



# Archbishop Hannan High School

*Caritas Vinculum Perfectionis*

## Curriculum Guide 2018 – 2019

# Table of Contents

<b>GENERAL INFORMATION .....</b>	<b>3</b>
<b>THE THEOLOGY DEPARTMENT .....</b>	<b>8</b>
Theology Core Courses .....	8
<b>THE ENGLISH DEPARTMENT .....</b>	<b>11</b>
English Core Courses .....	11
English Electives .....	15
<b>THE MATHEMATICS DEPARTMENT .....</b>	<b>18</b>
Mathematics Core Courses .....	18
Mathematics Elective Courses .....	21
<b>THE SCIENCE DEPARTMENT .....</b>	<b>23</b>
Science Core Courses.....	23
Science Elective Courses.....	25
Stem-Related Elective Courses.....	26
PLTW Engineering Courses.....	28
PLTW Biomedical Sciences Courses.....	29
<b>THE SOCIAL STUDIES DEPARTMENT.....</b>	<b>31</b>
Social Studies Core Courses .....	31
Social Studies Elective Courses.....	33
<b>THE FOREIGN LANGUAGE DEPARTMENT .....</b>	<b>39</b>
French Courses.....	39
Latin Courses.....	39
Spanish Courses .....	40
Visual Art Courses.....	42
Music Courses .....	43
Theatre Arts Courses .....	45
<b>PHYSICAL EDUCATION DEPARTMENT .....</b>	<b>47</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.

## Christian Service

Our Lord Jesus Christ and His Holiness Pope Francis call Christians to service in the name of God and for the benefit of our neighbors and our community. Each grade has a special project organized by the Office of Christian Service, i.e. Habitat for Humanity, Food Banks, Thrift Store, Women's Shelters, etc. Each grade contributes its talents and time on a special project to serve the community.

## 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 72 minutes long. There will be an additional homeroom period of ten (10) minutes at the end of 3<sup>rd</sup> Period for announcements. 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	9:18-10:31	(2)	(7)	(4)	(1)	(5)
3 <sup>rd</sup> Period	10:36-11:59	(3)	(8)	(5)	*M	(6)
LUNCH	11:59-12:39	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4 <sup>th</sup> Period	12:44- 1:57	(4)	(1)	(6)	(2)	(7)
5 <sup>th</sup> Period	2:02-3:15	(5)	(2)	(7)	(3)	(8)

SPECIAL SCHEDULES					
ASSEMBLY		LATE START		EARLY DISMISSAL	
First Bell	7:50	First Bell	8:50	First Bell	7:50
Second Bell	7:55	Second Bell	8:55	Second Bell	7:55
1 <sup>st</sup> Period	8:00-9:10	6 <sup>th</sup> Period	9:00-10:01	8 <sup>th</sup> Period	8:00-8:45
2 <sup>nd</sup> Period	9:15-10:25	7 <sup>th</sup> Period	10:06-11:07	1 <sup>st</sup> Period	8:50-9:35
3 <sup>rd</sup> Period	10:30-11:40	8 <sup>th</sup> Period	11:12-12:23	2 <sup>nd</sup> Period	9:40-10:35
Assembly	11:45-12:10	LUNCH	12:23-1:02	LUNCH	10:35-11:15
LUNCH	12:10-12:50	1 <sup>st</sup> Period	1:07-2:06	3 <sup>rd</sup> Period	11:20-12:00
4 <sup>th</sup> Period	12:55-2:02	2 <sup>nd</sup> Period	2:11-3:15	Dismissal	Noon
5 <sup>th</sup> Period	2:07-3:15				

EIGHT PERIOD DAY		PEP RALLY	
First Bell	7:50	First Bell	7:50
Second Bell	7:55	Second Bell	7:55
1 <sup>st</sup> Period	8:00-8:44	4 <sup>th</sup> Period	8:00-9:00
2 <sup>nd</sup> Period	8:49-9:33	5 <sup>th</sup> Period	9:05-10:05
3 <sup>rd</sup> Period	9:38-10:22	6 <sup>th</sup> period	10:10-11:20
4 <sup>th</sup> Period	10:27-11:21	LUNCH	11:20-12:00
Lunch	11:21-12:07	7 <sup>th</sup> Period	12:05-1:05
5 <sup>th</sup> Period	12:12-12:54	8 <sup>th</sup> Period	1:10-2:10
6 <sup>th</sup> Period	12:59-1:41	PEP RALLY	2:15-3:10
7 <sup>th</sup> Period	1:46-2:28	Dismissal	3:15
8 <sup>th</sup> Period	2:33-3:15		

## 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 thirty-two credits for graduation. Students shall take a Theology 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 or a Pre-AP (Honors) course will receive weighted grade points of an additional 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		

### **\*Beginning with the graduating Class of 2018**

## TOPS Grade Scale

Beginning with the graduating Class of 2018, 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. \* Beginning with the Class of 2018, only the following Honors classes will carry the additional 1 point as noted under the Honors column: English III H, English IV H, Pre-Calculus H, Calculus H, Probability and Statistics H, Chemistry I H, Environmental Science H, Biology II H, Physics H, Chemistry II 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 pre-requisite 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 course work, 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 College Board in their audit of all syllabi.

In order to qualify for an Advanced Placement (AP) course, students must have a minimum 3.75 career GPA, a 3.0 grade in a previous CP subject course or 4.0 if in an honors course, and PLC/teacher recommendation. 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 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 English I, Algebra I, Geometry, or science honors during their first year. These tests will be administered on specific dates in the spring proceeding 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/or foreign language. These placements will be indicated on the student schedules sent home during the summer.

### **Summer School**

A student who fails a semester must attend summer school or website 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 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.

### **Preparing for College**

Archbishop Hannan High School is a college-preparatory school with an advanced and demanding curriculum. It is the goal that 100% of students will matriculate into the college or university of their choice. Preparation begins the moment a student enrolls in school. The counselors, working in close cooperation with teachers, students, and parents, select the

most appropriate courses to ease each student’s admittance and transition into college. It is a school-wide goal that each student reach his/her maximum potential by taking the most demanding courses in which she/he can demonstrate qualified mastery, earning the highest possible Grade Point Average (GPA). Every year every student will earn a credit in a core theology, English, mathematics, social studies, and science class.

### Graduation Requirements

SUBJECT	CREDITS	SPECIFICS
English Language Arts	4	English I, English II, English III, English IV
Mathematics	4	Algebra I, Geometry, Algebra II, Advanced Math, Calculus or Statistics; students who receive a math credit for 8th grade must earn four math credits in high school.
Sciences	4	Physical Science, Biology, Environmental Science, Chemistry, Physics
Social Studies	4	World Cultures and Geography, World History, United States History, Civics/Free Enterprise
Foreign Languages	2	Two years of the same foreign language in high school; students who receive a foreign language credit in 8 <sup>th</sup> grade from any other school must still earn two additional credits at Hannan.
Theology	4	Theology I, Theology II, Theology III; Theology IV
Physical Education	1.5	No substitution for Physical Education credits.
Health	.5	
Fine Arts	1	Fine Arts course or Fine Arts Survey.
Electives	6	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.
Christian Service	No credit	

# THE THEOLOGY DEPARTMENT

Our first educational goal at Archbishop Hannan High School is that students and staff will deepen their commitment to the Catholic faith. The Theology 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 Theology curriculum follows the framework set forth by the Archdiocese of New Orleans and the United States Catholic Conference of Bishops. Students must earn four high school credits in Theology in order to graduate.

## Theology Core Courses

### Theology 8<sup>th</sup>

No Credit

**Prerequisite:** None

**Scripture** - The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In this course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

**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 pre-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.

### Theology I 9<sup>th</sup>

1.0 Credit

**Prerequisite:** None

**Christology** - The purpose of Christology is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will 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.

**The Paschal Mystery** - During the second semester, the freshmen will come to understand all that God has done for us through his Son, Jesus Christ. Through the Paschal Mystery course, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

## **Theology II 10<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Theology I**

**Ecclesiology** - The purpose of the Ecclesiology course is to help the 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, the students will explore St. John Paul II's compelling vision for love and life, in a language best suited for pre-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.

## **Theology III 11<sup>th</sup>**

**1.0 Credit**

**Prerequisite : Theology II**

**Theology of the Body** Towards the beginning of junior year, the students will explore St. John Paul II's compelling vision for love and life, in a language best suited for pre-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.

**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.

**Theology IV 12<sup>th</sup>**  
**Prerequisite: Theology III**

**1.0 Credit**

**Theology of the Body** - Towards beginning of senior year, the students will explore St. John Paul II's compelling vision for love and life, in a language best suited for pre-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.

**Vocations** - The purpose of the Vocations course is to help students understand the vocations of life: 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.

**Social Morality** - During the second semester, the seniors 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.

**Unstructured Period 11<sup>th</sup>-12<sup>th</sup> (PILOT in 2017-2019)** **(Semester/Year)**  
**Prerequisite: None**

Implemented in school year 2017-2018 on a pilot basis, the Unstructured Period is instructional time designed to provide the 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.

# 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.

The study of literature is often the most effective means of exposing students to the cultural, intellectual, and moral history that has shaped the modern world. By approaching great literary works with open, receptive minds, students are challenged to think critically, to appreciate both the meaning of a work of art and the manner in which it is expressed, and to value literature as the artistic record of shared experience.

Writing, the skill of communicating ideas effectively, is an essential tool, and its study and practice occupy a prominent place in the English curriculum. The skills acquired or honed in English classes are designed to serve students well beyond the confines of the English classroom: writing as process, critical thinking, the formation and effective support of a point of view, scholarship, and research. **All English courses require summer reading.**

## English Core Courses

### **Reading 8 - 8th**

**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. Vocabulary growth will be based on both individual reading and whole class selections. Sadlier Vocabulary Workshop, Level C is the text used for this class. It provides a structured unit approach. Emphasis is given to word etymology – the power of knowing meanings for word parts from Latin and Greek.

### **English 8 - 8th**

**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.

### **English I (CP) - 8th and qualified 9th**

**1.0 Credit**

#### **Prerequisite: 8<sup>th</sup> grade students- Placement Test Scores; no prerequisites for 9<sup>th</sup> graders students.**

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, using *Writer's Inc.* as a handbook. 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) - 9th and qualified 8th**

**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 skills, composition skills, and literary skills. Critical and deep reading is a focus for the class with students learning how to annotate text, both fiction and non-fiction. Students will learn how to identify and use rhetorical devices, especially in persuasive writing. Narrative 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 an even more rigorous course of study.

**English II (CP) – 10th and qualified 9th**

**1.0 Credit**

**Prerequisite: English I**

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. 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. An emphasis is placed on personal forms of writing including responses to literature, reflective essays, and autobiographical narratives. English II students read in multiple genres of world literature, especially modern, contemporary, and multicultural selections, with an emphasis on literary forms and terms. Students will read several novels over the course of the year, along with smaller selections.

**English II (Pre-AP/Honors) – 10th and qualified 9th**

**1.0 Credit**

**Prerequisite: English I or English I H, 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 /deep 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, including summer reading requirements. 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 an even more rigorous course of study. Students will also have more outside novel study.

**English III (CP) – 11th and qualified 10th**

**1.0 Credit**

**Prerequisite: English II**

Students in English III continue to increase and refine their communications skills. They are expected to plan, draft, and complete written compositions on a regular basis. Students edit

their papers for clarity and correct usage of the conventions and mechanics of written English and revise for organization, coherence, and voice. Students practice writing in the form of persuasive essays, literary analysis, and research-based papers. In addition, students will complete several shorter writing assignments. English III students read extensively both in and outside the classroom in multiple genres from American literature. This course, which spans from the colonial period to postmodernism, is designed to give students a better understanding of how literature impacts American society. Through reading and writing, students will explore major trends and themes in American literature and, consequently, how literature impacts history. A major research paper is part of the project learning at this level. Students will read one novel each quarter and other shorter selections from the text.

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

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

In addition to everything included in the English III (CP) curriculum, the language and composition study during this year will be supplemented with advanced compositions. Critical/deep 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 scope. Numerous English III AP-style multiple choice assessment questions will be completed, discussed, and analyzed. Students will read extensively both during and outside the class.

**English III Language & Composition AP (AP)-11th** **1.0 Credit**

**Prerequisite: Eng II CP or Honors, Teacher Recommendation; PSAT scores**

The Advanced Placement Language and Composition course emphasizes the study of a variety of non-fictional texts from all historic periods in four thematic units. Using Writers Inc as a handbook, students study the usual conventions of writing, including 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: audience, mood, theme, tone, syntax, diction, and the classical appeals to ethos, pathos, and logos, etc. Students practice AP-type multiple choice questions and analyze the response selections. They learn to emphasize various composition goals in their writing: to brainstorm, to organize, to develop three big ideas with two subtopics each, to persuade, to synthesize ideas, to analyze texts, to express original thought, etc. through reading and analyzing non-fiction writing. Students use the examples from various texts to match with their own writing skills. Students concentrate on three essay styles: the synthesis essay, the rhetorical analysis essay, and the argument/cause-effect essay. Students take numerous practice attempts of the AP test in the style it is presented. Students study the target papers of past English III AP essays to understand the expectations of the AP readers. Students independently read a novel per quarter, analyze four additional shorter texts per quarter, and respond to a summer reading novel.

**English IV (CP) - 12th and qualified 11th** **1.0 Credit**

**Prerequisite: English III**

Students read extensively in multiple genres from British literature and other world literary selections in chronological order, beginning with “Beowulf.” 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 communications skills and vocabulary building. 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. Several research projects are assigned to reinforce research skills, culminating in a senior project. Students practice ACT-type multiple choice questions and analyze the response selections.

**English IV (Pre-AP/Honors) - 12th and qualified 11th** **1.0 Credit**

**Prerequisite: English IIIH or English III, Teacher Recommendation, PSAT scores**

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 World History. 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) - 12th** **1.0 Credit**

**Prerequisite: English III, Teacher Recommendation; PSAT scores**

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 in literature 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** **1.0 Credit**

**Prerequisite: English ACT  $\geq$  18, and English IV (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 five major writing assignments: memoir, rhetorical analysis, literary analysis, and two timed essays. 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. There is a charge of \$150 from the college for this college credit course.

## **English Electives**

### **Publications I and II (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 and quarterly digital newspaper under the guidance of a faculty adviser. These courses focus on planning, writing, and photography skills. Students in Publications I develop their journalism skills by working collaboratively on reporting, writing, editing, producing, photographing, and interviewing. Publications II students build upon the skills learned in Publications I with more advanced involvement in the creation of the yearbook and newspaper. The staff is responsible for selecting the yearbook's theme, choosing which stories to feature in each edition of the newspaper, and maintaining professionalism by practicing ethical behavior and meeting all deadlines. Students are required to attend at least 5 events per quarter to ensure adequate coverage of all news stories. This course also requires students to sell at least 2 business ads, which will appear in the yearbook.

### **ACT Prep (CP) - 10<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 opportunities 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: Because there is \$200 materials fee, this course is not required. However, Archbishop Hannan High School strongly recommends that all students enroll for this course at some point in their sophomore or junior year. (1st semester junior year is most advantageous to a successful April ACT test score.)

### **Creative Writing (CP) - 11<sup>th</sup> – 12<sup>th</sup> (for years offered)**

**1.0 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.

### **Library Internship (CP) - 11<sup>th</sup> – 12<sup>th</sup> (for years offered)**

**1.0 Credit**

#### **Prerequisite: None**

This service-oriented class is one 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) - 10th – 12th**

**0.5 Credit**

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

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, and others.

**Speech I (CP) - 9th – 12th**

**0.5 Credit**

**Prerequisite: None**

Speech I is a one semester elective course 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.

The goal is for each student to understand the importance of good communication skills and be able to demonstrate their newly learned skills in a classroom setting. This course will help you increase your self-confidence as a public speaker. You will learn how to select a topic, narrow the focus of your speech, make your ideas interesting, clear, and memorable, use emotions to connect to your listeners, organize your thoughts and writing, and use gestures and props to make your presentations more creative. After taking this class, students will become better speakers, better listeners, and better communicators and feel more comfortable leading a group. Students who have taken this class overwhelmingly report they not only finally know how to write and deliver speeches, but they actually enjoy speaking in public.

**Speech II (CP) 9th-12th (for years offered)**

**0.5 Credit**

**Prerequisite: Speech I**

This course is designed to introduce students to other activities that involve public speaking, but are viewed as more creative and literary than debate. These studies would include interpretive reading, contemporaneous/improvisation speeches, or recitation of poetry and prose, dramatic oratory, and improvisation. Students may opt to participate in the debating competitions in these various categories.

**Debate/Speech III (CP) - 10th – 12th**

**1.0 Credit**

**Prerequisite: Speech I**

This elective focuses on the art of rhetoric and debate. Students will learn how to apply persuasive techniques and recognize logical fallacies. This class will also focus on speech writing, dramatic interpretation, negotiation, and public policy (drafting resolutions and passing laws). An interest in or knowledge of current events is a plus. Competitions are a requirement for this class; students must participate in at least one competition in the fall and two in the spring. Competitions are mainly held on Saturdays in October, November, January, February, and April. There is a \$40 lab fee for this class which includes competition

entrance fees and membership to the National Catholic Forensic League. **If students are interested in joining the Archbishop Hannan Speech & Debate Team, this class is highly recommended.**

**Unstructured Period 11<sup>th</sup>-12<sup>th</sup> (PILOT in 2017-2019)**

**(Semester/Year)**

**Prerequisite: Non**

Implemented in school year 2017-2018 on a pilot basis, the Unstructured Period is instructional time designed to provide the 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.

# 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. All students are required to have four years of mathematics in grades 9-12.

## Mathematics Core Courses

### **Pre-algebra 8<sup>th</sup>**

**0.0 Credit**

#### **Prerequisite: none**

This course is designed for those student 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) – 8<sup>th</sup> or 9<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite for 8th grade: Pre-Algebra 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) – 8<sup>th</sup> or 9<sup>th</sup>**

**1.0 Credit**

#### **Algebra 1 Prerequisite: Placement Exam Score**

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 advanced placement math course in high school, culminating in Physics.

**Geometry (CP) – 9<sup>th</sup> or 10<sup>th</sup>****1.0 Credit****Prerequisite: Algebra I for returning 9th or Prerequisite for new 9th must take the AHHS Math Placement Test and score into Geometry CP or Geometry Pre AP/Honors**

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. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Students use a variety of representations (concrete, numerical, algorithmic, graphic) as well as having 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) 9<sup>th</sup> or 10<sup>th</sup>****1.0 Credit****Prerequisite: Algebra I Pre-AP**

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 an advanced placement math course in 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. Any freshman wishing to enroll in Geometry CP or Geometry Pre-AP/Honors must take the placement exam. Students’ scores on the exam will determine correct placement.

**Algebra II (CP) 10<sup>th</sup> or 11<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; equations reducible to quadratic form; linear, polynomial, rational, and absolute value inequalities, and 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) 10<sup>th</sup> or 11<sup>th</sup>****1.0 Credit****Prerequisite: Geometry Pre-AP/Honors, Teacher Recommendation**

In addition to Algebra II (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 an advanced placement math course 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 limits as useful tools for expressing generalizations and as 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 Mathematics/Trig (CP) 10<sup>th</sup> or 11<sup>th</sup>****1.0 Credit****Prerequisite: Algebra II**

The primary focus for students in this course is developing logical reasoning by making and justifying generalizations based on their experiences with fundamental as well as advanced algebraic concepts, especially functional relationships and problem solving in real situations. Building on the study Algebra, functional relationships are extended to include rational, exponential, and logarithmic functions as well as matrices and conic sections. These functions are examined in a variety of problem situations and form the basis for the study of equations and the development of algebraic skills. Additionally, students will study trigonometric and inverse trigonometric functions. Students use a variety of representations (concrete, numerical, algorithmic, graphical) and tools as well as having regular access to technology that allows function plotting, coordinate graphing, algebraic analysis, and computation. An approved graphing calculator is required.

**Advanced Mathematics/Trig (Pre-AP/Honors) 11<sup>th</sup> or 12<sup>th</sup>****1.0 Credit****Prerequisite: Algebra II Pre-AP/Honors, Teacher Recommendation**

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. 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.

**College Algebra/College Trigonometry- Dual Enrollment****Prerequisite: Advanced Math, Instructor Approval**

College Algebra includes the study of equations and inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic function, systems of equations and inequalities, and topics from analytic geometry. College Trigonometry is the study of trigonometric functions, which includes the graphing of trigonometric functions, the inverse trigonometric functions, function identities and the trigonometric triangle. Dual Enrollment courses have a fee from the college of \$150 to \$300.

**\* Please Note:** Students may earn three hours of credit in Math 161 and/or 162 at **any** Louisiana state college for successful completion of these courses.

**Calculus CP – 11<sup>th</sup> – 12<sup>th</sup>****1.0 Credits****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. 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.

**Calculus AP AB - (AP) 11<sup>th</sup> or 12<sup>th</sup>****1.0 Credit****Prerequisite: Pre-AP Adv. Math, Instructor Approval**

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 a rehashing of the most essential functional concepts from Pre-Calculus before jumping into the development of the concept of limit. Students use the concept of limit to reify 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) 11<sup>th</sup> or 12<sup>th</sup>****1.0 Credit****Prerequisite: Pre-AP Algebra II, Instructor Approval**

This course is designed to prepare students for the Advanced Placement examination in Statistics, which is equivalent to two college semesters. 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.

**Mathematics Elective Courses****ACT Math Prep (CP) – 11<sup>th</sup> or 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 opportunities 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.

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

**0.5 Credit**

**Prerequisite: Algebra I**

This course will provide an understanding of fundamental economic concepts and principles to 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. The students examine such topics as budgeting, using credit, buying goods and services, renting and owning a home, buying insurance, making investments, and using bank services.

**Unstructured Period 11<sup>th</sup>-12<sup>th</sup> (PILOT in 2017-2019)**

**(Semester/Year)**

**Prerequisite: None**

Implemented in school year 2017-2018 on a pilot basis, the Unstructured Period is instructional time designed to provide the 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.

## THE SCIENCE DEPARTMENT

Students are required to earn four credits in science: physical science, environmental science, biology, chemistry, physics or a science elective to graduate. Students must take a science course every year. The science department (PLC) 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 Students are required to earn four credits in science: 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 science AP classes alternate between Environmental Science and Biology.

The general College Prep and Honors tracks are given below:

	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>College Prep (CP)</b>	Physical Science (CP)	Environmental Science*	Biology (CP)	Chemistry (CP)	Science Elective
<b>Honors (H)</b>	Physical Science (H)	Biology (H)	Chemistry (H)	Physics (H) or AP Bio** or AP Env. Sci**	AP Bio or AP Env. Sci. or elective

Students entering at the 9<sup>th</sup> grade level will begin with Physical Science.

\*\*AP classes alternate yearly between Environmental Science and Biology.

### Science Core Courses

#### Physical Science (CP) 8th graders not in Algebra I

**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 I (Honors) – 8th

**1.0 Credit**

**Prerequisite: Concurrently enrolled in Algebra I or with Academic Dean approval**

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) - 9th**

**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.

**Biology (CP) - 10th**

**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>**

**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. As with the science 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 or 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 or 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 content 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 and completion/concurrent enrollment in Advanced Mathematics**

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> and 12<sup>th</sup>****1.0 Credit****Prerequisite: Chemistry and completion or enrolled in Advanced Mathematics**

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 Elective Courses****Anatomy and Physiology/Biology II- 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.

**Biology AP 11th – 12th (for years offered)**

**1.0 Credit**

**Prerequisite: Bio Pre-AP/Honors and 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.

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

**1.0 Credit**

**Prerequisite: 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.

**Environmental Science AP - 11-12 (for years offered)**

**1.0 Credit**

**Prerequisite: Biology**

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the course is to not only provide students with scientific principles and concepts, but to 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.

**Stem-Related Elective Courses**

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. This four-year Engineering and Biomedical program (Computer Science will begin in 2017) begins in the 9th grade and continues through the student's senior year. The 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.

**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 Office Suite: WORD, EXCEL, and POWER POINT. Students will have re-life experiences for the use of these programs that they need in the course of their schooling at high school and beyond.

**Coding (CP) 9th -12th (for years offered)**

**1.0 Credit**

**Prerequisite: None**

This course uses Swift Playgrounds, a revolutionary app for iPad that makes learning Swift interactive and fun. Students solve puzzles to master the basics using Swift - a powerful programming language created by Apple and used by the pros to build many of today's most popular apps. The students take on a series of challenges and step up to more advanced creations. Swift Playgrounds requires no coding knowledge, so it is perfect for students just starting out. Because it is built to take full advantage of the student's iPad.

**Graphic Design (CP) 10th -12th**

**1.0 Credit**

**Prerequisite: None**

The Graphic Design curriculum is an introduction to the design, creation, and visual identity using visual communication. This course will examine numerous techniques using words and images to communicate a message. Importance is placed on the visual –problem solving development using multi-media applications, such as Gimp. Students will develop an understanding of the creative process by examining such techniques as the use of type, form, image, and color through visual representation.

**Robotics (CP) - 9th - 12th (for years offered)**

**1.0 Credit**

**Prerequisite: Minimum of a "C" average in Math and Science classes**

Students will have the opportunity to put physics and engineering theories to practical use as are introduced to the more advanced aspects of robot engineering. Curriculum will include topics such as mechanical design, power distribution and control, electrical components, mechanical components, pneumatic design, and programming on a more advanced level. Students will attend tournaments to further expand the understanding and knowledge in the field of robotics.

**Web Mastery (CP) 10th -12th**

**1.0 Credit**

**Prerequisite: None**

The Web Mastering curriculum 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're important; and learn to create and manipulate images. Students start by developing basic proficiency in creating static web pages with HTML. The course progresses from introductory work on web design to a culminating project in which students design and develop websites for local community organizations.

### **Technology Internship (CP) – 10th – 12th**

**1.0 Credit**

#### **Prerequisite: Teacher Recommendation, Interview**

Technology internship offers highly motivated junior and 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 i-Pads, laptops, printers, i-Pad Applications, etc. Students will learn basic iPad troubleshooting, assist students and faculty with specific iPad apps, and assist the IT office in the daily operations that support the school faculty, staff, and students.

### **PLTW Gateway Design and Modeling (8<sup>th</sup> grade)**

**.5 Credit**

#### **Prerequisite: None**

Design and modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

## **PLTW Engineering Courses**

The PLTW Engineering curriculum challenges student 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. PLTW Engineering includes two foundation courses (Introduction to Engineering and Principles of Engineering), one specialization course and a capstone course (Engineering Design and Development) that offer students opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

### **Introduction to Engineering Design (CP) 9th- 10th**

**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 (CP) 10th – 11th**

**1.0 Credit**

#### **Prerequisite: Introduction to Engineering Design**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation.

Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Computer Science Principles (CP or AP) 11<sup>th</sup>-12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Principals of Engineering**

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 and to prepare students to do well on the AP assessment. 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 (CP) 11th - 12th**

**1.0 Credit**

**Prerequisite: Computer Science and Software Engineering**

**\*Available 2019-2020**

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) 9th**

**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 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 the human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**Human Body Systems (CP) 10<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 Course (CP) 11<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 (CP) 12<sup>th</sup>****1.0 Credit****Prerequisite: Medical Interventions****\*Available 2019-2020**

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.

**Unstructured Period 11<sup>th</sup>-12<sup>th</sup> (PILOT in 2017-2019)****(Semester/Year)****Prerequisite: None**

Implemented in school year 2017-2018 on a pilot basis, the Unstructured Period is instructional time designed to provide the 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.

# THE SOCIAL STUDIES DEPARTMENT

At Archbishop Hannan High School, the goal of the social studies department (PLC) 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, American History, World History, and Government (Civics). Various other electives are offered which relate to student future career goals or interests.

## Social Studies Core Courses

### Louisiana Studies (CP) - 8th

No Credit

#### Prerequisites: 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 throughout the course.

This course of study is designed especially to aid in transition of entering eighth graders and includes learning styles, reading, listening, studying, test-taking strategies, organization, time management, goal setting, research techniques, the learning process, and the writing process. 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 Cultures and Geography 9th

1.0 Credit

#### Prerequisite: None

World Cultures and Geography Studies is a course offering students an overview of the geography and history of humankind from its beginnings until the Renaissance. The major emphasis is on the regional studies of significant cultures, events, and issues from the earliest times until the late 15th century. 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 Cultures and Geography (Honors) - 9th****1.0 Credit****Prerequisite: None**

World Cultures and Geography Studies is a course offering students an overview of the geography and history of humankind from its beginnings until the Renaissance. The major emphasis is on the regional studies of significant cultures, events, and issues from the earliest times until the late 15th century. 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 History (CP) - 10th****1.0 Credit****Prerequisite: W Cult & 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) - 10th****1.0 Credit****Prerequisite: World Cultures and Geography; Teacher Recommendation**

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) - 11th****1.0 Credit****Prerequisite: W History**

In this course, students study the history of the United States from colonization 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 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) - 11th**

**1.0 Credit**

#### **Prerequisite: W History**

Our social studies department emphasizes the study of history and offers students an academic program that is both well-rounded and challenging. The goal is to prepare students for admission to highly competitive colleges and for a wide range of careers in politics, law, journalism, business, science, mathematics, and the arts. All students will read a novel and create an alternative assessment with the use of their I-pad 2. Our aim is to make history come alive using primary source documents, films, cartoons, charts, graphs, maps, literature, and creative teaching techniques. All students engage in a chronological study of American History from the Age of Imperialism to present day.

### **Civics/ Free Enterprise (CP) -12th**

**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. 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 (H)-12th**

**1.0 Credit**

#### **Prerequisite: US History**

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. Students will also be required to read two additional books that will supplement the materials covered during class. One book will be on a governmental topic and will be read in the fall, while the other will be on an economics topic and will be read in the spring.

## **Social Studies Elective Courses**

### **ACT Prep (CP) – 10<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 opportunities to learn the

strategies they need to achieve their best ACT score. (Higher ACT scores often lead to more TOPS funding or scholarships) Emphasis will be placed on both critical reading skills and writing skills, including grammar, editing and thesis development needed for the exam. 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:** Because of the Princeton Review materials fee, this course is not required. However, Archbishop Hannan High School **strongly recommends** that all students enroll for this course at some point in their sophomore or junior year. (1st semester junior year is most advantageous to a successful April ACT test score)

### **AP Us Government and Politics**

**1.0 credit**

#### **Prerequisite: US History, Teacher Recommendation**

The course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students will take an in-depth look at the following six components: Constitutional Underpinnings of 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 World History (AP) 9<sup>th</sup> and 10<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: A average in previous history class, Teacher Recommendation**

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 600 BCE 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 an A average in previous history classes.

**AP United States History (AP) 10<sup>th</sup> – 12<sup>th</sup>****1.0 Credit****Prerequisite: World History, Teacher Recommendation**

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 the 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 European History (AP) 9<sup>th</sup> – 12<sup>th</sup>****1.0 Credit****Prerequisite: honors history student, 26 or better on ACT reading, Teacher Recommendation**

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.

This course is considered a college level course. It requires a great deal of reading and writing. The class will not discuss “what was read,” but instead students will discuss how the events in the readings have impacted society. Students cannot expect to get a summary of the reading assignments in class, but they will be expected to understand what they have read, analyze it and place into a broader context. There will also be a summer reading assignment which will entail reading “King Leopold’s Ghost” by Adam Hochschild and the first few chapters of the AP European History text.

**AP Human Geography (AP) 9<sup>th</sup> -10<sup>th</sup>****1.0 Credit****Prerequisite: honors history student, 26 or better on ACT reading, Teacher Recommendation**

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. The material presented in Contemporary Issues is best suited for 11th and 12th grade students.

**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. Students will participate in a mock trial.

**Leadership I (CP) 9<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: Effective 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, attitudes. The student then learns to build on personal and family relationships proactively by developing a personal vision. Students will continue to develop speaking skill. As a final project, the student will plan and implement a service project for the group.

**Psychology (CP) 10<sup>th</sup> – 12<sup>th</sup>****1.0 Credit****Prerequisite: None**

The study of psychology is based on historical framework that relies on effective collection and analysis of data. Students study such topics as theories of human development, personality, motivation, and learning. This course gives students the opportunity to study individual and group psychology. Students learn how the knowledge, methods, and theories of psychologists are applying to analyzing human behavior. Course content is organized to help students develop critical attitudes toward superficial generalizations about human behavior, and to achieve a better understanding of human behavior in general. This is an

introductory course that covers the basic psychological principles. The course will cover topics such as the mental behaviors of an individual or a group and the many psychologists and their theories.

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

**1.0 Credit**

**Prerequisite: Teacher Recommendation, PSAT score, 3.5 Cumulative GPA, 3.5 Social Studies CP GPA or 3.0 in Social Studies H**

Advanced Placement Psychology introduces the student to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students further learn about the methods psychologists use in their science and practice. This course prepares students for the AP exam in Psychology. Students are expected to take the AP exam at the end of the course.

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

**1.0 Credit**

**Prerequisite: World History**

Sociology is the scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities: economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction. Sociology tries to determine the laws governing human behavior in social contexts. This is an introductory course that covers the basic sociological principles. This course will explore the relationship between the individual and society, human customs and traditions, and analyze how people think of themselves and their world.

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

**1.0 Credit**

**Prerequisite: Speech I**

This elective focuses on the art of rhetoric and debate. Students will learn how to apply persuasive techniques and recognize logical fallacies. This class will also focus on speech writing, dramatic interpretation, negotiation, and public policy (drafting resolutions and passing laws). An interest in or knowledge of current events is a plus. Competitions are a requirement for this class; students must participate in at least one competition in the fall and two in the spring. Competitions are mainly held on Saturdays in October, November, January, February, and April. There is a \$40 lab fee for this class which includes competition entrance fees and membership to the National Catholic Forensic League. Please Note: If students are interested in joining the Archbishop Hannan Speech & Debate Team, this class is highly recommended.

**Economics (CP) 11<sup>th</sup> – 12<sup>th</sup> (for years offered)**

**0.5 Credit**

**Prerequisite: US History**

The goal of the senior year Economics course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the

economy. Students will also learn the basics of individual financial management and business management.

**Unstructured Period 11th-12th (PILOT in 2017-2019)**

**(Semester/Year)**

**Prerequisite: None**

Implemented in school year 2017-2018 on a pilot basis, the Unstructured Period is instructional time designed to provide the 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.

# THE FOREIGN LANGUAGE DEPARTMENT

At Archbishop Hannan High School, all students will take at least two years of the same foreign 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 the second year of their English Language Arts block. Students who have completed the first high school course of a foreign language with a high level of knowledge and application must take a state-certified exam in that language to determine placement. These exams will be administered on specific dates in the spring and summer. Interested parents should contact the Director of Admissions, the Foreign Language PLC Chair, or the Dean of Academics for specific information and dates.

## 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. Students will also use the language in real-life settings.

### **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; however, the grammatical objectives are more challenging than those covered in French I.

### **French III – 10<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: French II, Teacher recommendation**

French III continues to develop the oral skills with added emphasis on reading and writing skills. Expansion of vocabulary and grammatical structures continues. Contrast between English and French strengthens the language learning process. Culturally related activities of selected French-speaking countries or regions will be explored. The focus of this course is an intermediate proficiency.

## Latin Courses

### **Latin I 8<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

#### **Prerequisite: None**

Latin I is an introduction to the language and to the Romans who spoke it. Basic grammar, syntax, and vocabulary are discussed in connection with their Latin root forms; however, contemporary meanings and correct usage are emphasized. Mythology is viewed as an

example of ancient religious beliefs, a reflection of Roman lifestyles, and a form of literature. The focus of this course is a novice proficiency in reading comprehension. Eighth graders who qualify for English I will be scheduled into Latin I.

**Latin II 8<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Latin I**

Latin II H is designed to provide opportunities for talented language students beyond those available in the regular Latin II class. It stresses the development of accurate reading of Latin literature and history. It expands the use of grammatical constructions and vocabulary, and begins the development of accurate translation. Language learning techniques will be developed. Culturally related activities of selected regions/countries will be explored.

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

**1.0 Credit**

**Prerequisite: Latin II, Teacher Recommendation**

This course utilizes higher level/critical thinking skills, stresses the development of oral skills and expands the use of grammar and vocabulary. It emphasizes stylistic analyses, comprehension of literacy techniques, and accurate reading and translation of original Latin literature and history. The focus of this course is an intermediate proficiency in reading comprehension.

## **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 oral skills while developing reading and writing skills. 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 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 skills. The focus is on the development of mid novice to high novice proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Hispanic countries or regions will be explored.

**Spanish II (Honors) 8<sup>th</sup> – 12<sup>th</sup>**

**1.0 Credit**

**Prerequisite: Spanish I**

Spanish II Honors continues to develop the oral skills with added emphasis on reading and writing skills. The focus is on the development of mid novice to high novice proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Hispanic countries or regions will be explored. Complex creative thinking and production are developed in the classroom and through assigned projects which include, but are not limited to, open-ended research projects, with an emphasis on the higher level thinking skills of analysis and synthesis.

**Spanish III (CP) - 10th – 12th****1.0 Credit****Prerequisite: Spanish II Pre-AP**

Spanish III is designed to provide talented language 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 of Spanish literature history, expository composition, and expands the use of grammar and vocabulary.

**Spanish IV Honors 11<sup>th</sup> -12<sup>th</sup> (H)****1.0 Credit****Prerequisite: Completion of Spanish III**

Spanish IV is designed to increase student proficiency through a more intense approach to the study and assessment of listening, reading, speaking, and writing skills. Students are exposed to more sophisticated vocabulary and complex grammatical structures. Reading and writing assignments are more challenging and include more authentic literature and essays. Cultural knowledge plays a pivotal role in this course through the integrated and thematic study of art, history, film, literature, and music.

# THE FINE ARTS DEPARTMENT

The Fine Arts Program at Archbishop Hannan High School consists of the Performance, Music, and Visual Arts. Probably more than any other form of expression, the arts are cross-cultural and transcend all social and economic barriers. 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 Department is helping them develop skills and learn methods and techniques they can use throughout their lives. 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) 9th – 12th**

**1.0 Credit**

**Prerequisite: None**

**Course Supplies Fee: \$75.00**

Art 1 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, principals 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) – 10th –12th**

**1.0 Credit**

**Prerequisite: Teacher Recommendation; Art I**

**Course Supplies Fee: \$75.00**

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/IV: (CP) 11th – 12th**

**1.0 Credit**

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

**Course Supplies Fee: \$75.00**

Art III and IV give 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. Art IV students and instructor arrange an individual course of study based on the student's interests and abilities. Evaluation depends on each student's effort and performance. 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.

**Fine Arts Survey (CP) 9th -12th****1.0 Credit****Prerequisite: None**

Fine arts survey is an overview of the visual and performing arts. The goals of this course are to develop the ability to acknowledge and distinguish a fuller awareness of the world through art, the ability to express ideas and emotions through participation in the arts, an awareness and understanding of the arts in a historical context and their effects on society, and the capacity to make aesthetic judgment. Successful completion of this course will satisfy the TOPS and the school's Fine Arts graduation requirement.

**Digital Photography (CP) 11th -12th****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****Introduction to Music 8 (8<sup>th</sup>)****0.5 Credit****Prerequisite: None**

Eighth graders will take this class as part of their explorative elective. This Introduction to Music course starts with instruction on the basics of music, such as melody, harmony, rhythm, structure and form. The early portion of the course will likely involve more lecture than any other portion, including some music history. The instructor will play examples of different kinds of music to illustrate the points emphasized in the lectures. Focusing on Western music will involve instruction about the different instrument families: wind, brass, string and percussion. The instructor may play recordings of the different instruments and how they sound in various types of compositions. The teacher will expect students to start learning to identify each individual instrument and to understand how composers employ varying instruments to achieve a certain effect.

**Band I (CP) – 8<sup>th</sup> – 12<sup>th</sup>****1.0 Credit****Prerequisite: none**

Band I is for those students wishing to learn a musical instrument that is used in the band setting. No experience is required for this course. Those who would like to learn a secondary instrument are also welcome in this course. This course is designed to have the student ready for the Archbishop Hannan Hawk Band. Instruments may be provided, depending on availability, and rental services will be provided for those whom an instrument cannot be provided for. Participation in after school rehearsals and performances may be required, depending on the student's level. Performances will include pep band, concerts, and contests.

**Band II (CP) 8<sup>th</sup>-12<sup>th</sup>****1.0 Credit****Prerequisite: Band I or Instructor's approval**

Band II is for those students with at least one year experience playing a band instrument. Areas of study include playing techniques, scales and arpeggios, tone production and

rhythms. Participation in after school rehearsals and performances is required. Much emphasis will be placed on music reading, counting, tone production, ensemble playing listening, and intonation. Participation in after school rehearsals is required

**Jazz Ensemble (CP) 8th -12th**

**1.0 Credit**

**Prerequisite: Band I or II, Instructor recommendation**

Jazz Class is open to students who wish to learn and perform the various forms of jazz, i.e. swing, blues, Latin, rock, and other forms of current music. Recommendation from the band teacher is required. Students in jazz class are considered part of the marching, concert, and pep bands and are required to attend all rehearsals and performances of the groups plus any rehearsals and performances related to the Jazz Class alone. Grading will consist of the performance and the written aspects of scales, rhythms, theory and music related to jazz and another genre. Grading will also consist of attendance and participation of the above-mentioned activities of the Beginning, Intermediate, and Advanced and classes.

**Percussion Ensemble (CP) 8th – 12th**

**1.0 Credit**

**Prerequisite: none**

Percussion is a mixed group consisting of all grades and genders at Archbishop Hannan High School. It provides students with the opportunity develop musicianship through various forms of percussion. Students will study the 40 essential rudiments, the 12 major scales, and various forms of concert percussion. Members of this class are also 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, football games, and other school functions in which attendance is required. Some after school and evening rehearsals and/or performances are required.

**Beginning Brass and Woodwinds (CP) 8th-12th**

**1.0 Credit**

**Prerequisite: None**

This class is designed for students interested in learning to play a brass or woodwind instrument. Students will learn proper instrument assembly and maintenance, music fundamentals, and instrument-specific performance technique. The woodwind instruments offered at the beginning of the year are flute and clarinet. Later in the year, students will have the opportunity for instruction in other woodwind instruments, including oboe, bassoon, alto saxophone, and tenor saxophone. The brass instruments offered at the beginning of the school year are trumpet and trombone. Later in the year, students will have the opportunity for instruction in other instruments, including horn, euphonium, tuba, and percussion. Parents will need to provide their child with an instrument (either through purchase or rental), music book, various instrumental supplies, and concert attire. It is vital that students have an instrument to play no later than the second full week of school.

**Choir I/Vocal Music I (CP) - 8th -12th**

**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 style 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.

**Choir II/Vocal Music II (CP) 9th – 12th** **1.0 Credit**

**Prerequisite: Choir I, Teacher Recommendation**

See requirements for Choir I. A student must take Choir I for at least one year or be approved by the choir director. An audition is required.

**Theatre Arts Courses**

**Theatre Arts I (CP) 9th – 12th** **1.0 Credit**

**Prerequisite: none**

**Course supply fee: \$25.00**

This course is designed to introduce students to Theatre Arts. They will learn life-long skills which include voice and diction, breathing technique, movement, body control and physical communication, wise choice of acting roles, and the vocabulary of theatre and performance in a variety of styles. By practicing performance exercises, the students will enhance their concentration skills, explore their spontaneous creativity, and grow in their self-expression and clear communication of ideas and emotions, thereby developing personal confidence. Please Note: Students will be required to participate (in front or behind the scenes) in two school productions every year. These productions will entail additional out-of-class time for rehearsals.

**Theatre Arts II (CP) 9th – 12th** **1.0 Credit**

**Prerequisite: Theatre I; Teacher Recommendation** **Course supply fee: \$50.00**

The focus of Theatre II is on the extension of the students' knowledge in the principles of acting, comedic and dramatic theory, stagecraft, advanced movement, experience in scene and/or play production, critique and refinement of techniques. Basic skills introduced in Drama I, such as learning to work from self, play objectives and actions, and character exploration are solidified and deepened as more complex material is introduced. Students will continue to develop in and focus on their acting skills and on their understanding of the collaborative nature of theatre. Young actors will emerge into more honest human beings with instruments that enable them to act truthfully in presenting the delicate nature of human emotional relationships and situations inherent in a playwright's text. Please Note: Students will be required to participate (in front or behind the scenes) in two school productions every year. These productions shall entail additional out-of-class time rehearsal time in preparation.

**Video Production I (CP) – 9<sup>th</sup> - 12<sup>th</sup>** **1.0 Credit**

**Prerequisite: None**

Video Production I is an elective course which provides motivated students with a hands-on introductory experience in media production. 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, editing, and creating graphics. 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.

**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 magazine show for the Hannan community; this course will allow students to attend and to film a variety of school events. Students will also develop advanced video storytelling techniques as well as explore television advertising.

**Film Studies (CP) - 10<sup>th</sup> – 12<sup>th</sup>****0.5 Credit****Prerequisite: Successful completion of English I / English I Honors**

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 better 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.

# 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 - 8th**

**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. 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 - 9th-12th**

**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 - 9th-12th**

**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 – 11th -12th**

**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. 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 Training Internship (CP) -11th – 12th Grade****1.0 Credit****Prerequisite: Only 4 students selected. Minimum “C” GPA and interview required**

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 requirement for PE credits.

**Please Note:** Students will be required to assist at scheduled athletic events after school and some weekends.

**Strength and Conditioning I-IV – 9<sup>th</sup> – 12<sup>th</sup> Grade****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.