

HAHNVILLE HIGH SCHOOL



FRESHMEN COURSE CATALOG 2024-2025

MESSAGE TO STUDENTS AND THEIR PARENT

MISSION

At HHS, all stakeholders are proud, integral members of a community that takes ownership for the success of all students by fostering a positive culture of learning that prioritizes all students' academic and social-emotional needs in a safe and supportive environment. With pride, our professional team serves to connect our school and community through consistent communication, accessible resources, support systems, and opportunities in order to empower students to be future ready citizens.

VISION

The vision of Hahnville High School is to be a community committed to the shared responsibility of teaching and learning. All stakeholders are engaged in empowering our diverse population to continuously broaden their thought processes, develop problem-solving skills, and cultivate positive relationships.

MESSAGE TO STUDENTS AND THEIR PARENTS

Through a shared decision-making process, the school district, parents, the community, businesses, and industry will provide the resources necessary for a supportive teaching and learning environment that will empower students to become productive lifelong learners. It is our expectation that all students will enjoy an enhanced quality of life and will be able to function as responsible, caring citizens in a constantly changing global society.

In keeping with the St. Charles Parish Statement of Purpose, Hahnville High School attempts to provide courses which will be academically challenging and of such a nature as to provide students with skills that will enable them to be successful in their chosen career.

We in St. Charles Parish Public Schools will have achieved our mission when each student has self-confidence and functions effectively as...

A CRITICAL THINKER who identifies, assesses, integrates, and utilizes information and resources to make decisions and resolve conflicts and problems that accompany life

A COLLABORATIVE CONTRIBUTOR who uses communication, leadership and group skills effectively in all work, community, and family settings

AN INVOLVED CITIZEN who actively and ethically contributes time, energy, and talent to improve self, family, community, and the quality of life in the culturally diverse local, national, and global environments

A CREATIVE PRODUCER who provides quality services and produces excellent practical, artistic, or intellectual products

A SELF-DIRECTED ACHIEVER who creates a vision for the future, engages in lifelong learning, analyzes options, exercises self-discipline, and takes responsibility for setting and achieving personal goals.

A KNOWLEDGEABLE, COMPETENT PERSON who acquires, integrates and utilizes information and strategies.

We look forward to working with your child throughout his/her high school career in achieving these goals.

Jose Gonzales, Principal

Jennifer Foss, Asst. Principal

Victoria Preau, Asst. Principal

Shawn Heiden, Asst. Principal

Kendell George, Asst. Principal

Gerard Nugent, Administrative Monitor

EQUAL OPPORTUNITY STATEMENT

In compliance with Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, this Educational Agency upholds the following policy:

This is an equal opportunity school and is dedicated to a policy of non-discrimination in employment or training. Qualified students, applicants or employees will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin or qualified handicap. All students have equal rights to counseling and training.

ATTENDANCE POLICY

High school students shall be in attendance a minimum of 80 days per semester for semester courses and 160 days for full year courses in order to receive credit.

* **NOTE:** High school students are not to exceed 2.5 absences a semester for a half credit course and 5 absences a school year for a full credit course. If a student exceeds his/her number of absences in a course, EVERY day must be an excused absence or he/she will be denied credit for that class.

Students participating in school approved activities which necessitate their being away from school shall be considered to be present and shall be given the opportunity for make-up work.

Students are considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work. Written documentation is required for all absences within 3 days upon return. Only three days may be excused each nine week period for personal illnesses with a note from the parent/guardian. Only original statements (no photo copies) from a physician will be accepted. Documentation from a doctor is necessary if the student is absent more than three times in a nine-week period.

Students are not considered excused for any other reason. An unexcused absence means the student will not be allowed to make up work missed.

Any student who does not meet these state mandated attendance requirements is not eligible to receive high school credit unless the parent can show extenuating circumstances and verify these circumstances with the supervisor of Child Welfare and Attendance.

The following constitute extenuating circumstances:

1. Extended personal, physical, or emotional illness as verified by a physician or dentist
2. Extended hospital stay as verified by a physician or dentist
3. Extended recuperation from an accident as verified by a physician or dentist
4. Extended contagious disease within a family as verified by a physician or dentist
5. Prior school system approved travel for education
6. Death in the family (not to exceed one week)
7. Natural catastrophe and/or disaster

For any other extenuating circumstances, parents must make a formal appeal in accordance with due process procedures established by St. Charles Parish Schools.

CLASSIFICATION OF STUDENTS

Students are classified according to the number of credits previously earned, and by the years of high school completed.

* Classification in **Grade 9 (freshman)** is accomplished when a student meets the promotional requirements for grade 8.

* Classification in **Grade 10 (sophomore)** occurs when a student has completed one year in high school and has earned 6 units, 4 of which must be required courses for graduation.

* Classification in **Grade 11 (junior)** occurs when a student has completed two years in high school and has earned 11 units, 7 of which are required courses for graduation.

* Classification in **Grade 12 (senior)** occurs when a student has completed three years in high school and has earned 17 units, 10 of which must be required courses for graduation.

GRADING SCALE & GPA

The St. Charles Parish School District utilizes the following grading scale:

A: 93-100% **B:** 85-92% **C:** 75-84% **D:** 67-74% **F:** 0-66%

Standardized Assessments – High School Graduation Requirements

Students entering after 2017 are required to pass the LEAP 2025 course exam in Algebra I or Geometry, English I or English II, and Civics or Biology.

HONORS COURSES AND ADVANCED PLACEMENT

Honors Program

A student must be enrolled in an honors course for the entire duration of the course in order to receive honors credit. Once a student enrolls in an honors course, he/she must remain in the course for the remainder of the year. As with other courses, a student will be allowed to make changes on the request verification form but will not be allowed to withdraw once a schedule has been completed.

Honors Course Offerings

English I, English II, Geometry, Algebra II, Advanced Math, Biology I, Civics

Honors Recommendation

To enter the English, Math, and Science honors program:

A student must have scored no lower than an 93% (A) or 85% (B) for the final yearly grade in the subject area in 8th grade **AND** have achieved a “Mastery” or “Advanced” in the corresponding subject LEAP test. (**We do not offer Algebra I H**) HHS Administration is **considering** middle school teacher recommendations for specific scenarios.

If a student does not have at least 85% in Geometry Honors or at least a 93% in Geometry with teacher recommendation, it is not recommended that he/she take Algebra II Honors.

If a student does not have at least 85% in Algebra II Honors or 93% in Algebra II with teacher recommendation, it is not recommended that he/she take Advanced Math Honors.

For Calculus AP, students must score at least 85% in Advanced Mathematics Honors or 93% in Advanced Mathematics I and have teacher recommendation.

To remain in the HHS honors for English, Mathematics, and Science Course Programs after 9th grade: Students must maintain a final grade point score of 85% (including honors points) in honors courses OR obtain teacher recommendation.

In order for a student to be removed from the honors program, the student must notify the scheduling administrator before the end of the school year; therefore, it is the responsibility of the student to notify an administrator that he/she wishes to exit the honors program.

ADVANCED PLACEMENT courses offer students the opportunity to do college-level work while still in high school. They are available to academically qualified students in the ninth through twelfth grades. Upon completion of an AP course, the student will take the nationally administered AP examination in April. Depending upon performance on the examination, and their college’s AP credit policy, the student may receive from three to twelve hours of college credit for each examination. This makes it possible for a student to enter college at or near the sophomore level. Advanced Placement courses are offered if enrollment is sufficient and are considered the highest level courses in the curriculum.

Advanced Placement Course Offerings

English III, English IV, Physics, Biology II, Calculus AB, Chemistry I AP(Is Chem II), Human Geography, US History, World History, Psychology, Studio Arts

Honors/Gifted/Advanced Placement (AP)/Dual Enrollment Points

Beginning with the class of 2019, per ACT 359 and Act 733, **students enrolled in qualifying Honors/Gifted/AP/Dual Enrollment courses are eligible for BOTH five quality points** and additional percentage points added to each quarter and exam grade as stated by the District’s PPP.

Excerpt from the Pupil Progression Plan—

Weighted grades for honors and gifted/AP courses at the high school level are weighted by the awarding of additional percentage points and quality points. Students who earn an A in an honors course are awarded 7 additional percentage points to each quarter grade; students who earn a B are awarded 5 additional percentage points to each quarter grade; and students who earn a C are awarded 3 additional percentage points to each quarter grade. Students who earn a D or F in an honors course receive no additional percentage points.

(93 - 100)	7 extra points
(85 - 92)	5 extra points
(75 - 84)	3 extra points
(00 - 74)	0 extra points

Students enrolled in classes that are eligible for five quality points as per Act 359 of the 2013 Louisiana Legislative session and Act 733 of the 2014 Louisiana Legislative session shall be eligible for additional percentage points in Honors/Gifted/Advanced Placement classes. Talented classes are NOT eligible for additional percentage points.

Students graduating in the 2018 – 19 school year and thereafter enrolled in courses eligible for five quality points as per Act 359 of the 2013 Louisiana Legislative session shall be eligible for additional percentage points in Honors/Gifted/Advanced Placement/Dual Enrollment classes.

Teachers of courses eligible for 5 quality points (excluding talented courses) shall add additional points to students' quarterly or exam grades. Quality points will be added to students' grades used in the calculation of grade point averages (GPA). GPA will be included on students' transcripts.

Quality points are designated as follows:

- Letter Grade "A" = 5 quality points
- Letter Grade "B" = 4 quality points
- Letter Grade "C" = 3 quality points
- Letter Grade "D" = 2 quality points
- Letter Grade "F" = 0 quality points

Courses qualifying for 5.0 scale:

- | | |
|------------------------|-----------------------|
| AP English III | AP English III Gifted |
| AP English IV | AP English IV Gifted |
| AP Physics | AP Calculus A/B |
| AP Chemistry | AP Calculus Gifted |
| AP Biology II | AP Human Geography |
| AP World History | Theatre Gifted |
| AP US History | Music Gifted |
| DE Biology 101 | Studio Art Gifted |
| DE Spanish 101/102/201 | |
| DE Fine Arts | |

*List is not exhaustive and is subject to change based upon BESE decisions during school year.

SPECIAL EDUCATION EXIT OPTIONS

DIPLOMA: TOPS University

CRITERIA: Pupil Progression requirements.

REQUIREMENTS: Regular classes with support from the Study Skills and/or Remedial Special Education Classes; must meet all requirements for receiving the regular education diploma. Students showing certain areas of deficit based on testing and/or course grades may take remedial special education or general education classes.

DIPLOMA: TOPS TECH/JUMP START:

JUMP START-TRADITIONAL PATHWAY

CRITERIA: Pupil Progression requirements.

REQUIREMENTS: Regular classes with support from the Study Skills and/or Remedial Special Education Classes; must meet all requirements for receiving the regular education diploma. Students must select a vocational cluster from which they will earn nine vocational credits and pass the necessary industry credentials needed for graduation.

JUMP START - APRIL DUNN PATHWAY

Students, who entered high school in the 2014-15 school year and beyond, with persistent academic difficulties resulting from a disability may be eligible to have the effects of the April Dunn Act applied to their educational program. Students with disabilities that persistently impact their ability to progress in the general education curriculum per April Dunn Act of the 2014 Legislative Session 8 , become eligible when they meet one of the following criteria:

A) do not meet the required benchmark scores on state assessments in two out of three most recent years: 6th, 7th, or 8th.

B) do not receive a score of Fair, Good, or Excellent on two administrations of the same EOC test. Course of Study though these students demonstrate persistent academic difficulties.

Students with who qualify for Act 833 and have the Act applied to their educational program must:

- 1) continue to be taught and assessed based on the regular academic standards
- 2) be enrolled in Carnegie Unit bearing courses, just as their non-disabled peers
- 3) have their IEP identify:

- individual performance criteria for courses and associated EOC test that include the student's strengths and weaknesses
- academic goals and objectives aligned to the standards for the course
- accommodations necessary to support success with the academic standards and coursework(s) in which April Dunn eligibility will be applied Individual performance criteria developed by IEP teams may be incorporated when awarding Carnegie credits provided the student has full access to, shows involvement in, and makes progress in achieving the state content standards.

JUMP START: ALTERNATIVE PATH WAY FOR STUDENTS ASSESSED ON LAA 1

CRITERIA: Only students with qualifying cognitive delays are eligible; students are determined to be eligible to participate in LEAP Alternative Assessment Level 1 by an IEP team.

REQUIREMENTS: Meet eligibility requirements for LAA1 and all graduation requirements outlined for this diploma pathway for students assessed through alternate means on the LAA 1.

NON-DIPLOMA LOUISIANA HIGH SCHOOL EQUIVALENCY DIPLOMA (LHSD):

CRITERIA: Documented lack of success in the Core Four or Basic Core diploma pathways and/or statewide testing. Students are assessed and performing above the 7th grade academic levels in Reading, Language, and Math. The decision to pursue an LHSD can be determined through an IEP team decision, and an IEP must be held to change the student's exit option to LHSD.

REQUIREMENTS: Meet performance criteria for the Hi-SET assessment. Academic instruction on the student's academic performance level with remediation in the special education classroom or Hi-SET Exit Room; vocational instruction in the regular and/or special education setting; participate in diagnostic testing at set intervals; follow area of concentration and course pathway to achieve the LHSD and Industry Based Certification (IBC).

NOTE: The student will not earn a diploma, but will be working toward an equivalency diploma through Hi-SET testing with the option of participating in the graduation ceremony if the IBC is earned.

STUDENTS TRANSFERRING FROM ANOTHER SCHOOL

Since many school districts use letter grades rather than numeric grades, Hahnville High School has consistently used the following grade conversion scale:

A: 97% **B:** 89% **C:** 81% **D:** 72% **F:** 64%

Only students who are enrolled in Hahnville High School for two full calendar years are eligible for Valedictorian or Salutatorian honors at graduation.

If a student registers without bringing appropriate records (clearance or withdrawal form or previous report card) the school will not be held responsible for the student being scheduled incorrectly.

PROCEDURE FOR EARLY DISMISSAL, OFFICE AIDE & EARLY GRADUATION

It is the firm belief of the HHS Administration that students should plan to spend four full years in high school. All students who have been in high school for four years must schedule at least four classes in the senior year. In order to be eligible for early graduation or early dismissal, conferences with the student's counselor must be held prior to scheduling so that the appropriate requirements are completed. An application must be submitted to be considered for an office aide position as well. Completed applications must be submitted for acceptance of early dismissal, office aide and/or graduation by the deadline. The student must have the **administration and parent's approval and signature** before either option is considered. This does not guarantee early release, mid-term graduate or aide position. Placement will be determined after a formal review by your counselor and administration.

PROCEDURE FOR SCHEDULING

The course catalog, the student's individual education plan, a copy of the student's transcript and current report card are used during the scheduling process to help students complete the schedule request form. The top section of the form lists the classes that are currently in PowerSchool, and the bottom shows the selected electives indicated with numbers from one to eight. All electives for the next school year are listed.

Students must verify the classes chosen by referring to the most current Hahnville High School Course Catalog. The catalog contains a section that focuses on career planning, which includes recommended courses towards state approved diploma pathways. Each year the student has an opportunity to review his or her individual education plan with parents and his or her counselor in order to keep or change the selected diploma and career pathway. Each year during scheduling students will be expected to select at least one of the recommended electives for his or her career pathway. The Schedule Request Verification Form will be sent home and should be returned to school with both the student and parent signatures and with any changes written in on the form.

Please contact any of the counselors to be advised in selecting courses. The number for the Counselor's Office is 985-758-2961.

All courses in the Course Catalog will be offered, but only those courses that have sufficient enrollment and a certified teacher will be taught the following year. It is important for students to make valid alternative selections in case a course cannot be offered. Their elective requests will be honored based on the submitted Schedule Request Verification Form returned to the assigned counselor.

All students must be scheduled for eight classes. The only exceptions to this four-class minimum requirement are students who are working in co-op jobs through the performance based program, general co-op students, or students who are concurrently enrolled in other educational institutions.

All seniors must attend at least four periods in their senior year.

PROCEDURE FOR SCHEDULE CHANGES

Students will receive a Schedule Request Verification Form in the spring. If, at this time, the student wants to change any course selections, the change should be made on the Schedule Request Verification Form and returned to the counseling office. Dates and times will be announced.

Since the master schedule is based upon schedule requests and students' needs, the students' selections, including alternate selections on the schedule request form are considered final. Schedules

will be mailed home in July. Requests for course changes after May will be honored only in the following extenuating circumstances:

1. Course prerequisite not met.
2. Seniors requiring courses to meet LA graduation or TOPS requirements.
3. Course previously taken and credit received
4. Courses taken and credit received or not received in summer school
5. Error made in the scheduling process (not enough or too many courses to fill the 8)

SUMMER SCHOOL

If a student has failed in a full credit course, s/he may attend summer school for the course that s/he received the "F." Summer school informational packets may be obtained from the counseling department.

DISTRICT GUIDELINES FOR HIGH SCHOOL CREDIT FOR COLLEGE COURSES

NOTE: These are in addition to the guidelines established in Bulletin 741 that address GPA requirement, ACT/SAT minimums, principal's permission, etc.

1. The End of Course/LEAP 2025 must have been taken and passed in the sub-test area (English, writing, math, science, or social studies) for which the student is seeking dual credit.
2. The grade reported on the college transcript becomes a permanent part of the student's record. A grade of W on the college transcript may be converted to an F.
3. The grade reported on the college transcript will be converted to a percent using the following scale:

A- = 93%	A = 97%	A+ = 100%
B- = 85%	B = 89%	B+ = 92%
C- = 75%	C = 80%	C+ = 84%
D- = 67%	D = 71%	D+ = 74%
F = 65%		
4. Upon conversion to a percent, the grade reported on the college transcript will be used for computing grade point average (GPA) and ranking, including eligibility for TOPS.
5. Honors points will not be added to the grade reported on the college transcript.

ATHLETIC ELIGIBILITY

To be eligible for the first semester of the school year, a student shall have earned at least 6 units from the previous year, which shall be listed on the student's transcript and shall have earned at least a 1.5 average when considering all "graded" subjects. To be eligible for the second semester of the school year, a student shall pass at least 6 subjects from the first semester. In determining eligibility at the end of the first semester of a school year for blocked classes, a subject's Carnegie unit value shall be multiplied by two when calculating the number of subjects a student passed.

NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE

Students planning to enroll in college as a freshman and wish to participate in Division I or II intercollegiate athletics must apply to the NCAA Clearinghouse to determine their initial eligibility status. To do this, a student has to submit the Student Release Form to the NCAA Clearinghouse during their senior year. The Student Release Form is available from the guidance office.

Course Descriptions

AFJROTC PROGRAM

Overview: Each Military Science course is divided into three separate but equivalent sections of study; **Aviation Science, Leadership Education, and Health and Wellness**. Each school week is divided into 3 parts; 2 days of aviation science, 2 days of leadership education, and 1 day of health and wellness usually designated as "PT" or physical training. Cadets are required to participate in the classroom presentations, briefings and exercises, and in physical training. Leadership Education is subdivided into smaller sections of learning which includes team-building exercises and Air Force drill requirements. Health and Wellness is broken down into various aspects of physical fitness from team activities to exercises in preparation for the Presidential Physical Fitness Exam. All cadets are required and expected to wear the PT uniform and participate in the scheduled PT activities each week.

REQUIREMENTS: Students **WILL** wear the Air Force JROTC uniform one day a week and the **issued** PT uniform on Fridays. Students **MUST** comply with all Air Force JROTC Hair and Uniform standards in order to remain in the program.

AFJROTC I Aerospace Science & Leadership Education

Science: A **Journey into Aviation History**, this is the recommended first AS course for all new cadets. It **is an aviation history course** focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials.

Leadership: LE 100 is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. Cadets are required to teach, learn and perform 30 basic Air Force Drill commands throughout the school year. A safe and open space is provided to allow the cadets proper space to practice drill commands and procedures. Lessons will cover how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today's society will also be covered to include recognizing types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. This textbook will also examine the negative effects of air and water pollution, and how to help keep the environment safe. Cadets will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. The final chapter will also cover how the US Constitution protects our rights and freedoms as American citizens.

Health and Wellness: Cadets will utilize this time to learn the importance of keeping yourself well and helping others to stay well. Cadets will work together in flights or teams during friendly team oriented competitions, practice drill commands, and exercise in preparation for undertaking the United States Presidential Physical Fitness Exam. Air Force JROTC physical training program called the Extreme Excellence Challenge (EC2) Wellness Program, now represents 20% of the overall program. This program consists of Team Sports (Volleyball, Kickball, Softball, etc.). If the cadet wants to compete for a bronze, silver, or gold star, they must perform 6 main exercises, including the 1-mile run. Cadets will organize and oversee an annual AFJROTC Field Day where individual flights will compete against one another while performing self-developed and initiated team-building exercises

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$20.00(Covers equipment, uniforms, and travel)

Students **WILL** wear the Air Force JROTC uniform one day a week and the **issued** PT uniform on Fridays. Students **MUST** comply with all Air Force JROTC Hair and Uniform standards in order to remain in the program.

ART I: The student is introduced to or reviews the elements and/or principles of design composition and exploratory approaches as applied to drawing, painting, printmaking, sculpture, pottery and crafts with some demonstration of skills.

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$40.00(Covers Materials for projects)

BAND--CADET: Cadet Band emphasizes the study and performance of music in concert and marching settings. It is for students who have achieved proficiency in the fundamentals of notation, technique and reading skills. It also includes the study of different styles of music. Participation in two weeks of summer band camp is required. After-school practice two days a week through the end of marching season is required. Students are required to demonstrate yearly improvement on their instrument by meeting certain specified grade level expectations for each instrument as determined by the director.

PREREQUISITE: Audition and/or director approval Grade level: 9-12 Credit: 1

Fee: \$100.00 + other fees (Description: Uniform, uniform cleaning and competitions)

Note: Participation in marching band is required for all band students not participating in football, volleyball, dance team or cheerleading.

CHOIR—BEGINNING: This course introduces students to small and large group singing with an emphasis on developing vocal technique, sight-reading skills, and an understanding of music theory and music history. Students will be expected to stay after school for rehearsal two or three days every month. PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$25.00 + Uniform (Additional Fees for festivals and/or competitions. Students have the option to earn payment through fund-raisers.)

COMPUTER SCIENCE ESSENTIALS: Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

PREREQUISITE: Algebra I Grade level: 9-10 Credit: 1 Fee: (None)

CYBERSECURITY (PROJECT LEAD THE WAY): Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyberworld.

PREREQUISITE:None Grade level: 9-12 Credit: 1 FEE: None

DANCE I (Lafon Performing Arts Center):

This class begins with an overview of human anatomy as it relates to dance movement, along with various injury-prevention techniques and standard dance terms. Students will study the basic elements of space, time, and energy as it relates to dance, dance structures, and choreographic devices and how they serve as both foundation and a departure point for choreographers. Students will also experience dance performance as an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Students will learn to interpret and analyze dance movement by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Finally, students will practice dance literacy which includes deep knowledge and perspectives about societal, cultural, historical, and

community contexts. This course may be used as a fine arts or physical education credit.

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: None

DRAFTING-TECHNICAL BASIC: This course is designed as a basic drawing course involving sketching, lettering, the use of the drafting instruments, measuring, accurate drawing, and computer aided drafting. It also includes the theory of shape description. Students are responsible for furnishing their own pencils and erasers. All additional instruments will be provided.

PREREQUISITE: Basic on Math LEAP. Grade level: 9-12 Credit: 1

NOTE: (Flash drive required for course)

FAMILY AND CONSUMER SCIENCE I: This is a comprehensive course designed for 9th and 10th grade students. This course builds a foundation in the areas of personal and family relationships, foods and nutrition, clothing selection, simple construction, housing, and child development. Lab experiences are required. Students will be required to purchase a fabric/supply kit for \$15 - \$20 for the Science Unit and a five pound bag of sugar for the Child Development Unit.

PREREQUISITE: None Grade level: 9-12 Credit: 1

Fee: \$30.00 (Covers materials for projects, material, food, etc.)

FINE ARTS SURVEY: This course is designed as an introduction to the four arts: dance, drama, music and visual arts; their relationships; and how they each touch our daily lives. This course is not an in-depth study but an appreciation and history of the arts.

PREREQUISITE: None (Recommend for TOPS) Grade level: 9-12 Credit: 1 Fee: \$10.00

(Covers materials for projects)

FIRST ROBOTICS: The Robotics program generally prepares individuals to assemble, install, operate, maintain, and repair electrical/electronic equipment used in business and industry. This course includes instruction, on actual equipment or associated trainers, relating to power supplies, amplifiers, motors, digital and computer circuitry, programmable controllers, computer peripherals, computer networking, general robotic applications, lasers, fiber optics, communication systems, and video systems.

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$20.00

FRENCH I: French I is the introductory course to learning a modern language. It includes a structured form of language learning with emphasis on the development of four basic skills: listening, speaking, reading and writing as well as an appreciation of French culture.

PREREQUISITE: Student must have earned an English I credit or have scored Basic on the 8th grade LEAP ELA Grade level: 9-12 Credit: 1 Fee: None

GENERAL TECHNOLOGY EDUCATION: This course is designed as an introductory course into the world of technology and industry. The course will provide the students with a broad range of subject areas and activities. Some of the areas include materials' processing, power and energy, carpentry, electricity, and welding. Students will be involved in class demonstrations and set-ups for measuring; including level and transit operation. The student will also be exposed to basic transportation tasks as it relates to the many technology fields available today. NCCER Core Curriculum will be taught in this class.

Industry Based Certification: NCCER CORE

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$10.00, (Due at the beginning of the course. Covers materials for projects.)

GEOGRAPHIC INFORMATION SYSTEMS (GIS) Entry Level 1 (Statewide Basic IBC Opportunity):

Geographic Information Systems (GIS) is technology capable of gathering, managing, and analyzing location-based data which can be used for creating maps, operations, and decision-making. GIS organizes layers of spatial data and information by visually displaying data. With this unique geospatial capability, GIS reveals deeper insights into data, revealing patterns and relationships which may otherwise go unnoticed – preparing GIS users with skills allowing them to live, compete and successfully function in a global society by making smarter decisions for stakeholders. Students will have an opportunity to earn the statewide basic industry-based certification, Geographic Information System (GIS) ESRI User Certification.

PREREQUISITE: Concurrent enrollment in Algebra I Grade level: 9-12 Credit: 1 Fee: (None)

INTRODUCTION TO BUSINESS COMPUTER APPLICATIONS (INTRO TO BCA): Introduction to Business Computer Applications provide students with tools to assist in basic computer use. Students will apply correct keyboarding techniques in preparing personal and business documents, and cross-curricular problem-solving projects, using MS Office applications (MS Word, Excel, Publisher, and Access). IBC Certification: (Microsoft Word/PowerPoint)
PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$5.00(Covers materials for projects.)

LAW STUDIES: Law Studies is designed to assist students in understanding basic legal rights and responsibilities as they apply to individuals and communities. This course includes crime prevention, conflict management, substance abuse, and study of criminal/juvenile justice systems.
PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$1.00(Covers materials)

PRINCIPLES OF BIOMEDICAL SCIENCE: In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine 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.
PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: (None)

QUEST FOR SUCCESS: This course focuses on many key components: high school orientation, character education, personal interests and talents, exploration of the various career fields, post high school options, and online learning. Through blended learning students will learn how important it is to reflect on their own unique strengths (and challenges) when selecting a career field. They will also learn how to plan and schedule their high school classes so that the courses they enroll in will best prepare them for their post high school years. This one credit course will guide freshmen and enable them to make the most of their high school experiences. Students will also be required to complete six (6) hours of community service.
PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: None

SPANISH I: Spanish I is the introductory course to learning a modern language. It includes a structured form of language learning with emphasis on the development of four basic skills: listening, speaking, reading and writing as well as an appreciation of Hispanic culture.
PREREQUISITE: Students must have earned English I credit or have scored Basic on the 8th grade LEAP ELA. Grade level: 9-12 Credit: 1 Fee: None

SPEECH I: Speech I is designed to introduce the student to verbal communication. The course includes a study of the voice and body as tools of communication, an introduction to public speaking, oral interpretation, theatre, discussion, debate and media.
PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$2:00(Covers project materials)

STUDIO ART AND DESIGN GIFTED (VISUAL): A specialized art program for students identified as Talented Art through criteria established at the state level. This course includes the study of the elements and principles of art. It also encourages visits to local museums and participation in art exhibitions.
PREREQUISITE: Qualifying Talented Evaluation Scores Grade level: 9-12 Credit: 1 Fee: \$50:00 Covers students materials for projects

STUDIO PIANO: Students will learn to read and play music on the piano, gaining technical proficiency through the study and practice of scales, chords, and music literacy fundamentals. Class will be held at the Lafon Performing Arts Center.
PREREQUISITE: None Grade Level: 9-12 Credit: 1

TALENTED THEATRE I-IV: The Talented Theatre program offers students who possess unique talent in the performing arts the opportunity to further develop their skills in an accelerated environment. Students

are screened and identified for the program. This involves an audition before state evaluators in which the student must demonstrate creative thought processes, improvisational ability, and physical and emotional characterization. Once identified for Talented Theatre services, students develop their craft through rehearsals and performances, learn the historical and cultural significance of works of theatre, analyze the impact of theatre on thoughts and emotions, and develop a deeper appreciation for theatre arts. Talented Theatre students are afforded the opportunity to work with their peers at a high level and to create and collaborate on authentic theatrical experiences. This is a special education program offered through the state; therefore, students must go through state screening. Students must meet IEP goals to remain in the program.

PREREQUISITE: Talented Screening Grade: 9-12 Credit:1 Fee: \$25.00(Covers materials for projects)

TELEVISION PRODUCTIONS I: Television Production I is intended to cover the basics of visual and aural mass communication including the specific areas of photography, motion pictures, radio, and television with the primary emphasis on television production. Students should have a basic working knowledge of computers. High levels of creativity are essential for this course. This course is designed to help further their education at the Satellite Center in the field of Television Production. IBC Certification: (DreamWeaver)

PREREQUISITE: None Grade level: 9-12 Credit: 1 Fee: \$25.00 (Covers materials and projects).

Any student having issues paying their fees should speak with an administrator to discuss their situation and work out an arrangement that would allow them to experience all that Hahnville High School has to offer.

Graduation Requirements For Entering Freshmen 2024-2025 and Beyond

Graduation Requirements for Entering Freshmen 2014–2015 and Beyond

SUBJECTS	TOPS UNIVERSITY DIPLOMA		JUMP START TOPS TECH CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	One of the following: English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE–AS (Honors), or Literature in English Part 1: Cambridge AICE–AS (Honors)	2	The remaining units shall come from the following: Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE – AS (Honors), Literature in English Part 1: Cambridge AICE – AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE – AS (Honors), Literature in English Part 2: Cambridge AICE – AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	One of the following: English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE–AS (Honors), or Literature in English Part 2: Cambridge AICE–AS (Honors)		
NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.				
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 (The elective course Algebra I-Part 1 is a prerequisite.)
	1	Geometry	1	Geometry ¹
	1	Algebra II	2	The remaining units shall come from the following: Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)
	1	One of the following: Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)		
NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	One of the following: Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE–AS (Honors), Chemistry II: AICE–AS (Honors), or Physics II: Cambridge AICE–AS (Honors)
	2	Two units chosen from the following: (a) Earth Science, (b) one of Environmental Science, Environmental Awareness, (c) one of Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership), (d) Agriscience II*, (e) one of Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE–AS (Honors), (f) one of AP Environmental Science, IB Environmental Systems, (g) one of Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE, or (h) one of AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE–AS (Honors), (i) one of Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE–AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I
	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	Two units chosen from the following: (a) one of European History, AP European History, Western Civilization, or History (European): Cambridge AICE–AS (Honors), (b) one of World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE–AS (Honors), (c) one of World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE–AS (Honors), (d) History of Religion, (e) one of IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE–AS (Honors), (f) AP Psychology, History of Religion, or African American history*		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II, Adapted Physical Education I and II for eligible students in special education, JROTC I, II, III, or IV, or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.				
World Language	2	Two units from the same language (§2345) ^F		
Art	1	Art (§2333), Music (§2355), Dance (§2357), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2358)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	

Refer to [Bulletin 741](#) and the [LDQE Graduation Requirements](#) page the most current information. REVISED AUGUST 29, 2023

1 Geometry is now required for JumpStart TOPS Tech (Career Diploma) students with a Fall grade 9 2023-2024 entry year and thereafter. For grade 9 entry prior to 2023-2024, students must take three additional Math courses of which Geometry is an option.
 2 Computer Science has been added to TOPS University students with a Fall grade 9 2023-2024 entry year graduating in 2026-2027 and thereafter.



Can I change my schedule?

YES...

If you answer yes to any of the following

Next step: Contact your grade level counselor



No...

If you answer yes to any of the following NO schedule change will be made at this time.

Next Step: Make all schedule adjustments by the schedule verification form deadline in the SPRING.

- Courses needed to meet Louisiana Graduation or TOPS requirements (University Diploma or Career/Jump Start Diploma)
- Course PreRequisites not met
- Previously earned credit in course including summer school
- I am missing a period
- I requested Honors or AP and am not enrolled in the course
- Previously failed a course and need to reschedule it
- I no longer want to take Honors or AP
- My friends are not in the class
- I want a different teacher
- I want to take certain classes at a certain period
- I changed my mind on wanting to take a course.
- I really want to take PE at the end of the day