AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity.

**Engineering Design and Development (H) - 12<sup>th</sup> 1.0 Credit**

**Prerequisite: Computer Science Principles**

CAPSTONE COURSE. The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

## **PLTW Biomedical Sciences Courses**

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

**Principles of Biomedical Science (CP) - 9<sup>th</sup>-10<sup>th</sup> 1.0 Credit**

**Prerequisite: Teacher Recommendation**

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**Human Body Systems (H) - 10<sup>th</sup>-11<sup>th</sup>****1.0 Credit****Prerequisite: Principles of Biomedical Science**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**Medical Interventions (H) - 11<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Human Body Systems**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Biomedical Innovation (H) - 12<sup>th</sup> (for years offered)****1.0 Credit****Prerequisite: Medical Interventions**

CAPSTONE: In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

## THE SOCIAL STUDIES DEPARTMENT

At Archbishop Hannan High School, the goal of the Social Studies department is to give students the strongest possible understanding of the historical past and governmental and legal systems. The social studies courses are also required to emphasize the literacy skills of critical reading and strong writing. Students are required to have four credits in Social Studies in grades 9-12 which include World Geography, World History, American History, and Government (Civics). Various other electives are offered which relate to students' future career goals or interests.

### Social Studies Core Courses

**Louisiana Studies (CP)- 8<sup>th</sup>****No Credit****Prerequisite: None**

This course examines the history of Louisiana emphasizing exploration, settlement, development, European domination, and political characteristics up to the present. Additional course components involve an examination of Louisiana's unique geography, economy, and governmental system. The life and contributions of our school's namesake Archbishop Philip M. Hannan is also a key focus of the course. Study skills and other

academic tools will be incorporated throughout the year, along with the culture of Archbishop Hannan High School. This course is designed for all 8<sup>th</sup> graders. Social studies skills such as map reading, chart and graph analysis, primary source evaluation, the building of subject related vocabulary, and the usage of timelines will be utilized. The students will know how to utilize learning styles and organizational strategies while understanding how to improve their listening, speaking, reading, writing, and note-taking skills within the study of Louisiana history.

**World Geography (CP)- 9<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

World Geography is a course offering students an overview of the geography and history of humankind from its beginnings until the 21st Century. The major emphasis is on the regional studies of significant cultures, events, and issues from the earliest times until the early 21st Century in some cases. Traditional historical points of reference in world history are identified as students analyze important events and issues in core hearths of the world's major cultures. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and change in society, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence. Students study introductory elements and themes of geography and examine the impact of cultural and physical geographic factors on major historic events and identify the historic origins of contemporary economic systems.

**World Geography (Honors)- 9<sup>th</sup>**

**1.0 Credit**

**Prerequisite for returning students: Teacher Recommendation, PSAT Score**

**New students: Placement in English I Honors or English II**

Honors World Geography introduces the student to the study of the patterns and methods of how human culture is expressed around the globe. The course explores how the Earth's physical features and systems influence where, why, and how people live across the world. Themes of cultural geography are introduced and applied to different cultures continent by continent. Emphasis is given to developing critical thinking and reasoning skills; interpreting information in maps, graphs, and charts; and English language skills, including subject specific vocabulary, using primary source documents, and expressing ideas in writing. The class uses an online textbook, supplemented with news articles, documentary videos, and other primary source documents that reflect and reference the cultures and culture regions being examined.

**World History (CP)- 10<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World Geography**

The major emphasis of World History is on the study of significant people, events, and issues from 1450 to the contemporary era. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as its impact on cultures, peoples, and civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students analyze the process by which

democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of contemporary religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

**World History (Honors)-10<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World Geography grade, Teacher Recommendation, PSAT Score**

Our social studies department emphasizes the study of history and offers students an academic program that is both well-rounded and challenging. World History is designed to give students a base knowledge of historical concepts that span the globe. Students examine concepts beginning with the Italian Renaissance in the 16th century spanning through both World Wars and ending with present day issues. This course requires students to do more critical analysis, higher order thinking, moving at a faster pace, short answers and essay questions. Students are required to read a novel and present the information to show their understanding and how it relates to World History.

**United States History (CP)- 11<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World History**

In this course, students study the history of the United States from westward expansion to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze the causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

**United States History (Honors)- 11<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World History grade, Teacher Recommendation, PSAT Score**

Our Social Studies department emphasizes the study of history and offers students an academic course that is both well-rounded and challenging. Historical content focuses on the political, economic, and social events and issues related to westward expansion, industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Our aim is to make history come alive using primary source documents, films, cartoons, charts, graphs, maps, literature, and creative teaching techniques.

**Civics (CP)- 12<sup>th</sup>****1.0 Credit****Prerequisite: US History**

Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Introductory economic concepts include: demand and supply analysis, personal finance, money and banking, fiscal and monetary policy, and taxation. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States.

**Civics (Honors)-12<sup>th</sup>****1.0 Credit****Prerequisite: US History grade, Teacher Recommendation, PSAT Score**

Civics Honors is a yearlong course that is designed to provide students with an examination of important issues and concepts relating to government and economics. The course will focus upon the following: the roots of American democracy; the structure and function of the United States Constitution; the workings of the legislative, executive, and judicial branches of government; introductory economic concepts; demand and supply analysis; personal finance, money and banking, fiscal and monetary policy, and taxation.

### **Social Studies Elective Courses**

**AP US Government and Politics- 12<sup>th</sup>****1.0 Credit****Prerequisite: US History CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT score**

The course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students will take an in-depth look at the following six components: Constitutional Underpinnings of the United States government requires students to examine the kind of government established by the Constitution, paying attention to federalism and the separation of powers. For Political Beliefs and Behaviors, the students will examine why individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. In the study of Political Parties, Interest Groups, and Mass Media, the students will understand the mechanisms that allow citizens to organize and communicate their interests and concerns; among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. For the component of Institutions: Congress, Presidency, Bureaucracy, Courts, students will become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States — the Congress, the presidency, the bureaucracy, and the federal courts. Public Policy is the result of interactions and dynamics among actors, interests, institutions, and processes; the formation of policy agendas; the enactment of public policies by Congress and the President; and the implementation and interpretation of policies by the bureaucracy and the courts. These are all stages in the policy process with which students should be familiar. Civil Rights and Civil Liberties, basic to this study, are an analysis of the workings of the Supreme Court and an understanding of its most significant

decisions. Students will examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression. They study the rights of the accused and the rights of minority groups and women.

**AP United States History (AP)- 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World History CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT score**

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

**AP World History (AP)- 10<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: World Geography CP or Pre-AP/Honors grade, Teacher Recommendation, PSAT score**

World History AP is an academically rigorous college-level course that focuses on analyzing primary source material, long-term trends, and aggregation of data. The AP Exam for this class covers 1200 to the present day. Since a large part of the AP Curriculum is devoted to comparing and contrasting historical movements over time, each assessment will be cumulative. The majority of work in an AP class is independent—class time will be focused on evaluating material, not reviewing it. Students will be assigned an average of 50-80 pages of reading per week, some of which we will discuss in class, but not all. Students must be at least sophomores and have met all the grading criteria.

**AP European History (AP)- 11<sup>th</sup>-12<sup>th</sup> (for years offered)**

**1.0 Credit**

**Prerequisite: Teacher Recommendation, PSAT score**

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course to make connections among historical developments in different times and places.

**AP Human Geography (AP) – 9<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Teacher Recommendation, PSAT score, Grades from class prior**

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon completion, the students will be able to do the following: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.

**Contemporary Issues (CP)- 10<sup>th</sup>-12<sup>th</sup>****0.5 Credit****Prerequisite: None**

Contemporary Issues is based upon an examination of a variety of issues facing today's society. These issues involve the economy, finance, domestic policies, international affairs and state and local events. The course will include current events, activities that focus upon global, national, state, and local issues. Other key elements of this course include class discussions and debates based upon the most up-to-date news events, the critical analysis of print, television, and Internet news sources, articulating and defending a position on an issue both verbally and in writing, and public speaking.

**Law Studies I (CP)- 10<sup>th</sup>-12<sup>th</sup>****0.5 Credit****Prerequisite: None**

This is a course designed to provide the student with the understanding of the parameters of legal rights and obligations, Constitutional Law, and Criminal Law. The acquisition of knowledge about law is approached as a means for expanding one's ability for responsible citizenship.

**Leadership I (CP)- 10<sup>th</sup>-12<sup>th</sup>****0.5 Credit****Prerequisite: None**

This class was developed from a deep belief in the student and his/her potential. To be leaders, students must have two basic elements in their lives: skills and principles. Throughout this course, students will learn the skills expected in leadership positions. Students will also be challenged to develop the principles that will be the foundation of their lives. They will face new challenges and situations that will build self-confidence. Students will learn how to speak, present ideas and work with difficult people. They will learn how to think differently and be far more creative. "You can't lead anyone else further than you have gone yourself." – Gene Mauch

**Leadership II (CP) - 10<sup>th</sup>-12<sup>th</sup>****0.5 Credit****Prerequisite: Leadership I, Teacher Recommendation**

This class was developed because students believe in themselves and understand their potential. To lead successfully they must understand and display their values and principles. They must know how to deal with peer pressure using defending and rescuing skills for

themselves and for others. From there, the student takes responsibility through actions, thoughts, and attitudes. The student then learns to build on personal and family relationships proactively by developing a personal vision. Students will continue to develop speaking skills. As a final project, students will plan and implement a service project for the group.

**Psychology (CP)- 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Psychology is the scientific study of mental processes and behavior. This is an introductory course that covers the basic psychological principles such as research methods, development, learning, cognition, and mental disorders. The study of psychology is based on psychological perspectives and their explanations of human thoughts and actions. Course content is organized to help students develop critical attitudes about human thoughts and behavior and to achieve a better understanding of themselves and people in our world.

**AP Psychology (AP)- 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Teacher Recommendation, PSAT score**

Advanced Placement Psychology is an introductory psychology course taught at the college level. Students will learn at an accelerated pace and will develop the critical thinking skills needed to handle the rigorous content. Students will learn how to apply psychological principles and theories in depth. The course covers the following fourteen units: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Development, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior and Social Psychology. Students are prepared and expected to take the National AP Exam at the end of the course in May.

**Sociology (CP)- 11<sup>th</sup>- 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Sociology is the scientific study of social structure. This introductory course covers the basic sociological principles that students can apply to their daily lives. Sociology focuses on groups and how different cultural aspects affect certain groups of people in specific ways. This course will explore the relationship between the individual and society as well as human customs and traditions.

**Sociology (DE)- 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Cumulative GPA of 2.5 or above, ACT Composite of 19 or above, English ACT score of 18 or above**

Dual Enrollment Sociology will prepare students for full participation in the modern world, both by providing the sociological perspective for understanding how social, cultural, and physical environments affect how humans live, and by providing the sociological skills needed to contribute in an ever-changing global society. This course will be taught on a college level. A dual enrollment course demands extra work and additional time outside the usual high school demands. Students in this course earn Honors credit. **There is a charge of \$225 from SLU for this college credit course.**



**The American Civil War (CP)- 10<sup>th</sup>-12<sup>th</sup>****0.5 Credit****Prerequisite: Teacher approval**

The Civil War is the central event in America's historical consciousness. While the Revolution of 1776-1783 created the United States, the Civil War of 1861-1865 determined what kind of nation it would be. The war resolved two fundamental questions left unresolved by the revolution: whether the United States was to be a dissolvable confederation of sovereign states or an indivisible nation with a sovereign national government; and whether this nation, born of a declaration that all men were created with an equal right to liberty, would continue to exist as the largest slaveholding country in the world. Social, economic, political, and military aspects of the antebellum and war periods will be the primary focus of the course.

## **THE WORLD LANGUAGE DEPARTMENT**

At Archbishop Hannan High School, all students must take at least two years of the same language. Eighth or ninth graders who enter with strong prior instruction in a language may take a state-constructed placement test to determine the level at which a student should enter the study of the language at Archbishop Hannan High School. All incoming 8th grade students placed in English I will be required to take either Latin I, French I, or Spanish I as their second English Language Arts block.

### **French Courses**

**French I- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: None**

The overall goal of this course is to develop novice proficiency in the four language skills (listening, reading, speaking, and writing). When communicating, students in this course will demonstrate an understanding of francophone cultures and make comparisons between cultures as well as between English and French.

**French II- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: French I**

French II is a continuation of French I. The overall goal of this course is to develop intermediate proficiency in the four language skills (listening, reading, speaking, and writing). Students will experience the same communicative focus enhanced by cultural appreciation that they had in French I.

### **Latin Courses**

**Latin I- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: None**

Latin I introduces students to the language and the culture that produced it. Grammar and syntax of simple sentences in the active voice, vocabulary and forms, and translation into Latin and English form the language part of the class. Student projects and activities cover various elements of Roman culture, including mythology, art, architecture, literature, and government. The focus of this course is an elementary proficiency in reading comprehension.

**Latin II- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Latin I**

Latin II completes the study of grammar, syntax, and forms of the Latin language. Student projects and activities cover various elements of Roman culture, including the growth of the empire, material culture and archaeology, art, art history, and Rome's influence on the modern world. The focus of this course is an intermediate proficiency in reading comprehension.

**Latin III (Honors)- 10<sup>th</sup>-12<sup>th</sup> (for years offered)****1.0 Credit****Prerequisite: Latin II grade, Teacher Recommendation, PSAT Score**

Latin III introduces students to Latin Prose. We read selections of Julius Caesar's "Commentary on the Gallic War" in Latin, and we focus on developing an understanding of vocabulary, grammar, and syntax. We learn to critically analyze and contextualize original Latin text and how to use it as a primary source document for the late Roman Republic. We also study Caesar's influence on later literature and culture by studying Shakespeare's play, *Julius Caesar*, in the fourth quarter. By the end of the course, students will be able to read and translate Latin prose and analyze Latin literature as primary source documents and as part of the artistic tradition.

## Spanish Courses

**Spanish I- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: None**

Spanish I is an introduction to the Spanish world, its language and its people. The main emphasis is on acquiring new vocabulary to enhance oral skills while developing novice reading and writing skills and creating the foundation of the language through grammar concepts. The student will recognize the interrelationships of languages and will develop a cultural appreciation of the Hispanic world. The focus of this course is on novice proficiency.

**Spanish II (CP)- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Spanish I**

Spanish II continues to develop the oral skills with added emphasis on reading and writing. The main focus is on the development of novice to mid novice oral proficiency with emphasis on past tense. Expansion of vocabulary and grammatical structures continues. Culturally related activities of Hispanic countries and regions plus political and economical environments and its applications to the U.S. will be explored.

**Spanish II (Honors)- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Spanish I, PSAT Scores, Teacher Recommendation**

Spanish II Honors continues to develop the oral skills with added emphasis on reading and writing. The focus is on the development of novice to high novice oral proficiency with emphasis on past tense. Expansion of vocabulary and grammatical structures continues. Complex creative thinking is developed in the classroom through culturally related activities of Hispanic countries and regions plus political and economical environments and its applications to the U.S. will be explored.

**Spanish III (Honors)- 10<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Spanish II CP/H grade, PSAT Scores, Teacher Recommendation**

Spanish III is designed to provide students opportunities beyond those offered in other language classes. It utilizes high-level/critical thinking and focuses on the development of mid-intermediate proficiency in oral skills, comprehension, reading, and expository composition; it also expands the cyclical use of grammar and vocabulary.

**Spanish Dual Enrollment - 11<sup>th</sup>-12<sup>th</sup> (for years offered)**

**2.0 Credits**

**Prerequisite: Teacher Recommendation; English ACT  $\geq$  18, Composite ACT  $\geq$  19; Minimum Cumulative GPA of 2.5**

Spanish Dual Enrollment is designed to increase student proficiency through a more intense approach to the study and assessment of listening, reading, speaking, and writing skills. The course includes conversations related to daily situations and real life. In addition, the course includes questions and answers in the Present, Preterite, Imperfect, Present Progressive, and Indicative and Subjunctive moods. The course will offer the opportunity to discuss the basic cultural differences of the Spanish-speaking world to better interact with the native speakers of the language. This course, taught through Southeastern Louisiana University's World Languages and Cultures and facilitated by a Hannan teacher, meets the requirement for both high school credit and college credit. Students in this course earn AP level credit. Spanish DE-Elementary Spanish I and Elementary Spanish II are each one semester, and each counts as one credit. **There is a charge of \$450 from SLU for this college credit course.**

## **THE FINE ARTS & MEDIA DEPARTMENT**

The Fine Arts Program at Archbishop Hannan High School consists of the Performance, Music, and Visual Arts. Archbishop Hannan High School believes that education in the arts is an invaluable tool in building multicultural understanding and self-esteem. By nurturing creativity in young people, the Fine Arts teachers are helping them develop skills and learn methods and techniques they can use throughout their lives. Archbishop Hannan High School also offers students the opportunity to get hands-on experience with a variety of student media and technology offerings. Students enrolled in these classes get to produce for a real audience and are responsible for the content in the yearbook, in the Hawkeye (the online student newspaper), and on Hawk Talk (the student-produced news show). As with all other courses, enough students must elect in any given academic year to take a course before it can be offered.

### **Visual Art Courses**

**Art I: Introduction to Art (CP) – 9<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Art I is the first course in the high school art sequence. It is an introduction of the basic techniques in design, drawing, painting, printmaking, and sculpture, with emphasis on creative problem solving. Students will develop an understanding of the creative process by examining and discussing works of art from various cultures and periods. Students explore visual art elements, principles of design, and art benchmarks through a variety of media. They develop critical thinking, strong craftsmanship, and interact effectively with others

through the production of art. The purpose is to develop aesthetic perception in order to understand the communication through visual art works.

**Art II (CP) – 10<sup>th</sup>– 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Teacher Recommendation; Art I**

This course continues to build upon skills learned in Art I. This course encourages students to develop a deeper understanding of the mediums introduced in Art I. Students learn to better communicate and express imaginatively through the production of two and three-dimensional art work. Some of the major projects and media will be acrylics, watercolor, pen and ink, pastels, mixed media, and ceramics.

**Art III (CP) – 10<sup>th</sup>– 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Art I, Art II, and Instructor Approval**

Art III gives students a further in-depth study in drawing, ceramics, sculpture, mix media and painting. Art III students have an individual course of study created to challenge a student's interests, abilities, and prior art experiences. Students participate in group critiques and learn to better examine and evaluate both their own art and well-known art-works of the past and present. Students develop a personal portfolio of work that exemplifies their strengths as an artist.

**AP Studio Art IV (AP) – 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Art III and Instructor Approval**

Students will explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Students will develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course.

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The portfolio is submitted digitally with a total of 24 images requiring at least 17 different works.

**Digital Photography (CP) – 10<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Digital Photography introduces the aesthetic and technical theories and techniques of digital photography. Topics include camera and lens operation, memory cards, file formats, exposure, white balance, composition, lighting, creativity, image editing software and output. Course requires a digital camera.

## **Music Courses**

**Intro to Band 8 – 8<sup>th</sup>**

**No Credit**

**Prerequisite: None**

Eighth graders will take this class as part of their elective. The course is an introduction to band starting with the basics of music such as melody, harmony, rhythm, structure, form,

and concert etiquette. This course is intended to be an immersive experience in the musical performance world. The students will be assigned one of the following instruments to play for the semester: flute, clarinet, trumpet, or trombone. All students will learn various techniques on percussion instruments. All students will be required to attend and perform at the AHHS Band and Choir Concert each semester.

**Intro to Choir 8 – 8<sup>th</sup>**

**No Credit**

**Prerequisite: None**

Eighth graders will take this class as part of their elective. The course is an introduction to choir starting with the basics of music, including melody, harmony, rhythm, structure, form, and concert etiquette. This course is intended to be an immersive experience in the musical performance world. Students will learn proper singing technique and will learn to sing in various styles, including classical, musical theater, and pop. All students will be required to attend and perform at the AHHS Band and Choir Concert each semester.

**Class Piano – 9<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

This course is designed for students who wish to develop basic piano playing skills or expand on their existing skills, though no prior experience is required. Time in class will be split between keyboards and a traditional classroom setting. During keyboard practice, students will work to master proper playing technique and learn appropriate musical literature. The class will also cover musical notation and theory during traditional classroom time.

**Intermediate Band (CP)- 8<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Instructor's approval**

Intermediate Band is for those students with at least one year experience playing a band instrument. Areas of study include instrumental techniques, scales and arpeggios, tone production and rhythms. Other items to be covered will be the development of ensemble performance skills rehearsal and performance of band literature. Members of this class are required to be members of the Hawk Band. The Hawk Band will have multiple rehearsals and performances throughout the year, some of which include concerts, pep band events, football games, and other school functions in which attendance is required. After school and evening rehearsals and/or performances are required.

**Percussion Ensemble (CP)- 8<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Percussion Ensemble provides students with the opportunity to develop musicianship through various forms of percussion. Students will study the 40 essential rudiments, 12 major scales, and various forms of traditional and non-traditional concert percussion techniques and instruments. Members of this class are required to be members of the Hawk Band. The Hawk Band will have multiple rehearsals and performances throughout the year, some of which include concerts, pep band events, football games, and other school functions in which attendance is required. After school and evening rehearsals and/or performances are required.

**Beginning Choir (CP)- 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: None**

Choir I is a mixed group consisting of all grades and genders at Archbishop Hannan High School. It provides students with the opportunity to develop musicianship, proper use of breath support, phrasing, interpretation, postures, stage presence, and the other important musical disciplines - while performing various styles of music. Students will study and perform vocal music in the secular, sacred, jazz, pop, and swing styles. The ensemble will have multiple performances throughout the year, some of which include concerts and other school functions. Some after school and evening rehearsals and/or performances are required.

**Intermediate Choir (CP)- 9<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Choir I, Teacher Recommendation**

Advanced Choir is the upper-level performance ensemble for mixed voices. Students must take Beginning Choir for at least one year or be approved by the choir director. Students will continue to develop vocal technique and musicianship, as well as develop critical thinking skills through the analysis of musical elements, form, and text. Students will be expected to participate in semester concerts and quarterly performances, as well as various after school/evening events.

**Music Theory (CP)- 10<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Teacher Recommendation**

Music Theory is offered to any intermediate to advanced music student at Hannan. Interested students will need to complete a brief interview with the instructor to ensure their background has prepared them musically for this course. The goal of this course is to give each student a better understanding and appreciation of the music that surrounds them in everyday life. The course will cover the basic elements of written music with an introduction to music theory and learning how to read music. Music theory is an integral part of the fundamentals of musicianship approached through visual and aural analysis, music notation, scales and intervals, and formation of triads, leading to a study of harmony and musical form.

**Music Intern: Choir- 12<sup>th</sup>****1.0 Credit****Prerequisite: 1 student only, Teacher Approval Needed**

The Choral Intern will serve as an assistant to the Choir Director throughout the school year. Students serving as the Choral Intern will learn basic skills necessary for leading choral rehearsals. This includes pattern conducting, music theory analysis, rehearsal planning, and general rehearsal strategies. The Choral Intern will help to lead sectional rehearsals and will be tasked with conducting one song per semester with either the Beginning or Intermediate Choir.

**Music Intern: Band- 12<sup>th</sup>****1.0 Credit****Prerequisite: 1 student only, Teacher Approval Needed**

The Band Intern will assist the Band Director in preparation for all rehearsals throughout the year. Students serving as the Band Intern will learn basic skills necessary for leading band rehearsals. This includes pattern conducting, music theory analysis, rehearsal planning, and

general rehearsal strategies. The Band Intern will help to lead sectional and full band rehearsals. The student may have the opportunity to conduct one song per semester with the band or percussion ensemble.

## Theater Arts Courses

### **Theater I (CP)- 9<sup>th</sup>-12<sup>th</sup>**

**Prerequisite: None**

**1.0 Credit**

Theatre I is a true interdisciplinary survey course. Four basic strands—perception, creative/expression, historical and cultural heritage, and critical evaluation—will provide the broad and unifying structures for organizing the knowledge and skills students are expected to acquire taking this course. Through perceptual studies, students will increase their understanding of self and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Students will increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation will promote thinking and further discriminating judgment, developing young men and women who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

### **Theater II (CP)- 10<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Theater I**

The mission of this class is to awaken the imagination, emotion, and intellect of the student actor by making him/her aware of the transforming power and universality of theatre and the skills required to achieve excellence in performance. It is the beginning of the actor's journey of exploration to uncover the meaning and vision of any play and playwright in order to discover the "who, why, where, when and how" of each character to best serve the vision of the play. It is imperative the student actor understands the craft of acting, which requires a disciplined approach to voice, speech, movement, as well as an intellectual rigor in dissecting text, subtext, and style. Finally, this course will stress both the actor's ability to use "self" (body, mind, and experience) in a believable, honest way, as well as his/her willingness and resilience to transform that "self" beyond its pre-established boundaries.

### **Introduction to Theatrical Design (CP)- 10<sup>th</sup>-12<sup>th</sup> (for years offered) 0.5 Credit**

**Prerequisite: Theater I or Art I**

Introduction to Theatrical Design is a survey of scenery, lighting, sound, costumes, makeup, properties, theatrical equipment, and construction techniques. Through demonstration and laboratory experiences, students gain an understanding of the organization of theater (technical personnel) as well as an appreciation for theatrical design.

### **Film Studies (CP) - 10<sup>th</sup>-12<sup>th</sup> (for years offered)**

**0.5 Credit**

**Prerequisite: Successful completion of English I Honors/English II**

Since its beginnings in the 1890s, film has evolved as the dominant form of artistic expression in the United States. An understanding of film techniques, the vocabulary of film, and the knowledge of major American filmmakers will help students become more

discriminating consumers of film and broaden their artistic scope and deep thinking. By the end of the class, students will be able to accomplish the following: 1) Describe the evolution of film from its origins in terms of its technology, poetics, and how it encapsulates the cultures of its time; 2) Use the critical vocabulary of film studies to write and speak insightfully and with disciplinary authority about film art and culture; 3) Persuasively apply what is learned from the history text and from film analyses in class to additional films, in short, interpretive essays.

## Media Courses

### **Video Production I (CP) – 9<sup>th</sup> - 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: None**

This elective course provides motivated students with a hands-on introductory experience in media production. Students will explore News Literacy (what is news, how to identify news values and the business of mass media) and News Gathering (basics of interviewing, and introduction to journalistic and scholastic research and data literacy). Students will develop proficiency in pre-production, production, and post-production procedures, such as scriptwriting, storyboarding, interviewing, operating the video camera, framing shots, adjusting audio levels and editing. This course requires students to participate in reflection and critique of both their own work as well as that of their classmates. Students will have the opportunity to film and to create videos for activities and events occurring in the Hannan community. Students will also be introduced to elements of Media Law and Ethics and explore the rights and freedoms protected by the First Amendment.

### **Video Production II (CP)- 10<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: Video Production I; Teacher Recommendation**

Video Production II builds on the foundational skills obtained in Video Production I. It is a production class in which students will work as a production company to regularly produce a pre-recorded news show for the Hannan community; this course will allow students to attend and to film a variety of school events. Students are expected and required to attend events outside of school. Students will also develop advanced video storytelling techniques as well as explore the basics of long-form film-making.

### **Video Internship- 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: Teacher Approval Needed; Completion of Video Production II**

For the duration of this course, the video intern will be the executive producer of “Hawk Talk” helping the teacher to book guests, write scripts, and ensure the program runs smoothly every day. This student will help schedule events with the NFHS Pixellot system and recruit play-by-play announcers for sporting events. The intern will direct the on-air talent and assist with the day-to-day operations of the Video II and Hawk Talk class.

### **Publications I (CP)- 9<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: None**

The Publications courses are responsible for the complete production of the school’s yearbook under the guidance of a faculty adviser. This course introduces students to basic photography skills, interviewing techniques, and journalistic writing. It prepares students to work as a team in order to produce a deadline driven print publication. Students in Publications I develop



their journalism skills by working collaboratively on reporting, writing, editing, photographing and interviewing. The staff is responsible for selecting the yearbook's theme, choosing which events to feature in the yearbook and maintaining professionalism by practicing ethical behavior, teamwork and meeting all deadlines. This course requires that each student sells one business ad which will appear in the yearbook.

**Publications II (CP)- 10<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Publications I**

Publications II students will build upon the skills they acquired in Publications I, and they will also be a lead editor of the yearbook. The staff is responsible for selecting the yearbook's theme, choosing which events to feature in the yearbook and maintaining professionalism by practicing ethical behavior, teamwork and meeting all deadlines. This course requires that each student sells one business ad which will appear in the yearbook.

**Digital Journalism (CP)- 9<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

This course emphasizes the skills and knowledge required to run and operate a functioning news website. Students will conduct interviews, write in a variety of journalistic forms (news, sports, entertainment and opinion), discuss editorial positions, and help produce and edit articles using an online content management system. Business and management skills, essential to the self-sufficiency of a news organization, will be emphasized. Students will also be introduced to basic News Literacy (what is news, how to identify news values and the business of mass media) and explore the dangers of the epidemic of fake news. Throughout the course the students will be introduced to elements of Media Law and Ethics and explore the rights and freedoms protected by the First Amendment.

**Graphic Design (CP)- 10<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

The Graphic Design curriculum is an introduction to design, creation, and visual identity using visual communication. This course will examine numerous techniques in the Adobe Creative Suite concentrated in Photoshop, Illustrator, and InDesign. Students will develop an understanding of the creative process by examining such techniques as the use of type, image and color through visual representation.

**Computer Applications (CP)- 9<sup>th</sup> – 12<sup>th</sup>**

**0.5 Credit**

**Prerequisite: None**

This course is specifically designed to teach the entire Microsoft Office Suite: Word, Excel, and PowerPoint, as well as basic computing skills necessary for life in the Digital Age. Students will explore real-world situations for the use of these programs that are needed during their time at Archbishop Hannan High School and beyond. This course will serve as a prerequisite for Web Design and Development.

**Web Design and Development (CP)- 10<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Computer Applications**

This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality; learn how to create and

maintain quality web pages; learn about web design standards and why they are important; and learn to create and manipulate images. Students start by developing basic proficiency in creating static web pages with HTML and CSS languages. The course progresses from introductory work on web sites to new web design techniques including responsive design techniques.

**Introduction to Computer Engineering 8- 8<sup>th</sup>**

**No Credit**

**Prerequisite: None**

This course is specifically designed as an introduction to the Microsoft Office Suite: Word, Excel, and PowerPoint, as well as basic computing skills necessary for life in the Digital Age and engineering. Scratch coding language will also be utilized to teach students the basics of coding. Students will explore real-world situations for the use of these programs that are needed during their time at Archbishop Hannan High School and in future STEM courses.

**Technology Internship (CP) – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Teacher Recommendation, Interview**

Technology internship offers highly motivated senior students the opportunity to explore independent technology skill development through work in the technology office. Skills to be developed include hardware and software trouble-shooting, including laptops, printers, iPads, MacBooks, etc. Students will learn basic troubleshooting, assist students and faculty with specific apps, and assist the IT office in the daily operations that support the school faculty, staff, and students.

## **PHYSICAL EDUCATION DEPARTMENT**

Archbishop Hannan High School is committed to educating the whole student. This mission includes helping students make wise health choices and staying physically active for mental and spiritual health. Students must have three semesters of Physical Education and one semester of Health. Students may take up to two additional classes in Physical Education.

**Health and Physical Education 8 - 8<sup>th</sup>**

**No Credit**

**Prerequisite: None**

Students learn and discuss information relating to the principles of health and skill-related fitness, exercise, nutrition, stress and consumer management. Students will participate in fitness exercises and skills, including floor exercises and running. Students will learn to develop, evaluate and maintain their own personal exercise program. Students use both the classroom and gymnasium to master these skills. Students will learn and practice the seasonal sports and practice life-long leisure skills.

**Physical Education I - 9<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Students learn and discuss information relating to the principles of health and skill-related fitness, exercise, nutrition, stress and consumer management. Students will participate in fitness exercises and skills, including floor exercises and running. They will learn to develop, evaluate and maintain their own personal exercise program, using both the classroom and

gymnasium to master these skills. Students will learn and practice the seasonal sports and learn life-long leisure skills. Students are required to take fitness tests.

**Health and Physical Education II - 9<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

The course is designed to help students develop and plan their own fitness program geared toward a specific sport or their own specific interests. The basic elements of fitness and conditioning will be taught to include the following: diet, nutrition, the impact of drugs, stretching exercises, and proper training. As in all other physical education classes, fitness tests will be given. Students learn and discuss information relating to the principles of health and skill-related fitness, exercise, nutrition, stress and consumer management. They will participate in fitness exercises and skills, including floor exercises and running, using both the classroom and gymnasium to master these skills. They will learn and practice the seasonal sports and learn life-long leisure skills.

**Physical Education III, IV - 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: PE II**

These classes build upon and accelerate the goals of all Physical Education classes. Students learn and discuss information relating to the principles of health and skill-related fitness, exercise, nutrition, stress and consumer management. Students will participate in fitness exercises and skills, including floor exercises and running, using both the classroom and gymnasium to master these skills. Students will learn and practice the seasonal sports and learn life-long leisure skills. Students are required to take fitness tests.

**Sports Medicine I (CP) -11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: None**

Working with the Archbishop Hannan/Ochsner Athletic Trainer, students are introduced to the profession of athletic training, the members of a sports medicine team, emergency planning and procedures, taping and bracing techniques, anatomy and physiology of the human body, medical terminology, common athletic injuries and conditions, evaluation of athletic injuries and illnesses, preventative care for athletes, athletic nutrition, and sports psychology. Students acquire the skills and knowledge needed to implement risk management and preventative programs for athletes and others involved in physical activity. This course cannot be used to meet graduation or TOPS requirements for PE credits.

**Strength and Conditioning I – 11<sup>th</sup>**

**1.0 Credit**

**Prerequisite: PE I and PE II; Varsity Level Athlete Only**

This is an elective course open to varsity-level athletes. The class is designed to develop and maximize athletic performance through various methods and concepts of strength and conditioning. Individual programs are designed and implemented to help each student meet individual needs to perform at his or her highest level. Students will gain an insight and understanding of muscles and muscle function as it relates to athletic performance training.

**Strength and Conditioning (SRS) – 12<sup>th</sup>****0.5 Credit****Prerequisite: PE I and PE II; Varsity Level Athlete Only**

This is an elective course open to varsity-level athletes who are seniors and in-season. The class is designed to develop and maximize athletic performance through various methods and concepts of strength and conditioning. Individual programs are designed and implemented to help each student meet individual needs to perform at his or her highest level. Students will gain an insight and understanding of muscles and muscle function as it relates to athletic performance training.

## **THE UNSTRUCTURED PERIOD**

**Unstructured Period-11<sup>th</sup>-12<sup>th</sup> (Semester/Year)****No Credit****Prerequisite: None**

The Unstructured Period is instructional time designed to provide students in grades 11<sup>th</sup> and 12<sup>th</sup> with opportunities to do independent study, including reference work, to use the library, to take advantage of other resource centers in the school, and to take tests missed. Also, the student can arrange conferences with teachers, guidance counselors, and/or the campus minister. While always under adult supervision, the student can develop a sense of self-responsibility, self-discipline, efficient use of his unstructured time, and serious study habits. This Unstructured Period (UP) will also prepare upper level students for the reality of college classes, so that they know the discipline required to use time wisely while simultaneously taking part fully in university life. Students and parents may choose this elective in lieu of an eighth course.