



Jan. 10, 2017

Dear Students and Parents:

Mercy High School is pleased to present to you the 2017-2018 Course Catalog. Here you will find the course offerings for the next academic year, as well as the planning tools and information needed to complete the course request process.

We invite you to carefully and thoughtfully consider the course offerings with your family before making your requests. Course requests will open on Feb. 8 and remain open until March 3. Counselors will meet with each student to ensure a rigorous, yet balanced course-load.

Students requesting an AP course should complete and hand in the AP Contract by Feb. 8. Students requesting an off-campus Tri-School class should complete the contract by April 30. Should you have any questions about the process, please contact your academic counselor.

Best,  
Lauren Conklin  
Assistant Head of School for Academics

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**Mercy High School  
Course Catalog 2017-2018  
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## COURSE LIST 2017-2018

### ENGLISH

English 1  
English 1 Honors  
English 2  
English 2 Honors  
English 3  
AP English Language (11)  
English 4  
AP English Literature (12)

### SOCIAL STUDIES

World History (9)  
AP World History (10-12)  
US History(11)  
AP US History(11)  
American Government(12)  
AP US Government (12)  
Economics(12)  
Psychology (10-12)  
AP Psychology (11-12)  
Contemporary World Issues (10-12)

### MATH

Algebra 1 (9-10)  
Geometry (9-10)  
Geometry Honors(9-10)  
Algebra 2 (9-12)  
Algebra 2/ (Trig 9-11)  
Algebra 2/Trig Honors (9-11)  
Precalculus (11-12)  
Precalculus Honors (9-12)  
Calculus (11-12)  
AP Calculus AB (11-12)  
Statistics (11-12)  
AP Statistics (11-12)  
AP Computer Science A (11-12)  
College Readiness Math (9-10)  
Math Analysis (12)

### SCIENCE

Biology 1 (9-10)  
Biology 1 Honors (9-10)  
AP Biology (10-12)  
Forensic Biology (10-12)  
Chemistry (10-11)  
Chemistry (Chemistry 1 - Honors) (10-11)  
AP Chemistry (11-12)  
Physics (11-12)

Physics Honors (11-12)  
AP Physics C: Mechanics (11-12)  
Anatomy and Physiology (11-12)  
Anatomy and Physiology Honors (11-12)  
AP Environmental Science (10-12)

### WORLD LANGUAGES

American Sign Language 1 (9-12)  
American Sign Language 2 (9-12)  
American Sign Language 3 (9-12)  
American Sign Language  
Spanish 1 (9-12)  
French 1 (9-12)  
French 2 (9-12)  
French 3 (10-12)  
French 3 Honors (11-12)  
French 4 (11-12)  
AP French Language & Culture (11-12)  
Spanish 2 (9-12)  
Spanish 3 (11-12)  
Spanish 3 Honors (11-12)  
Spanish 4 (11-12)  
AP Spanish Language & Culture (11-12)

### RELIGION

Religious Studies 1 (9)  
Religious Studies 2 (10)  
Religious Studies 3 (11)  
Religious Studies 4: Service and Social Justice (12)  
Religious Studies 5: Social Justice (12)  
Religious Studies 4: World Religions (12)

### VISUAL & PERFORMING ARTS

Art 1 (9-12)  
Art 2 (9-12)  
Art 3 Honors (9-12)  
AP Studio Art: 2D Design and Drawing (12)  
Ceramics 1 (9-12)  
Ceramics & Sculpting 3 Honors (11-12)  
3D Art (9-12)  
AP Studio Art: 3D Design (12)  
Intro to Music: Chorale 1 (9-12)

Chorale 2/Advanced (9-12)  
Chorale 3-Honors (11-12)  
Guitar 1 (9-12)  
Guitar 2 (9-12)  
Dance 1 (9-12)  
Dance 2 (9-12)  
Dance 3 Honors (9-12)  
Dance 4 Honors (9-12)  
Dance 5 Honors (12)  
Dance 6  
Drama 1 (9-12)  
Drama 2 (10-12)  
Photography 9-12)

### PHYSICAL EDUCATION

Health & Wellness (10) (required)  
Yoga (10-12)

### NON-DEPARTMENTAL ELECTIVES

Internship (11-12)  
Yearbook (9-12)

### TRI SCHOOL/Notre Dame

Orchestra (9-12)  
Dance 5 - In Step Performance Company (9-12)  
A Place at the Table: The Minority Experience in America (11-12)

### TRI SCHOOL/JUNIPERO SERRA HIGH

Advanced Band (9-12)  
Jazz Band (9-12)  
Architectural Design (10-12)  
D  
Mandarin 1-2 (9)  
Mandarin 3-4 (10-12)  
Mandarin 5 (10-12)  
Mandarin 6 (10-12)  
Mandarin 7 (10-12)  
Mandarin 8 (10-12)  
German 1-2 (9-12)  
German 3-4 (9-12)  
German 5 (9-12)  
Virtual Enterprise (10-12)  
Intro to Business:  
Entrepreneurship (10-12)  
Intro to Business: Marketing (10-12)

## GRADUATION REQUIREMENTS

### Graduation Requirements

Updated Jan. 22, 2016

Students must earn a minimum of 280 semester units of credit in order to graduate. Requirements for graduation must be fulfilled during the regular school year at Mercy High School. Courses taken elsewhere at the high school or college level must have prior approval of the counselor and the Assistant Head of School for Academics.

#### Total Credits Required for Graduation 280

*Required Semesters/Credits*

<b>Religion</b> 4 years / 40 credits <i>Religion must be taken each semester</i>	<b>Science</b> 3 years / 30 credits <i>One year of physical science, one year of biological science*</i>
<b>English</b> 4 years / 40 credits <i>English must be taken each semester</i>	<b>World Language</b> 2 years / 20 credits <i>Two consecutive years of the same language, three recommended</i>
<b>Social Studies</b> 3 years / 30 credits* <i>*Classes of 2017 and 2018 require 3.5 credits</i>	<b>Health &amp; Wellness</b> .5 year/ 5 credits* <i>*Classes of 2017 and 2018 require P.E., Yoga, or the P.E. waiver</i>
<b>Mathematics</b> 3 years / 30 credits <i>Including one year of Geometry</i>	<b>Visual &amp; Performing Arts</b> 1 year / 10 credits
<b>Elective Courses</b> 75 credits	

*Biology, Forensic Biology, AP Biology, Anatomy and Physiology are biological sciences.  
Physics, AP Physics, Chemistry, AP Chemistry, and AP Environmental are physical sciences.*

## COURSE REQUEST REQUIREMENTS

- All students must request 9 classes per term/year: 7 preferred classes and 2 alternate selections in case the courses requested are not available.
- Full-time students take 7 courses. One study hall may be substituted for an academic course with counselor approval.
- Students who request an Advanced Placement or Tri School course must complete the contract by Feb. 8 and turn it into Mrs. Morello.
- It is important that both parents and students read the course descriptions and the prerequisites. Students should discuss course choices with their parents. Students will be required to take the classes that they select unless the student does not meet the prerequisites, the class is not offered due to low enrollment, or an irresolvable scheduling conflict exists.
- Developing a course of study for a student incorporates the student's wishes as indicated in her course requests in PowerSchool, and the ability of the school to meet these requests as well as those of other students. If an irresolvable scheduling conflict exists, alternate courses may be substituted without student notification. Therefore, it is necessary that alternate choices be selected with the same care as first choice courses. This refers to elective classes only; families will be contacted about alternate courses that are required or are AP-level.

## COURSE REQUEST PROCESS and IMPORTANT DATES

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**Week of Jan. 9:** Course Catalog released.

**Week of Jan. 16:** Student eligibility for honors/AP courses released

**Week of Jan. 16:** Challenge tests open for students who would like to challenge their eligibility. Tests should be completed by Jan. 20.

**Jan. 24:** Curriculum Presentation to students in advisory.

**Feb. 8:** AP Contracts due to Mrs. Morello by 3 p.m.

**Feb. 8 - March 3:** Course requests open on PowerSchool.

**March 4:** Course requests closed for students

**Week of May 20:** Official course lists sent to each student

**Week of May 23:** Course conflict meetings with counselors

**May 27:** Close of any change requests

**June 1:** Course change request fee: \$30

## GRADES

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Only grades earned at Mercy High School are included in the GPA. Only classes taken at Mercy are listed on the transcript. Classes taken elsewhere should be approved by the Asst. Head of School for Academics and submitted to colleges separately by the student.

Honors and High Honors are determined by the Mercy Weighted GPA.

**Honors:** 3.0 - 3.49

**Highest Honors:** 3.50 and above

### GPA

### GRADING SCALE

Mercy High School uses the following scale to determine grades. Honors and AP classes earn an extra point.

Mercy High School's grading scale is based on a four-point system. A student's grade point average (GPA) is determined by dividing the total points earned by the number of classes taken.

Grade Scale	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	82-80
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59

Grade Weights			
College Prep		Honors/AP	
A	4.00	A	5.00
A-	3.67	A-	4.67
B+	3.33	B+	4.33
B	3.00	B	4.00
B-	2.67	B-	3.67
C+	2.33	C+	3.33
C	2.00	C	3.00
C-	1.67	C-	2.67
D+	1.33	D+	1.33
D	1.00	D	1.00
D-	0.67	D-	0.67
F	0.00	F	0.00

## **REPORT CARDS**

Mercy High School issues report cards electronically four times a year, after each grading period. Official transcripts reflect only semester grades. Transcripts are sent electronically at the end of each semester.

## **FINAL EXAMS**

All students are expected to be present for the scheduled final exams. Should a family need to request an earlier final, they must meet with the Assistant Head of School for Academics at least one month prior to the scheduled exam. Requesting an earlier final does not guarantee that an earlier accommodation can be made for the student and family.

If a student is seriously ill during her scheduled final, a parent or guardian should call the Main Office to reschedule the final.

## **INCOMPLETE GRADES**

A student who receives an incomplete on her report card must complete any outstanding work within one month of the end of the semester. Failure to do so will result in a grade change to an F. If there are extraordinary circumstances that cause a student to be unable to meet this deadline the Assistant Head of School for Academics will meet with the family to determine a new plan to ensure the work is completed in a timely manner.

## **ADVANCED PLACEMENT EXAMS**

**Students who take an AP class are expected to take the AP exam in May.** The May exam is the culmination of a year's worth of study and is the natural extension of taking an AP course.

Students may request an exemption from the exam policy by putting a request in writing. Parent signatures are required. Requests, although rarely granted, will be considered by the Assistant Head of School for Academics. Requests should be made between April 1-15. A \$15 fee is incurred by the student for unused exams.

If an exam exemption is granted, the student must take the final exam in the classroom and will not receive the honors GPA point in the spring term.

All AP fees must be paid by May 1, 2017.

Students who have not taken the AP course at Mercy High School may not take the AP exam.

## **ACADEMIC GRIEVANCE**

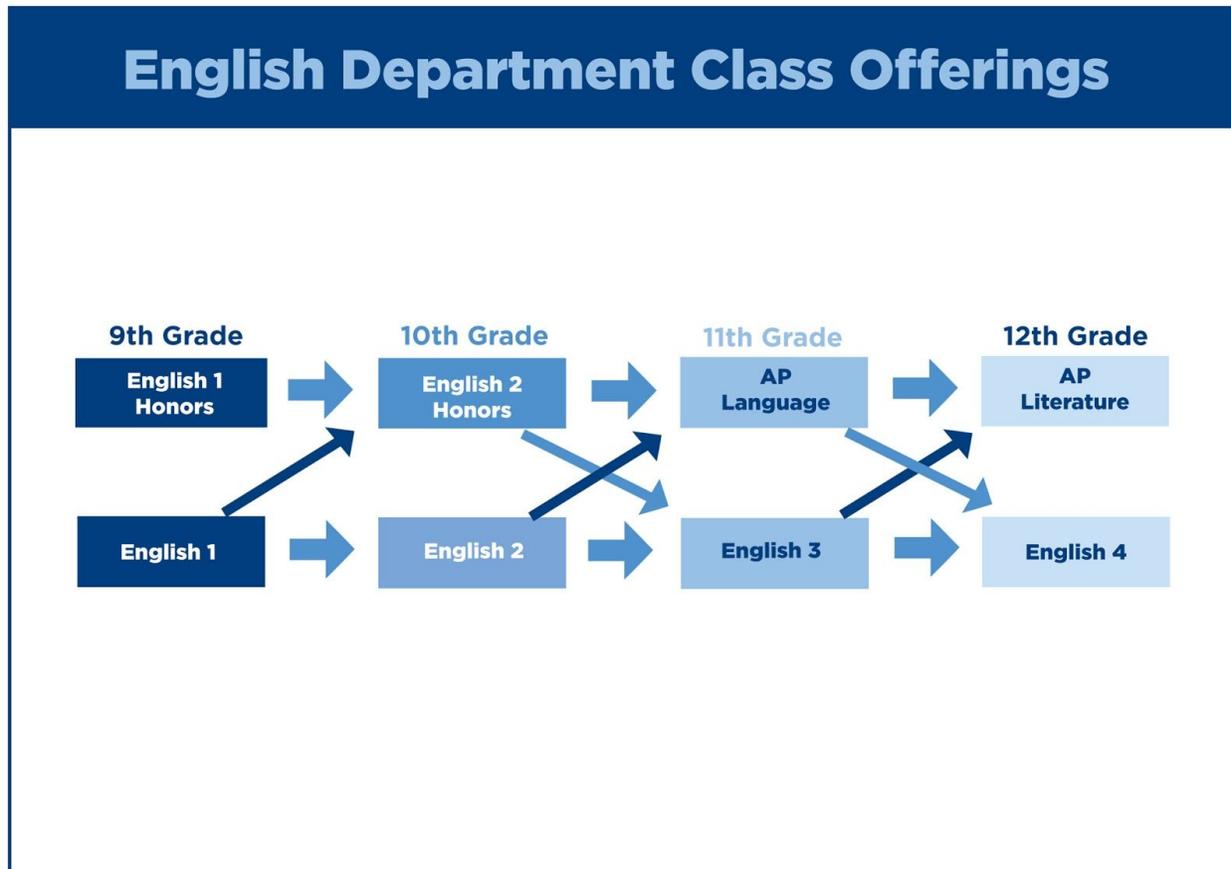
If a student has a concern over a grade she has received, she should follow the following grievance process:

1. Email the teacher and request a private meeting to discuss the grade.
2. Email the department chair and request a meeting to discuss the continued concern.
3. Email the counselor to request a meeting to discuss the continued concern.
4. Request a conference with the Assistant Head of School for Academics if all steps prove unsatisfactory. The conference will include the student, parent, teacher, counselor, department chair, and Assistant Head of School for Academics.

### 4-YEAR COURSE PLANNING TOOL

	9	10	11	12	Total Credits Required
<b>English</b>	English 1 English 1 H	English 2 English 2 H	English 3 AP English Lang	English 4 AP English Lit	40 (4 yrs)
<b>Religion</b>	Religion 1	Religion 2	Religion 3	Service & Social Justice World Religion & Social Justice	40 (4 yrs)
<b>Math *placement test</b>	Algebra 1 Geometry* Geometry H*	Geometry Geometry H Algebra 2 Trig Algebra 2 Trig H	Algebra 2 Algebra 2/Trig (H) Precalculus	Precalculus Precal H Calculus AP Calculus AB Statistics AP Statistics Math Analysis	30 (3 yrs)
<b>Science</b>	Biology Biology Honors	Chemistry Chemistry H Forensic Biology	Physics Physics Honors Chemistry AP Chemistry Anatomy	Physics AP Physics: Mechanics Anatomy Forensics AP Envi Sci AP Biology	30 (3 yrs)
<b>Social Studies</b>	World History	No requirement AP World History C. World Issues	US History AP US History C. World Issues	Gov & Econ AP Government C. World Issues	30 (3 yrs)
<b>World Language *placement test</b>	ASL 1 Spanish 1 French 1	ASL 2 Spanish 2 French 2	ASL 3 Spanish 3 (H) French 3	ASL 4 Spanish 4/4 AP French 4/ 4AP	20 (2 yrs)
<b>Visual and PerformingArts *placement test</b>	Art 1 Dance 1 Ceramics 1 Chorale 1 Drama 1	Art 2 Dance 2 Ceramics 2 Chorale 2 Drama 2	Art 3 H Dance 3 Ceramics 3H Chorale 3H	AP Studio Art: 2D AP Studio Art: 3D AP Studio Art: Drawing Dance 4H Dance 5H Dance 6H	10 (1 yr)
<b>Physical Education</b>		Health and Wellness Yoga	Yoga	Yoga	5 (.5 yr)
<b>Electives</b>	AMES Study Hall	Psychology (5) Study Hall	Study Hall	Study Hall	75
<b>Credits Required</b>	70	70	70	70	280

## ENGLISH DEPARTMENT



*Courses in the English Department enable students to develop skills in literacy and the language arts, including reading, writing, speaking, listening, and critical thinking. Instruction and practice in reading strategies and process writing augment the study of literature. Literary works from a variety of genres (novels, plays, short fiction, essays, mythology, and poetry), time periods (classic and contemporary), and cultures (Western and multicultural) are studied. Activities and assessments include discussion, debate, essays, projects, oral presentations, artistic and dramatic interpretations, and expository and creative writing.*

### **English 1**

**Level:** Freshmen                      **Year:**                      **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** English 1 is a genre course designed to familiarize students with the various major literary forms. The novel, short story, drama, mythology, and poetry are introduced and their elements studied. In addition, grammar and usage conventions are reviewed. Writing assignments focus on multi-paragraph compositions which are developed in response to the literature studied. Standardized test preparation, including reading comprehension and vocabulary development, is begun. Creative writing and enrichment activities are also included.



Post-modern period. Focus is given to the themes that both characterize and reflect America's values and the rich diversity of her people. Writing skills, with an emphasis of mastering the rules of standard written English, are further developed, and the rules of grammar and usage are comprehensively reviewed.

**AP Language & Composition (English 3)**

**Level:** Juniors **Year** **10 credits**

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of English 2 Honors with a B or higher; or English 2 with an A- or higher, plus teacher recommendation.

**Description:** English 3 AP is an intellectually challenging course that combines the study of classic and contemporary American literature with multiple nonfiction readings, all of which focus on rhetorical analysis and critical thinking skills. Emphasis is given to expository writing in order to prepare students for the Advanced Placement English Language and Composition Examination. To that end, students analyze and write argumentative, rhetorical analysis, and synthesis essays throughout the year. Attention is also given to expanding vocabulary, improving test taking skills, and mastering the rules of standard written English.

**English 4**

**Level:** Seniors **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: English 3

**Description:** This course provides a rigorous review of all writing styles including career/business writing, important grammar practices, as well as literary analysis with a base in British literature. Thematically related nonfiction essays focused on contemporary issues serve as development of more advanced writing and reading skills are integrated into the curriculum.

**AP Literature & Composition (English 4)**

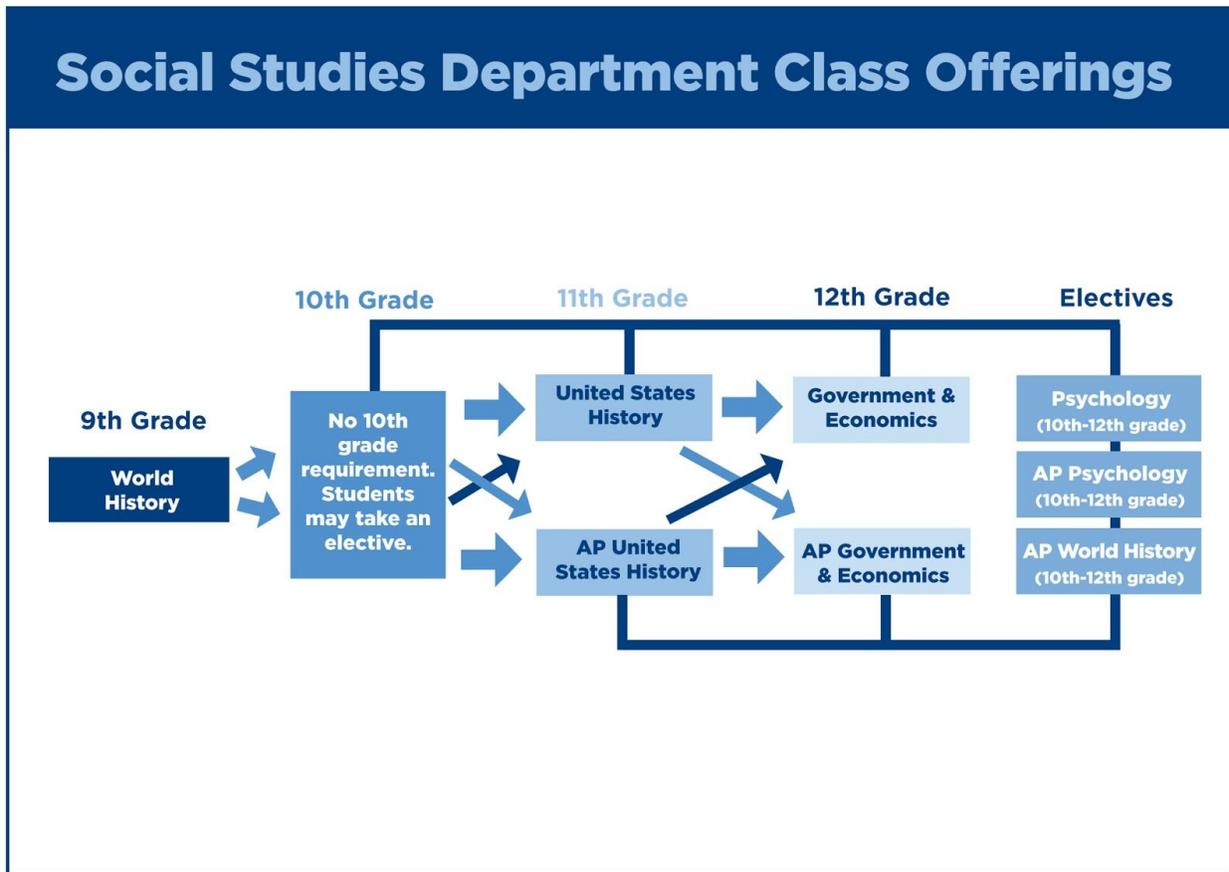
**Level:** Seniors **Year** **10 credits**

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of AP English Language with a B or higher; or English 3 with an A- or higher, plus teacher recommendation.

**Description:** AP English IV is designed for seniors who have demonstrated superior ability in English. The course focuses on in-depth discussion and composition related to the survey of major authors and literary movements from the Anglo-Saxon period to the present. Emphasis is given to collateral reading of scholarly literary criticism and preparation for the Advanced Placement Examination in English Literature and Composition. This course is certified by the University of California as an honors course.

## SOCIAL STUDIES DEPARTMENT



*Courses in the Social Studies Department enable students to critically evaluate past and current events while utilizing knowledge to discuss the lessons learned from history. Through debates, group projects, and simulations, students develop an understanding of and respect for different opinions and cultures. Through a variety of interactive activities, students are aided in their academic growth through lectures, note taking, citizenship activities, bias identification, exploration and evaluation of primary and secondary sources, and written essays. Students in Social Studies courses are encouraged to think as global citizens and to get involved in local political opportunities.*

### World History

**Level:** 9 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: None

**Description:** World History is designed to deepen the student's understanding of major world civilizations from the Enlightenment to modern times. Students analyze political, social and economic changes in western nations in the 1st semester and then analyze similar elements in non-western nations in Asia, Africa, India/Pakistan, Latin America, and the Middle East in the second semester. Students will begin the research and writing process that will be further developed in each subsequent social studies course.



American political system. Students will analyze the history of America's political system while deepening their understanding of the intricate relationship among federal, state, and local governments. Students will come to have a greater respect for the unique roles and responsibilities of the three branches of government.

### **AP United States Government**

**Level:** 12 **Semester** 5 credits

UC/CSU Approval: Yes

Prerequisites: United States History grade of B+ or better, or B- or better in the AP United States History, and recommendation of the current history teacher.

**Description:** AP Government and Politics is a one-semester course that provides a rigorous analysis of the organization and influence of the American governmental system at the national, state and local levels. Students will analyze the history of America's political system while deepening their understanding of the intricate relationship among federal, state, and local governments. Emphasis will be placed on the analysis of current political structures and the creation of logical defenses for debate purposes. Students will come to have a greater respect for the unique roles and responsibilities of the three branches of government. *This class involves an additional workload and extended content for the accelerated student.*

### **Economics**

**Level:** 12 **Semester** 5 credits

UC/CSU Approval: Yes

Prerequisite: United States History

**Description:** Economics is a one-semester course that provides a study of micro and macroeconomic theory and practice, with an in-depth study of the United States economic system. Students will come to understand common economic terms while analyzing America's market economy in a global setting. Students will work with one another as they analyze the influence the federal government has on the American economy, the U.S. labor market, and international trade. Students will apply their knowledge in a business simulation project that will supplement the coursework.

### **Psychology**

**Level:** 10-12 **Semester** 5 credits

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Psychology is an elective course that focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on childhood and adolescent development, the brain's structures and functions, altered states of consciousness, psychological testing, and psychological disorders. Students are encouraged to analyze why we do what we do and how our human biology can explain our actions and thoughts.

### **AP Psychology**

**Level:** 11-12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: Overall GPA of 3.0 or higher and recommendation of previous Social Studies teacher.

**Description:** AP Psychology is an elective course designed to introduce students to the study of human behavior and mental processes at a college level rigor and pace. Students are

exposed to the history and subfields of psychology, the brain's structures and functions, altered states of consciousness, psychological testing, and psychological disorders. Students analyze the biopsychosocial approach to psychology in all human interactions and decisions. Emphasis will be placed on the ethics and statistical methods psychologists use in their science and practice as well as on famous psychological experiments that shaped the field of psychology. *This class involves an additional workload and extended content for the accelerated student.*

**Contemporary World Issues**

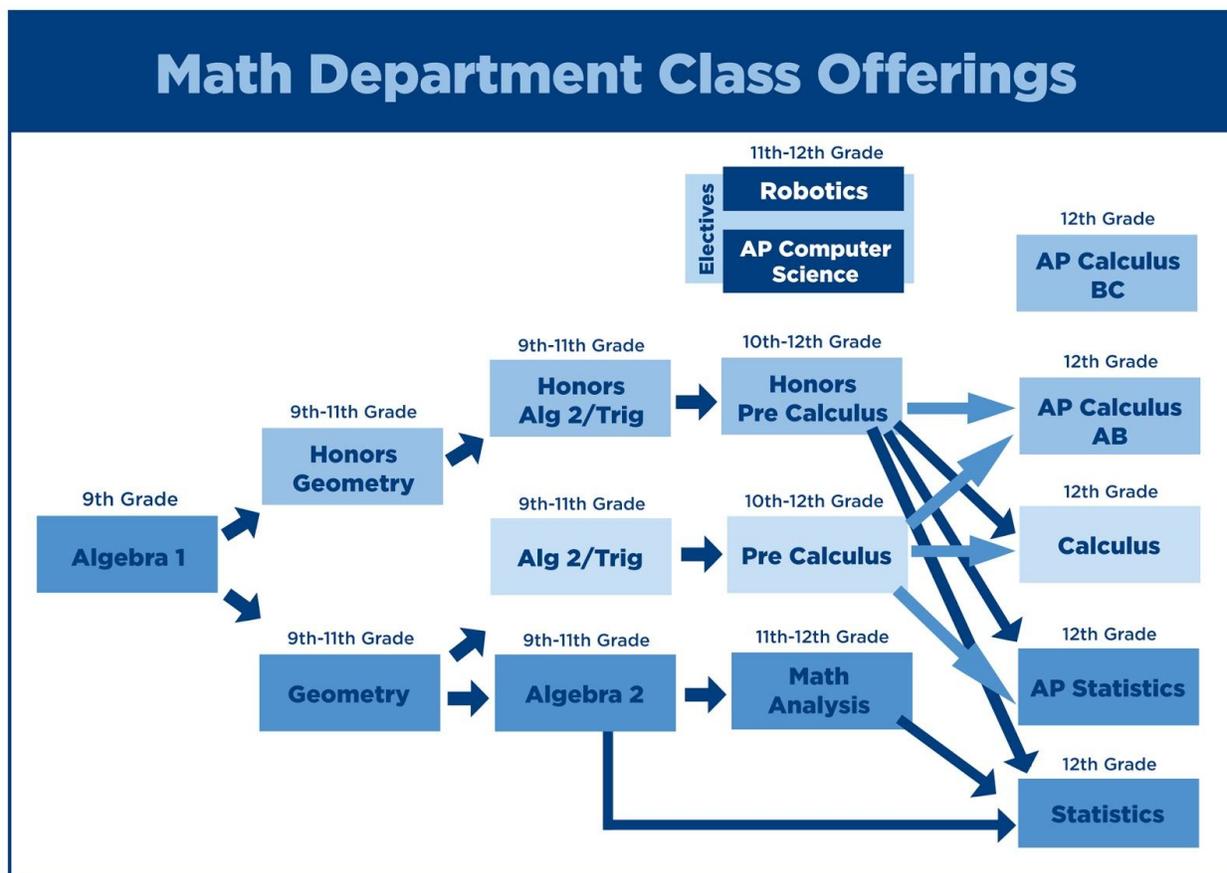
**Level:** 10-12 **Semester** 5 credits

UC/CSU Approval: Pending

Prerequisite: None

**Description:** The Sisters of Mercy have identified five critical concerns of social justice that must be addressed in the world today: Earth, Immigration, Nonviolence, Racism, and Women. This class will examine each of the five concerns through readings, discussions, documentaries, essays, and current events. The class will culminate in an action project where each student identifies a current issue within the five concerns and presents a report on solutions for building a better future.

## MATHEMATICS DEPARTMENT



*The Mercy High School Mathematics Curriculum encompasses a “learn-by-doing approach” to develop students’ mathematical and critical thinking skills. It prepares students for not only taking College Board exams but also empowers them with the confidence to solve sophisticated non-mathematical problems that they will face in today’s complex and ever-changing world.*

### Algebra 1

**Level:** 9-10 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Algebra 1 develops student skills in evaluating, analyzing and solving linear, quadratic, rational, and radical equations and systems of linear equations. Students learn a variety of problem-solving strategies and gain experience exploring the graphical representation of mathematical concepts both with technology, such as the iPad and graphing calculator, and without it.

### Geometry





perspectives: graphically, numerically, analytically, and verbally. Students choosing this course need a strong work ethic. This course prepares students for the AP Calculus Exam.

Note regarding Calculus AB (AP): Students will be required to take an entrance exam to enroll in Calculus AB. Their placement in either class will be dependent on their performance on the exam, recommendations from their prior math teachers, as well as their grades on the prerequisite classes.

### **Statistics**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
Credits:	10		
UC/CSU Approval:	Yes		
Prerequisite:	Minimum C- in Algebra 2, Algebra 2/Trig, Algebra 2/Trig Honors, or Math Analysis..		

**Description:** This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored.

### **AP Statistics**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
Credits:	10		
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Minimum B- in Algebra 2/Trig Honors or Precalculus Honors, or a minimum A- in Algebra 2 or Precalculus, challenge test and recommendation of the Math Department.		

**Description:** This course introduces students to the major concepts and tools for collecting, analyzing, and making inferences from data. This course covers the material covered in the first two semesters of college statistics. Students are exposed to the four conceptual themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. It provides a foundation for further studies in business, economics, statistics, economics, the life sciences, psychology, sociology, and other fields. It prepares students for the AP Statistics Exam.

### **AP Computer Science A**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	A average in Algebra 2/Trig or B average in Honors Algebra 2/Trig or A average in Honors Geometry AND math department approval.		

**Description:** This course emphasizes object-oriented JAVA programming with a concentration on problem-solving and algorithm development and is the equivalent of a first semester college-level course in Computer Science. It includes an introduction to the study of data structures, design, documentation, and abstraction. This course is designed to prepare students for the Advanced Placement Examination administered by the College Board in May.

Students will take the Computer Science A Advanced Placement exam. Previous experience in computer programming is helpful.

### **Math Analysis**

**Level:** 11-12 Year 10 credits

UC/CSU Approval: Yes

Prerequisite: Minimum C- in Algebra 2

**Description:** This course provides an additional year of math for students wishing to maintain their skills in preparation for future courses, standardized and placement testing and life skills. A wide range of basic math concepts are covered, including advanced algebra, statistics, and an introduction to personal finance.

### **College Readiness Math (Elective)**

**Level:** 9-10 1 Semester 5 credits

UC/CSU Approval: No

Prerequisite: None

**Description:** College Readiness Math is a one-semester course designed for students who would like additional instruction in math fundamentals. The course relies primarily on direct instruction and in-class practice. Students will complete benchmark tests to prove competency. This is an ideal class for students looking to prepare for placement exams or standardized tests, such as the PSAT, SAT, and ACT.

### **Computing with Robotics (Elective)**

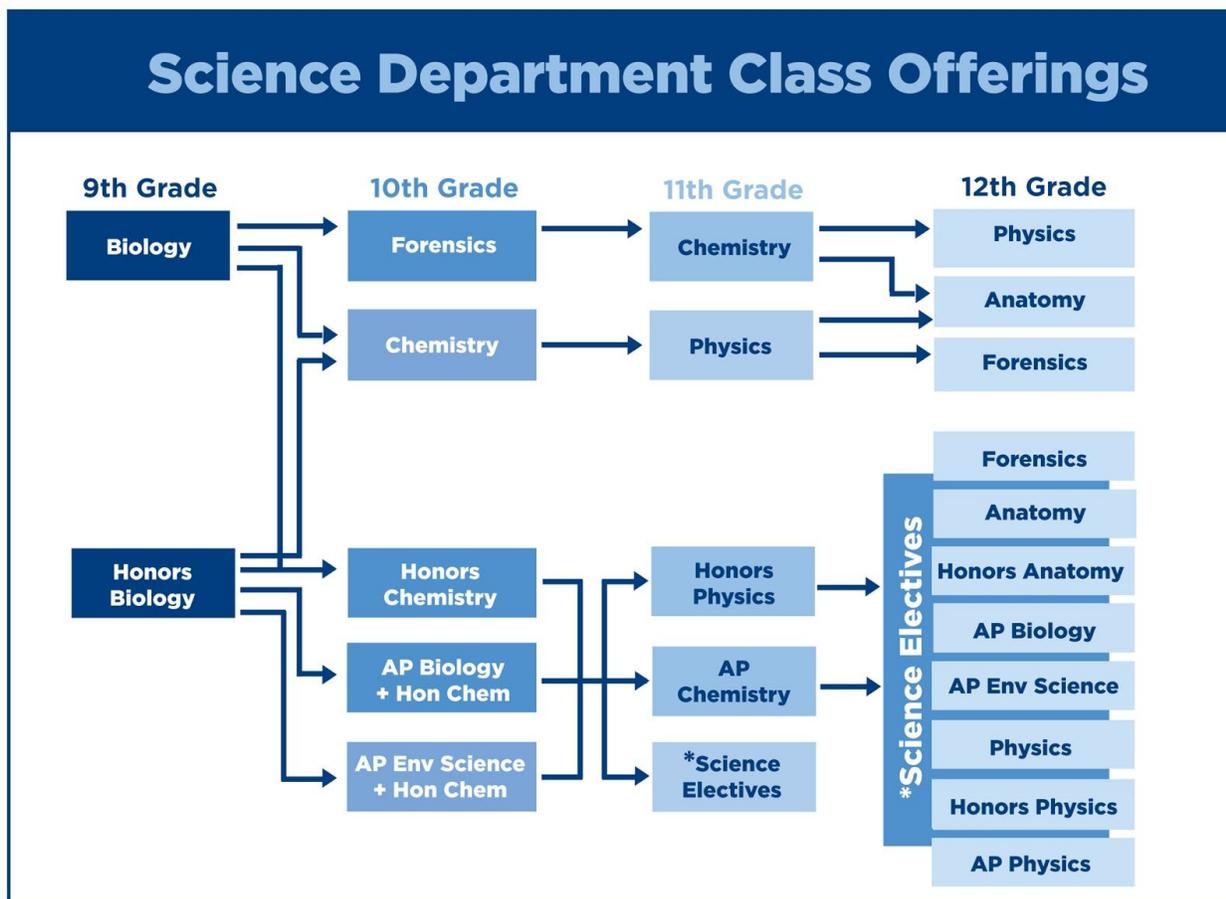
**Level:** 10-12 Year 10 credits

UC/CSU Approval: Yes, college prep G elective

Prerequisite: Minimum B- in Algebra or Geometry and a Minimum B- in English, or challenge test and recommendation of the Math Department.

**Description:** This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a robot using a graphical user interface and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to learn computing, science, technology, engineering, and math concepts. This course emphasizes hands-on robotics activities with a concentration on mathematical modeling and computer programming for solving problems. As term projects, students may participate in regional and statewide C-STEM RoboPlay Video and/or RoboPlay Challenge Competitions. Through these project-based team activities, students develop critical thinking, problem solving, effective communication, and teamwork skills.

## SCIENCE DEPARTMENT



*The Mercy High School Science Department is dedicated to developing our students' science skills through laboratory investigations, discussion, and collaboration. In all of our classes, students develop strong critical thinking and problem-solving skills, see connections between various disciplines of science, study real-world applications, and use technology throughout the program. Lab investigations will include the use of biotechnology and dissections.*

### **Biology**

**Level:** 9-10                      **Year**                      **10 Credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Biology is the study of life: plants, animals, and micro-organisms. This is an in-depth course that deals with various organisms on many different levels, from atoms and molecules to whole organisms and their interactions with their environments. Study will include the chemical nature of life, the structures and functions of animal and plant cells, a review of life processes, Mendelian and molecular genetics, reproduction, and the theory of evolution. Current scientific theory is introduced and discussed in this course. Students will explore biotechnology through a multiple-week lab exploration.







the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

### **Honors Anatomy and Physiology**

**Level:** 11-12 **Year** **10 Credits**

UC/CSU Approval: Yes (weighted)

Prerequisite: Students must have taken honors level science courses and maintained a B average in those classes.

**Description:** This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. Standards are similar to those in the standard level of the course, but students are expected to have a deeper understanding with a higher level of sophistication. This course uses dissection as an instructional activity.

### **AP Environmental Science**

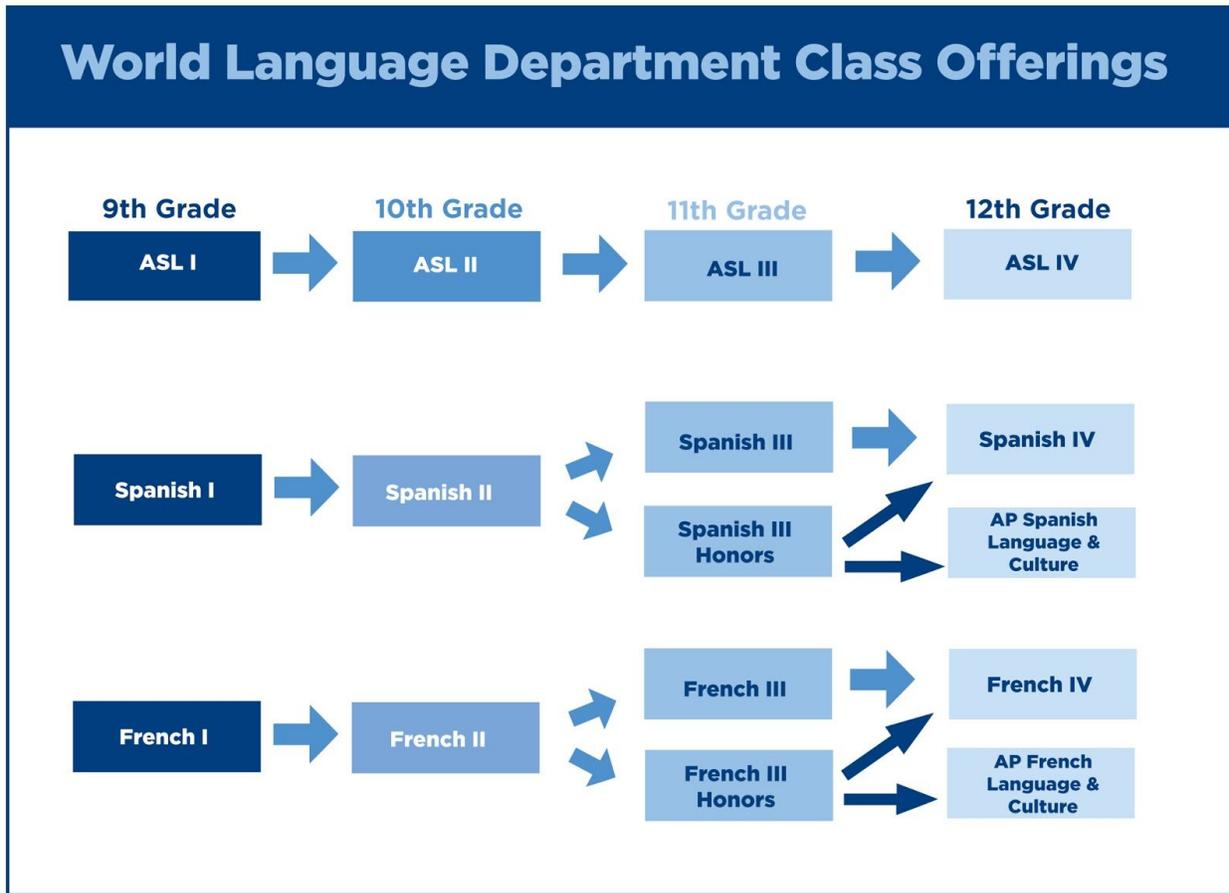
**Level:** 10-12 **Year** **10 Credits**

UC/CSU Approval: Yes (weighted)

Prerequisite: B average in previous honors level science and Honors English courses, and recommendation of science teachers. Sophomores must be concurrently enrolled in Honors Chemistry.

**Description:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study. The course includes a field study component.

## WORLD LANGUAGE DEPARTMENT



The World Languages Department is committed to preparing 21st Century students who can meet and work with speakers of other cultures. Technology and the internet afford students opportunities to use their second language skills within and outside the classroom arena. Class activities are geared to simulate real life situations within the given cultures. The Department adheres to the California State FL Framework (K-12) as well the standards of the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Connections, Communities, and Comparisons.

The World Language Department fosters the importance of connecting and communicating with other cultures. Communicative technology has drawn our global society so much closer that today's learners need to be responsible for deeper understanding, compassion, and empathy for diverse cultures. Learning another language creates the bridge to enter into these different worlds and therefore promotes awareness, understanding, and respect for cultural diversity.

### **Satisfying UC e-requirements:**

Students preparing for entrance into the University of California must satisfy the e-requirement of **two years of the same language other than English**. The e-requirement is intended to ensure that entering freshmen have attained competence in a language other than English. **Note: Two years is the minimum requirement; three in the same language is recommended.** Entrance

into the UC system has become increasingly competitive, and students are strongly encouraged to complete or to exceed the recommended number of courses, rather than the minimum requirement, in order to maximize their eligibility opportunities.

*Please note:* ASL courses are approved to meet eligibility/selection requirements for UC/CSU. ASL may not meet some private or other state institution's World Language entrance requirements. Certain majors may not recognize ASL as a World Language. Please check individual colleges for additional credit information.

## **WORLD LANGUAGE DEPARTMENT PLACEMENT POLICY**

***Incoming Freshmen and transfer students wishing to continue their previous language studied will take a placement test on a designated day in late April–early May. Students must demonstrate in both written and oral work their ability to understand and sustain comprehension and communication in the target language commensurate with the the ACTFL Proficiency guidelines and their qualifying stage level of the World Language Content Standards for California for which they are qualifying.***

*Placement will be made based on performance results from the 2nd semester final exam of the exiting level and an oral interview. Final decision for placement rests with the Department.*

## **AMERICAN SIGN LANGUAGE**

### **American Sign Language 1**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		

**Description:** American Sign Language I has communication as a primary goal. Toward this end, it is imperative that students be placed in situations where they must interpret whole ideas. To better afford students access to a variety of “histories,” they must be placed in the “real” environment of the people whose only means of communication is through signing. This is best accomplished through multi-media. Grammar and vocabulary are refined with multiple exposures to stories and the cultural environment in which they exist. Students are responsible for the interpretation of at least two histories per quarter.

### **American Sign Language 2**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		

**Prerequisite:** Completion of American Sign Language I with C- or above  
It is strongly recommended that a student with C- seek remediation during the summer. A student continuing to level 2 with D must seek remediation during the summer and have proficiency re-evaluated before entering level 2 in order to determine the need for additional support.

**Description:** Beginning with the second year of American Sign Language, students are required to film their own history to serve as both a “pairs” activity and a small group activity. These are a reflection of real-life activities. At this stage, students are introduced more in depth to the literature found in ASL, which is passed on through “story-telling.” At this level, it becomes crucial for student filming for process development, and finally, for teacher-student evaluation. Through these tapings, students will create a collection of “stories” in keeping with the “story-telling” aspect of the curriculum.

### **American Sign Language 3**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of American Sign Language 3 with C or above Student with a C- in level 3 wishing to challenge entrance to level 3 must pass a proficiency exam for placement in level 3.		

**Description:** Students in American Sign Language 3 will expand their vocabulary with the introduction of various content areas dealing with current events, world affairs, health conditions and abstract ideas. Students will continue to develop their skills in role-shift variations and applying the use of classifiers. Students will study American Sign Language narratives, which will be translated into English. Students will be given lessons to increase visual memory. Students will review basic money vocabulary and be introduced to banking terms and discussions on finances. Students will be required to participate in deaf-sponsored events and will continue the study of deaf people's experience in America; a comparison between the deaf and hearing worlds will be explored.

### **American Sign Language 4**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of American Sign Language III with C or above Student with a C- in level III wishing to challenge entrance to level IV must pass a proficiency exam for placement in level IV.		

**Description:** Students in American Sign Language 4 will expand their vocabulary with the introduction of various content areas dealing with current events, world affairs, health conditions and abstract ideas. Students will continue to develop their skills in role-shift variations and applying the use of classifiers. Students will study American Sign Language narratives, which will be translated into English. Students will be given lessons to increase visual memory. Students will review basic money vocabulary and be introduced to banking terms and discussions on finances. Students will be required to participate in deaf-sponsored events and will continue the study of deaf people's experience in America; a comparison between the deaf and hearing worlds will be explored.

## **FRENCH**

### **French 1**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	None		

**Description:** French 1 is the beginning course in high school which meets the qualifications for college preparatory credit. Through a variety of interactive activities and in a controlled second language environment, students can make statements about things and actions within their vocabulary range on such themes as composition of family, daily routines, future career, hobbies, and personal identification. Students acquire an active vocabulary of 300-800 words. Strong emphasis is given to oral expression, and students must interact informally in the target language. At this level, students can demonstrate comprehension of a selection of reading

texts on familiar topics, can produce a simple narrative, and write an account based on familiar materials. Pre-reading and pre-writing strategies which support Mercy's English department are utilized as introductions to composition and essay writing. Culturally, students learn to recognize broader, rather than stereotypical characteristics while learning the language as used within the Francophone culture. In language accuracy (grammatical accuracy), students demonstrate a basic control and recognition of the most basic grammatical concepts and relationships. Grading is weighted to reflect the greater emphasis on listening and speaking skills.

## **French 2**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of French 1 C- or above It is strongly recommended that a student with C- seek remediation during the summer. A student continuing to level 2 with D must seek remediation during the summer and have proficiency re-evaluated before entering level 2 in order to determine the need for additional support.		

**Description:** French 2 is a continuation of Level 1 with continued emphasis on oral expression. With an active vocabulary of 800-1500 words, students can more confidently respond orally by describing material presented visually and answering general personal questions. The content commonly includes vocabulary and functions concerning meals, lodging, transportation, time, formal commands, and courtesy interchanges. In reading, students demonstrate comprehension of brief passages of contemporary cultural prose. Students read passages of *Cyrano de Bergerac* in the French language simultaneously with the English classes at this level, students learn to write a brief summary and descriptions of activities they observe. Second year students must direct a two-minute interview in the target language. Grading continues to emphasize the listening and speaking skills.

## **French 3**

<b>Level:</b>	<b>10-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of French 2 with C or higher Student with a C- in level 2 wishing to challenge entrance to level 3 must pass a proficiency exam for placement in level 3.		

**Description:** In French 3, students demonstrate more ease in conversational skills with limited exposure to themes dealing with some contemporary issues such as segregation, the concept of death, mass media, overpopulation, and pollution. Students receive an introduction to idiomatic expressions. History and geography of Francophone countries are studied through readings and discussions. At this level, students can understand with greater ease French spoken by native speakers. Short literary essays are introduced, and reading and writing become more intense. Students are also exposed to live television broadcasts from TV5 in order to orient their listening skills to authentic media. Grading at this level gives equal emphasis to all four skills of listening, speaking, reading and writing.



Language AP. Students must practice recording responses to test their ability to speak both in personal and interpersonal situations, and in presentational mode. Students are tested using the AP outline and format and sit for the AP national exam.

## **SPANISH**

### **Spanish 1**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Pre-requisite: None. Mid-year Transfer Students needing greater exposure to the language at transfer time must arrange for regular tutor sessions with teacher until the production skills are comparable to students already enrolled.

**Description** Spanish I is the beginning course in high school which meets the qualifications for college preparatory credit. Through a variety of interactive activities and in a controlled second language environment, students can make statements about things and actions within their vocabulary range on such themes as composition of family, daily routines, future career, hobbies, and personal identification. Students acquire an active vocabulary of 300-800 words. Strong emphasis is given to oral expression, and students must interact informally in the target language. At this level, students can demonstrate comprehension of a selection of reading texts on familiar topics, can produce a simple narrative, and write an account based on familiar materials. Pre-reading and pre-writing strategies which support Mercy's English department are utilized as introductions to composition and essay writing. Culturally, students learn to recognize broader, rather than stereotypical characteristics while learning the language as used within the Spanish/Latin American culture. In language accuracy (grammatical accuracy), students demonstrate a basic control and recognition of the most basic grammatical concepts and relationships. Teaching strategies are utilized to address the varied learning styles of all students to include with some elementary language experience, as well as complete novices to the language. Grading is weighted to reflect the greater emphasis on listening and speaking skills.

### **Spanish 2**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Completion of Spanish I with C- or above  
It is strongly recommended that a student with C- seek remediation during the summer.  
A student continuing to level 2 with D must seek remediation during the summer and have proficiency re-evaluated before entering level 2 in order to determine the need for additional support.

Mid-year Transfer Students must take a placement test to determine accurate placing. Those needing greater exposure to the language at transfer time must arrange for regular tutor sessions with teacher until the production skills are comparable to students already enrolled.

**Description:** Spanish 2 is a continuation of Level I with continued emphasis on oral expression. With an active vocabulary of 800-1500 words, students can more confidently respond orally by describing material presented visually and answering general personal questions. The content commonly includes vocabulary and functions concerning meals, lodging, transportation, time, formal commands, and courtesy interchanges. In reading, students demonstrate comprehension of brief passages of contemporary cultural prose. At this level, students learn to write a brief summary and descriptions of activities they observe. Second year students must direct a two-minute interview in the target language. Grading continues to emphasize the Listening and Speaking Skills. As an interdisciplinary lesson with English classes, students read portions of *Don Quijote* and produce both oral and written projects to support their learning. Grading continues to emphasize listening and speaking skills but strategies strongly prepare them for reading authentic material

**Spanish 3**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
	Completion of Spanish 2 with C or higher		
	Student with a C- in level 2 wishing to challenge entrance to level 3 must pass a proficiency exam for placement in level 3.		

**Description:** In Spanish 3, students demonstrate more ease in conversational skills with limited exposure to themes dealing with some contemporary issues such as segregation, the concept of death, mass media, overpopulation, and pollution. Students receive an introduction to idiomatic expressions. History and geography of Spain and Spanish America are studied extensively through readings and discussions. At this level, students can understand with greater ease Spanish spoken by native speakers. Short literary essays are introduced, and reading and writing become more intense. Grading at this level gives equal emphasis to all four skills of listening, speaking, reading and writing.

**Spanish 3 Honors**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Completion of Spanish 2 with B or above plus passing Challenge Exam		

**Description:** Spanish 3 Honors incorporates material covered in Spanish 3 (see description Spanish 3). This course, because of its rigor in its demands of language structures and advanced vocabulary prepares students with a pre-AP mindset. The text for this level begins addressing global issues that lead students to make valuable comparisons and contrasts between the studied culture and their own. At this stage they begin formally to acquire more advanced vocabulary and time structures, as well other linguistic mechanics to produce a more fluent expression. Students will be guided to function in the language in a more spontaneous manner and with greater accuracy. Strategies for critical thinking skills are emphasized, particularly in the reading of literature. Completion of this course prepares students for entrance into AP Spanish Language and Culture.

**Spanish 4**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of Spanish 3 with C or above		

Student with a C- in level 3 wishing to challenge entrance to level IV must pass a proficiency exam for placement in level IV.

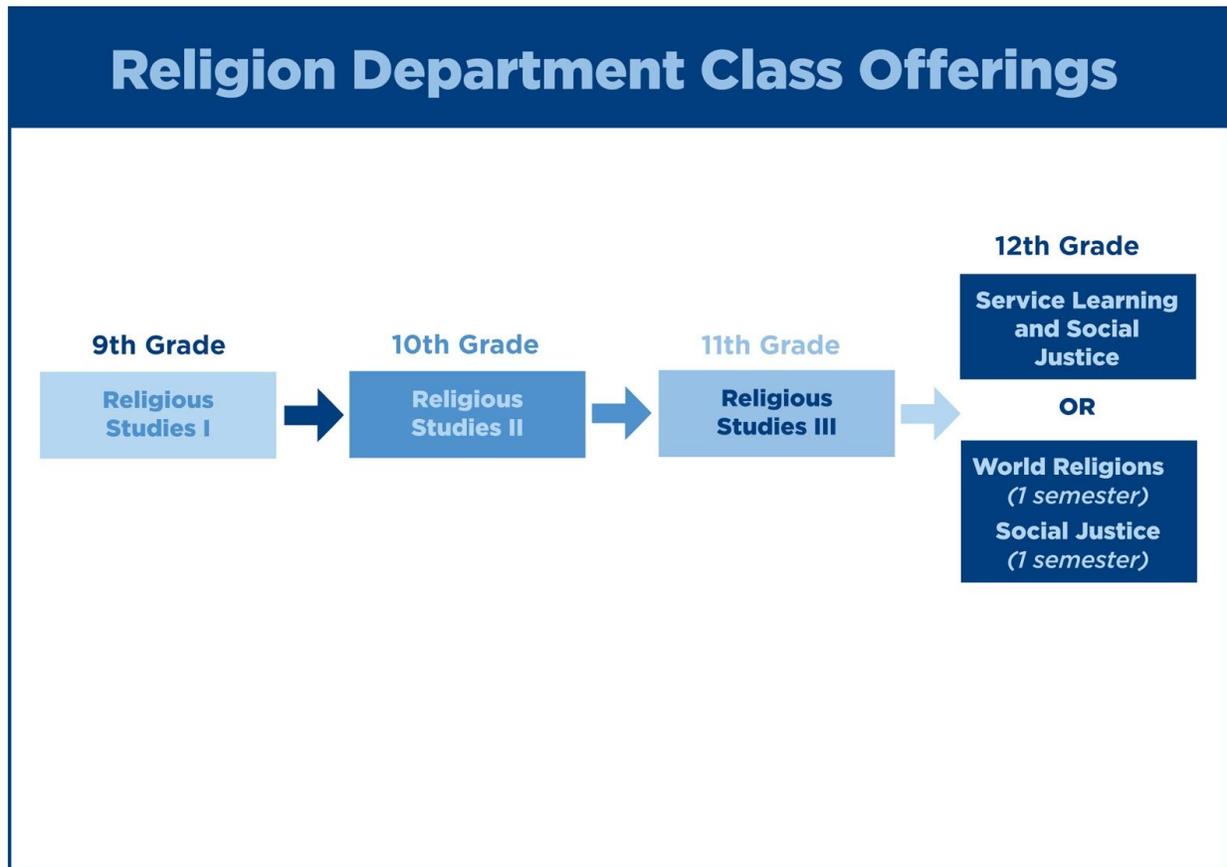
**Description:** Spanish IV is geared for students wishing to continue improving their productive and receptive skills with the four modalities of listening, speaking, reading, and writing. Course work offers a complete review of grammar, communication opportunities utilizing idioms, native expressions, and proverbs and culture. Films are used as a vehicle of communication. Short literary essays are discussed and writing takes on a more sophisticated approach.

**AP Spanish Language and Culture**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisites:	Completion of Spanish 3 Honors with B or above, plus recommendation/evaluation of writing proficiency from English 3 teacher. or Completion of Spanish 3 with B+ or above, plus passing Challenge Exam, and recommendation/evaluation of writing proficiency from English 3 teacher.		

**Description:** AP Spanish Language and Culture is a college level course designed for students wishing to prepare for the Advanced Placement Exam. Course work gives emphasis to the finer points of grammar with careful attention to nuances found in the language. All course work integrates the four modalities of listening, speaking, reading, and writing. Students are responsible for one essay every two weeks, commencing late in the First Semester. The integration process of listening, speaking and writing is strengthened through exposure to authentic current events gleaned from Spanish broadcasts from around the Spanish speaking world. These readings give students the necessary exposure to global issues and sub-categories which are at the heart of the Spanish Language AP. Because of this rigor, students are expected to maintain a reading journal of on-site articles read outside of class. Students must practice recording responses to test their ability to speak both in personal and interpersonal situations, and in presentational mode. Students are tested using the AP outline and format and sit for the AP national exam.

## RELIGIOUS STUDIES



*Religious Studies I, 2 and 3 are taught using an integrative approach allowing for faith formation for each student. The curriculum is aligned with the Bishop's framework using the Credo series as the basic textbooks throughout these first three years.*

### **Religious Studies 1**

**Level:** 9 **Year** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Religious Studies I provides students with the opportunity to explore and come to a deeper understanding of the Catholic faith and its roots in the Jewish tradition. The year includes an introduction to Scripture, important figures of the Hebrew Scriptures, Catholic Christianity, Christian morality and decision-making and human sexuality.

### **Religious Studies 2**

**Level:** 10 **Year** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** The Person of Jesus Christ is the focal point of the second year of Religious Studies. Jesus is viewed from an historical and theological perspective. Students study the

Christian Scriptures and the development of the Catholic Christian Church through the years.

**Religious Studies 3:**

**Level:** 11 **Year** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Religious Studies 3 asks the question “what sort of lives ought we lead?” The answer to this question is found by examining the convergence of spirituality and morality. The moral life is the public face of our spirituality and acts back upon our spirituality to test the authenticity of our experience of God and our convictions about the way life ought to be lived. This course will look at the sacraments and how they influence our spirituality and how we act in the world. This course will also look at developing personal ethics based on the teachings of Jesus.

**\*\* NOTE: For Religious Studies IV students will choose between the Service and Social Justice course OR the Social Justice and World Religions combination.**

**Religious Studies 4: Service and Social Justice**

**Level:** 12 **Year** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: Interview with Mr. Diaz or Ms. Simonetti

**Requirement for the class:** As a part of the Service-Learning nature of this course, students will be required to complete a minimum of 12 hours of direct service with one pre-approved Non-Profit Organization *during* the 2016-2017 school year. This service experience will provide the foundation for class reflections and projects.

**Description:** Who is my neighbor? Why are there social and economic disparities in our world? How am I uniquely called and gifted to live a life of compassionate service? These questions are critical to this Service-Learning course, which will combine service in the community with reflection on Scripture and Catholic Social Teaching in order to develop thoughtful responses to the injustices of our time. Special emphasis will be given to the Critical Concerns of the Sisters of Mercy, which include poverty, non-violence, environmental justice, women’s issues, racial justice, and immigration. Not only will students be able to analyze root causes of injustice, but they will also design their own educational, direct service, and advocacy projects around the issues they are most passionate about.

**Religious Studies 4: Social Justice**

**Level:** 12 **Semester** 5 credits

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Are you conscious of the values operating in your life and where they come from? Do you know how to make the best decision for you? Should being a Christian make a difference in the way you make your decisions and in your on-going formation of conscience? After examining these questions and Gospel values, the student will then apply them to key social issues of today, such as racism, sexism, environmentalism, human rights abuses, violence, poverty, substance abuse, and sexual morality. Readings, films, speakers and discussion will provide factual information and will help to broaden awareness and understanding of these topics within the context of Christian values and the social teachings of the Church.

**Religious Studies 4: World Religions**

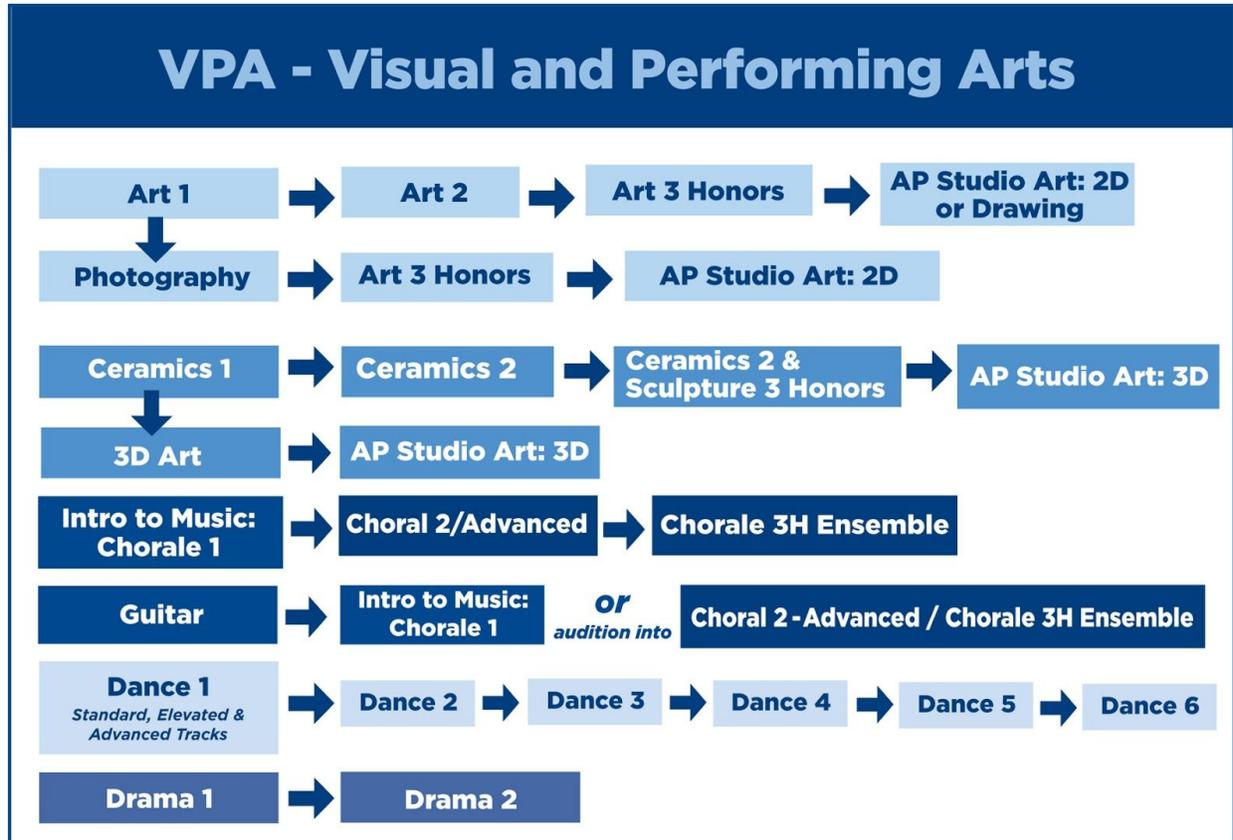
**Level:** 12 **Semester** **5 credits**

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** The goal of this course is to introduce students to the major religious traditions that exist today: “wisdom traditions” that have been with us for the past 6,000 years, shaping our culture and history. We will explore the major Eastern traditions such as Hinduism, Buddhism, Taoism, Shintoism and Islam and how religion affects our modern world. It is hoped that students will gain a better understanding of the variety of views that exist in our complex and diverse world, thus fostering a genuine respect for these traditions. One of the central goals of this course will be to gain a better understanding of the spirituality and belief systems of other faiths, so that each student will be able to better articulate her own spirituality and belief system. The course will also allow students the opportunity to gain a greater appreciation of other World Faiths, and in doing this, gain a greater appreciation of the way different cultures pray and worship. During the course we will also explore the practice of meditation and its implications for mindfulness in the world. Finally, we will discuss ways for creating peace in ourselves and in our world, given what these traditions reveal to us.

**VISUAL & PERFORMING ARTS DEPARTMENT**



*The Mercy Visual and Performing Arts student, through powerful learning experiences, will embrace and excel in the arts and academics while working toward a professional career.*

**Art 1**

**Level:** 9-12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: None

**Description:** This course is designed to teach basic hand-eye coordination in order to draw and understand the principles of composition. First semester work is in black and white using pencil, ink, charcoal, paper cutting, and scratch board. Second semester work explores color theory in the use of watercolor, tempera, pastel, and prismacolor. Assignment emphasis is on two-dimensional projects. Students create a digital portfolio. Material fees required.

**Art 2**

**Level:** 9-12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: Completion of Art 1

**Description:** Advanced Drawing and Painting, this course draws on the principles and

skills learned in Art 1. Careers in the arts, portraiture, setting, lighting, and preparation of portfolio quality work are areas to be explored. Work begins to reflect personal style and interpretation. Students create a digital portfolio. Materials fee required.

### **Art 3 Honors**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: B+ or higher in Art 2

**Description:** The focus of this course is advanced studio work in drawing, painting, illustration, graphic design, printmaking, art history, and art careers. All work is portfolio quality. Quarterly self-evaluations provide expression of the language of art and communication of the skills learned. Materials fee required.

### **AP Studio Art: 2D Design and Drawing**

**Level:** 12 **Year** **10 credits**

UC/CSU Approval: Yes (weighted)

Prerequisite: Passed 3 years of art training at Mercy, (or equivalent by art instructor) a B or higher in Honors Art 3 and preliminary portfolio of 12 pieces of artwork to be approved by art instructor before course begins.

**Description:** The course of study will include a concentration on developing a theme and body of work to be submitted for the AP Studio Art exam in May. Students will apply techniques learned in graphic design, illustration, printmaking, painting, and art history to create their portfolio. Students create a digital portfolio. Materials fee required.

### **Ceramics 1**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Ceramics 1 students develop skills in designing and creating three-dimensional forms with various hand-building methods with emphasis on wheel-thrown works. Methods of glazing and firing techniques are learned. A variety of styles of ceramic and sculpture works are explored and encouraged. Materials fee required.

### **Ceramics 2**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Average grade of B+ or higher in Ceramics 1  
Incoming transfer students are subject to testing on wheel techniques and depth of previous ceramics knowledge.

**Description:** Ceramics 2 will focus on advanced work on the wheel, with emphasis on increasing size and ability, to create multiples of the same objects by creating a dinner service for four. Exploration of various glazing techniques is emphasized. Some written assignments are required. Materials fee required.

### **Ceramics & Sculpting 3 Honors**

**Level:** 11-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: B+ average in Ceramics 2  
Incoming transfer students are subject to testing on wheel techniques and depth of previous Ceramics knowledge.

**Description:** Ceramics 3 Honors will focus on various methods of glazing and personal exploration of forms. Research of different glazing and hand building techniques is required. Weekly written reports and reflection papers are included. Sculpture will be introduced with projects each semester. Materials fee required.

### **3D Art**

**Level:** 9-12 **Year** 10 credits

USC/CSU Approval: Yes

Prerequisite: None

**Description:** Students will learn to recognize the basic concepts, media, and techniques involved in a variety of 3D Art forms and produce a variety of functional and decorative products using the skills introduced in class. Students will develop concepts that will be influenced by the producer's knowledge, training, experience, and attitudes, which follow the principles of good design. Students will apply what is learned through lectures, handouts, and demonstration materials. The study of applied technology using paper, glass, metals, textiles, dyes, clay, threads, yarn, and wax is part of the course. Computers are used to assist in design. Materials fee required.

### **AP Studio Art: 3D Design**

**Level:** 12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: Passed 3 years of Sculpture and Ceramics training at Mercy, (or equivalent as deemed by 3D instructor), B+ grade or higher in Ceramics 3H and preliminary portfolio of 12 pieces of artwork to be approved by art instructor before course begins.

**Description:** The object of this course is to explore the different aspects of 3D sculpture and to teach the students how to express themselves in their own personal style with different media. The individual sections of each portfolio- Quality, Concentration, and Breadth- are discussed in detail. The students are expected to develop mastery in concept, composition, and execution of ideas. Throughout the year, students learn a variety of concepts and approaches to 3D design, reviewing the Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion, figure/ground relations) articulated thru the Visual Elements (line, shape, color, value, texture and space). Students develop a body of work investigating a strong theme/concept, in 3D design, that they have chosen. This course emphasizes making art an ongoing process involving informed and critical decision-making. Critiques from the teacher and peers are expected and are an ongoing process throughout the year and form part of the assessment grade for the course.

### **Intro to Music: Chorale 1**

**Level:** 9-12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: None

**Description:** In Chorale, a performance class, students will learn how to develop their voices and experience the pleasure of ensemble singing. This class is an introduction to music and music-making, using voices and instruments to build a foundation for musical understanding.

Music is chosen from various styles (musicals, popular, folk and traditional) that will encourage developing voices. We will listen to music from various cultures and have a chance to experience piano, ukulele, percussion, bells, and flutes. The class draws on a variety of different song styles. In this class you will discover the joy of ensemble performance in various venues, including at least two concerts during the school year.

### **Chorale 2/Advanced**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Chorale I or by audition

**Description:** The student must have had one year of chorale or comparable experience. Focussing on increased vocal confidence, improving singing technique and learning a variety of repertoire, students will also study basic music theory and sight-singing and will be expected to learn repertoire at home, complete occasional theory and listening assignments outside of class. Occasional performance opportunities in addition to two yearly school concerts are expected and students purchase a traditional chorale dress.

### **Chorale 3-Honors**

**Level:** 11-12

UC/CSU Approval: Yes

Prerequisite: **Audition/teacher approval required**

**Description:** This auditioned ensemble will continue the development of vocal technique and ensemble practice through exploration of a wide variety of musical styles and genres, including acappella, jazz and choreographed performance styles. As honors designees, students will study more advanced theory and sight-reading, complete occasional assignments in music history and vocal history, tackle more advanced repertoire and smaller ensemble pieces, learn basic conducting technique, do independent listening assignments, and be expected to attend a second musical concert during the year. Besides the two concerts at school, students perform for occasional functions and outside engagements and participate in a music festival in the spring. Purchase of a performing dress is required.

### **Guitar 1**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Approved

Prerequisite: None

**Description:** Guitar is a one-year course open to new learners and students with some guitar experience. Students will learn open chords, power chords, moveable chords, accompaniment techniques and a variety of playing techniques and styles. It also includes music fundamentals, theory, songs, performing, listening, composing, improvisation, analyzing, and learning how to read standard notation and tablature. Students need to supply a nylon or steel string acoustic guitar for the course duration.

### **Guitar 2**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Pending

Prerequisite: Guitar I or student audition

Students who have completed Guitar I or demonstrate intermediate proficiency will continue developing skills and will learn open chords, barred chords, power chords, moveable chords,

accompaniment techniques and a variety of playing techniques and styles. It also includes music fundamentals, theory, songs, performing, listening, composing, improvisation, analyzing, and learning how to read standard notation and tablature. Students need to supply a nylon or steel string acoustic guitar for the course duration and can expect performing opportunities over and above the expectation for Guitar I.

### **Dance 1**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Dance I is a course that encompasses the beginning exploration of modern dance, jazz dance, basic ballet, African-based dance styles such as African, Swing, and other contemporary dances. Students learn and practice beginning level dance techniques, focusing primarily on the principles of center strength, coordination, balance and flexibility. Dance history, vocabulary and dance appreciation introduce the student to a wide variety of dance forms as they occur in world cultures. Students learn and rehearse choreography, culminating in formal dance performances at the end of each semester.

### **Dance 2**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Completion of Dance 1 with a B or by audition.

**Description:** Dance 2 is a continuation of the study of intermediate and advanced techniques of modern dance, jazz dance, ballet, African dance, tap and other contemporary dance styles. Students increase their skills through practice of more challenging and complex movement patterns. Students begin their study of the choreography by solving improvisation and composition problems. Dance history and vocabulary are also a focus of the course, and readings of current dance periodicals and viewing dance on film familiarize students with the current dance trends. Dance 2 culminates in formal dance performances at the end of each semester.

### **Dance 3 Honors**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Completion of Dance 2 with a B or by audition.

**Description:** Dance 3 Honors is a continuation of the study of intermediate and advanced techniques of modern dance, jazz dance, ballet, and African-based styles of tap and contemporary dance. Students learn more challenging and complex movement skills, which focus on the principles of center strength, correct body alignment, balance, and flexibility. Students are also challenged to create their own dance works through the choreographic principles of composition and improvisation and will choreograph dances for performance as their skills progress. Dance history and vocabulary continue to be a focus of the course, and there are frequent reading, dance viewing, and writing components, enabling students to develop critical thinking skills through writing about dance. Dance 3 Honors culminates in formal dance performances at the end of each semester, as well as other performances in a wide variety of venues.

### **Dance 4 Honors**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Not submitted

Prerequisite: Completion of Dance 3 with a B or by audition

**Description:** Dance 4 is a course that encompasses masterful daily physical exploration of modern dance, jazz dance, ballet, and African-based dance styles, and continues the study of modern and jazz dance history as well as the choreographic principles of composition and improvisation. Students engage in independent study of dance outside the classroom in the form of additional classes and independent readings. Students develop leadership qualities by leading classroom activities, sharing ideas, initiating student-led activities, and engaging in peer dialogues with others. Weekly scholarly reading and writing are a requirement. The culminating activity of the course will be that students choreograph their own dance works for formal performance, as well as perform in other dance venues as they present themselves.

### **Dance 5 Honors**

**Level:** 12 **Year** **10 credits**

UC/CSU Approval: Not submitted

Prerequisite: Completion of Dance IV with a B average or by audition

**Description:** Dance 5H is a course that encompasses masterful daily physical exploration of Tap, jazz dance, ballet, and contemporary-based dance styles, and continues the study of modern and jazz dance history as well as expand the choreographic principles of composition and improvisation. Students engage in independent study of dance outside the classroom in the form of additional classes and independent readings. Students develop leadership qualities by choreographing, teaching, sharing ideas, initiating student-led activities, and engaging in peer dialogues with others. Weekly scholarly reading and writing are a requirement. The culminating activity of the course will be that students choreograph their own dance works for the annual Christmas and Spring Dance concerts, as well as perform in other dance venues as they present themselves.

### **Dance 6 Choreography and Performance**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Approved

Prerequisite: Completion of Dance 5 with a B or by audition

**Description:** As a continuation of Dance 5, students in this course will establish their artistic voice as they experiment with a variety of stimuli to create dance and advance their understanding of the elements and skills of both technique and composition. Creating Performing and Responding to Dance investigated in a more equally weighted distribution. *This course advances knowledge of dance styles including but not limited to Tap, Jazz, Ballet, Modern and Choreography.*

### **Drama 1**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Introduction to Performing Arts (Drama I) is a full-year course emphasizing the development in the skills of the dramatic arts. Drama 1 will promote the development of the basic skills and techniques of acting, including increased sensory awareness,

ensemble performing, character analysis, and script analysis. Emphasis will be placed on the mechanics of voice, body, emotion, and analysis as tools for the actor. Students are required to participate in a series of acting exercises and performances. The goal is to provide an opportunity for students to explore the world of the stage, and in the process, develop a more confident sense of self.

### **Drama 2**

**Level:** 10-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Drama I

Introduction to Performing Arts (Drama 2) is a full-year course emphasizing the development in the skills of the dramatic arts. Drama 2 will promote the continuing development of the basic skills and techniques of acting, including increased sensory awareness, ensemble performing, character analysis, and script analysis. Emphasis will be placed on the mechanics of voice, body, emotion, and analysis as tools for the actor. Students are required to participate in a series of acting exercises and performances. The goal is to provide an opportunity for students to explore the world of the stage, and in the process, develop a more confident sense of self.

### **Photography**

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** This is a beginning level, non-darkroom, art photography course intended to help students develop the ability to take, manipulate, print, and alter their photography through their understanding of visual perception and personal experience. Using digital cameras and professional photo editing software, students learn the basic elements of art photography, develop observational skills and the ability to discuss and critique their experience. Through the year, students will study the world of art photography, its place in art history, and its importance in society. Students will complete written assignments as well as a portfolio of their work. Students supply their own digital cameras. Text required: Focus on Photography.

## PHYSICAL EDUCATION DEPARTMENT

*The Physical Education classes are designed to help students develop awareness and appreciation for physical fitness, sports, lifetime activities, and physical wellness, and to apply the principles of those activities to their daily living. Students are expected to purchase Mercy PE clothes and to dress and participate every day. There is ample class time for practicing the skills needed for each activity and for learning written materials. Students are provided with Current Health Magazine for the study of health and wellness issues.*

### **Health & Wellness**

**Level:** 10 (required) Semester 5 credits

UC/CSU Approval: Not applicable.

Prerequisite: None

**Description:** Health & Wellness is a one semester required course for all sophomore students. The course helps students develop knowledge and learn essential skills to facilitate decision making for a healthy and fulfilling life. During the semester students will utilize journaling, discussion, and role-playing to engage in a variety of topics related to their physical, intellectual, emotional, and social well-being. The topics covered include substance use and abuse, sleep, stress, adolescent brain development, emotions, body image, peer pressure, physical activity, technology usage, healthy relationships, effective coping, self-care, healthy eating, and boundary setting. Students are encouraged to examine their own lifestyle choices and explore different perspectives as they formulate opinions about the healthy choices they want to make in their own lives.

### **Yoga**

**Level:** 10-12 Semester 5 credits

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Yoga is a movement class that presents for study beginning Hatha Yoga in order to promote strength, flexibility, vitality, self-awareness, and personal well being. Students will learn and practice physical postures, breathing techniques, meditation, and relaxation in order to foster the body-mind connection. Study of basic anatomy and kinesiology are also included, as well as the cultural and philosophical aspects of yoga.

## NON-DEPARTMENTAL ELECTIVES

### Internship

**Level:** 11-12 **Semester** **5 credits**

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Students may register for a course called "Student Intern." Student Interns earn valuable work experience and excellent references for college applications, letters of recommendation, and job resumes. Students provide service to the school while earning 5 elective credits. Students are assigned a course grade, but this grade is not averaged into the GPA. Students should register as an intern and meet with the teacher or participating staff member (who will act as her supervisor) to arrange for the internship. The student will obtain the paperwork in the guidance department or front office which you will sign agreeing to be her supervisor. In addition to assisting teachers, students may apply to intern in the Guidance Department, Library, Advancement Office, Main Office, Arts Department, Athletics Department, Yearbook, and Technology Department. *May be repeated for credit.*

### Journalism/Yearbook

**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: No

Prerequisite: None

**Description:** Journalism/Yearbook is an interdisciplinary course combining writing, computer, page design, photography, art, information graphic skills, rhetoric, and current events. Students explore each of these areas and develop their areas of interest. They will produce our school yearbook. Each step in the process reinforces research, critical thinking, writing, design, and teamwork skills. Through the process, this class offers students the opportunity to sharpen skills in design, technology, organization and time management, collaboration, and leadership.

## TRI-SCHOOL OFFERINGS 2017-2018

### *Notre Dame High School, Belmont Classes*

#### **Orchestra TRI SCHOOL**

**Level:** 9-12 **Year** **10 credits**

**Time:** Zero Period

**UC/CSU Approval:** Yes

**Prerequisite:** Intermediate playing ability

**Description:** This Tri-School class is a performance-oriented course offered for students who play violin, viola, cello, bass, or harp with at least an intermediate playing ability. Students must provide their own instruments except for Bass and Harp. Performances are mandatory. This class may be taken all four years.

#### **Dance V -- In-Step Performance Company/Partnering Techniques (TRI-SCHOOL)**

**Level:** 9-12 **Year** **10 credits**

**Time:** Block 1 and overflow Block 2

**UC/CSU Approval:** Yes

**Prerequisite:** Membership and enrollment in the Dance V – In-Step Performance Company/Partnering Techniques class is by audition for Notre Dame/Mercy students. Auditions are not required for Serra students. Auditions are held at the end of Spring semester every year. Students who make In-Step Performance Company and Partnering Techniques class are not required to audition again.

**Description:** This class combines body conditioning, stretching and strengthening, acrobatics, dance, and movement techniques for advanced performance. Serra students train with members of the In-Step Dance Company learning partnering stunts, lifting techniques, and movement styles (hip hop, acrobatic moves) appropriate to their level of ability and athleticism. Serra/Mercy students will participate in the fall and spring dance showcases at Notre Dame High School. Serra/Mercy students train during the Tri-School time slot and join Notre Dame students during a regular portion of their class time.

**Attire Requirements:** Notre Dame and Mercy students are required to provide their own dance footwear, undergarments, and dancewear appropriate for advanced performance.

#### **A Place at the Table: The Minority Experience in America TRI SCHOOL**

**Level:** 11-12 **Semester** **5 credits**

**Time:** Block 2 (Fall)

**UC/CSU Approval:** Yes

**Prerequisite:** None.

**Please note that this course is taught almost exclusively online.**

During the semester there will be a few face-to-face meetings and several mandatory virtual class meetings.

**Description:** As the “great melting pot”, America has always been a harbor for immigrants. Unfortunately they have not always been welcomed. This course will cover the major immigrant waves in our nation’s history, emphasizing the different groups who comprised each wave and the reasons that brought them to America. In addition, we will look at the

contributions that both groups and individuals have made to the American tapestry by studying famous (and some infamous) immigrants as well as analyzing the cultural contributions that are accepted as “American” today. The semester will culminate with a final project that will allow you to investigate your own family immigrant experience.

### ***Junipero Serra High School Classes***

#### **Advanced Band TRI SCHOOL**

**Level:** 9-12 **Year** 10 credits

**Time:** first period Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** Approval of the instructor

**Description:** A Tri-School performance course offered for music students with some experience in ensemble playing and at least intermediate playing ability on one or more instruments. Members of the Advanced Band form the nucleus of the Symphonic Band and Pep Band. Students must provide their own instruments (some exceptions). Performances (including football and basketball games, concerts, etc.) are mandatory.

#### **Jazz Band TRI SCHOOL**

**Level:** 9-12 **Year** 10 credits

**Time:** zero period Serra High School

**UC/CSU Approval:** Yes Fulfills VPA Requirement

**Prerequisite:** Approval of the instructor

**Description:** This course will teach visual recognition of modern and traditional jazz and rock melodies and rhythms, beginning to intermediate improvisation techniques and numerous performance practices that are peculiar to the medium. There will be an opportunity for small and large group performance. Performances include festivals and concerts. All performances are mandatory. Students must take this course in addition to Advanced Band unless they play guitar, bass or piano.

This class meets *Monday to Thursday*, zero period.

#### **Architectural Design TRI SCHOOL**

**Level:** 10-12 **Year** 10 credits

**Time:** Period 1 at Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** None

**Description:** This course will explore the principles of art and design and their relationship to architecture. Students will learn the techniques necessary to draw freehand and with instruments. The history of Art and of Architecture will be presented. Students will also design, draw and build a model of a vacation home. Students will need to purchase drawing supplies and modeling supplies (approximate cost - \$60).

#### **Mandarin 1-2 TRI SCHOOL**

**Level:** 9 **Year** 10 credits

**Time:** Period 1 at Serra High School

UC/CSU Approval: Yes

Prerequisite: None

**Description:** This is the first level of Mandarin study for secondary school beginners who will develop the basic skills in Mandarin Chinese, such as useful conversation for daily life. Students will also learn to read, write, speak and understand basic Mandarin Chinese characters and pinyin. Students will be exposed to a variety of Mandarin speaking cultures in Mainland China, Taiwan, Singapore and more. This course fulfills the UC/CSU requirement for World Languages.

### **Mandarin 3-4 TRI SCHOOL**

**Level:** 10-12 **Year** 10 credits

**Time:** Period 2 Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** C- in Mandarin 2

**Description:** This is a second year course of Mandarin. A continuation of Mandarin 1-2, this course maintains and develops oral competency, reading skills, writing skills and cultural awareness of the historical issues and influence of Mandarin-speaking cultures

### **Mandarin 5 TRI SCHOOL**

**Level:** 10-12 **Semester** 5 credits

**Time:** Period 3 Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** C average in Mandarin 4

**Description:** This is a third year course of Mandarin that builds on the material and skills developed in the first two years of Mandarin. The course reinforces previous material as well as continues to expand in the areas of grammar, vocabulary and conversation. Increased speaking of the target language with cultural accuracy is an important aspect of this course.

### **Mandarin 6 TRI SCHOOL**

**Level:** 10-12 **Semester** 5 credits

**Time:** Period 3 Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** C average in Mandarin 5

**Description:** This course is a continuation of Mandarin 5. Content and themes of the first semester are expanded and enhanced.

### **Mandarin 7 TRI SCHOOL**

**Level:** 10-12 **Semester** 5 credits

**Time:** Period 3 Serra High School

**UC/CSU Approval:** Yes

**Prerequisite:** B- average in Mandarin 6

**Description:** This is a fourth year course of Mandarin. Students will continue to develop the skills necessary to carry on extended conversations in Chinese, expressing their opinions on issues related to current events, Chinese society, politics, economics, education, and Chinese culture. Students will be able to produce and present their own viewpoints of events by using the Chinese language in both spoken and written form. The class will be conducted entirely in Mandarin with an emphasis on active student participation in the target language.



business environment, students focus on career preparation standards such as oral and written communication skills, employment literacy/professional growth, interpersonal skills, group dynamics, conflict resolution, personal skills and lifelong learning, and both creative and critical thinking, reasoning and problem-solving skills.

**Intro to Business: Entrepreneurship TRI SCHOOL**

**Level**                      **10-12**                      **Semester**                      **5 credits**

Time:                      Period 2 fall semester, Serra High School

UC/CSU Approval:      Yes

Prerequisites:            None

**Description:**            This is a survey course designed to introduce students to the principles and functions of business from an entrepreneurial perspective. Business will be studied as part of the social, political, and economic environment. Students will look at real-world entrepreneurial topics influencing business today and interpret current business trends by studying relevant and interesting business content throughout the course. Themes of the course will include Business History, International Business, Ethics/Social Responsibility, Business Ownership/Organization leading into the Entrepreneurship area. Concepts of Business Law and Business Communication will be present throughout the semester. May be taken in conjunction with Intro to Business: Marketing or as a standalone course.

**Intro to Business: Marketing TRI SCHOOL**

**Level**                      **10-12**                      **Semester**                      **5 credits**

Time:                      Period 2 spring semester, Serra High School

UC/CSU Approval:      Yes

Prerequisites:            None

**Description:**            This is a survey course is designed to provide students with an introductory perspective into the management and marketing functions of operating a business. Business will be studied as part of the social, political, and economic environment. Students will look at real-world marketing and management topics influencing business today and interpret current business trends by studying relevant and interesting business content throughout the course. Themes of this course will include: Business Finance, Business Management/Leadership, Marketing, and E-Commerce/Business Technology. Concepts of Business Law and Business Communication will be present throughout the semester. May be taken in conjunction with Intro to Business: Entrepreneurship or as a standalone course.

**NEW! DRAMA 1: INTRODUCTION TO PERFORMANCE**

Duration:                      Year (Offered Block 2)

UC/CSU Approved:      Pending (Area F – VPA)

NCAA Core Course:      No

Level:                      9-12

Prerequisite:              None

**Description:**            This course introduces students to the art of acting through a combination of theoretical and practical study. Students will experience performance through participation in improvisation, cold reading, pantomime, characterization, movement, monologues, and vocal technique. The class will read plays and learn about textual analysis, theatrical vocabulary, the history of Western theater, differing theater styles and their originators, and the evolution of

acting techniques and methods. Students will watch and critique performances and complete one scene study per semester. This course meets during second period.

**Mercy High School**

*The following courses will be offered at Mercy as Tri-school. Please see the course description for more information.*

Anatomy and Physiology Honors (zero period)

Anatomy and Physiology (zero period)

Forensics (first period)

AP Psychology (first period)

Photography (first period)

**Advanced Placement Contract 2017-2018  
Mercy High School Burlingame**

**Student Name and Grade:**

**Counselor: Macmillan O'Sullivan**

Mercy High School Burlingame offers a number of Advanced Placement courses in order to provide students with the skills to achieve at the highest academic level and the opportunity to earn college credit while enrolled in high school.

**Students who take an AP class must take the AP test in May.** The May exam is the culmination of a year's worth of study, and is the natural extension of taking an AP class.

Each department has developed its own criteria that govern the selection of students into their Advanced Placement courses. Although each department's criteria are separate, there are several common components.

- Selection of students into courses is ultimately linked to the likelihood that students will be able to succeed in the class and pass the AP exam with a score of 3 or higher.
- Selection of students is based on their performance in prerequisite classes, entry exams, and a holistic view of their schedule and interests.

Taking an AP class is a commitment to your education. The process of enrolling in an AP class includes the following steps:

1. Students print an AP Contract from Schoology or Mrs. Morello.
2. During the spring, AP teachers will conduct optional informational sessions for students who have requested their AP classes. At these meetings, students will have the opportunity to ask about the time commitment and other requirements for that AP class.
3. The AP Contract must be completed in full and turned into Mrs. Morello by Feb. 8.
4. Applications will be reviewed by the administration and faculty and then either accepted or declined. Students will be notified before the end of the school year. An explanation will be given for any declined application.
5. Requests to drop a 2017-2018 AP class before the end of this school year (2017) will involve the student, parent, counselor, teacher, and Assistant Head of School for Academics. **Any requests to drop a 2017-2018 AP class after May 26, 2017 will be denied.** The administration will make the final decision in all cases. AP classes are exempt from the Add/Drop policy due to the difficulty of scheduling higher level classes.

**The 2017-2018 AP Contract is due to Mrs. Morello by Feb. 8, 2017.**

*Please keep the first page of this application for your reference.*

## **Requirements for Placement into Advanced Placement Classes**

Only highly motivated students with balanced schedules and lives, who are willing to make sacrifices, should take more than two AP courses.

### **You must be able to:**

- Stay well organized and balance multiple time challenges
- Work well under the pressure of deadlines
- Prioritize your time in accordance to your needs
- Work cooperatively with others rather than competitively
- Recognize when you need to ask for help and be a self-advocate
- Take responsibility for your actions (and inactions) and perform your work ethically

### **You must have:**

- The necessary basic knowledge in that discipline
- The academic skills necessary to focus on the course content

### **You must be able and willing to:**

- Put in at least one hour of homework daily per AP course
- Complete the application fully and turn it in by the stated deadline
- Be prepared for class each day
- Perform the required pre-class work (such as summer/break assignments)
- Work over holiday breaks and attend required weekend class sessions
- Pay the course fees (about \$90 for each exam) or apply for a fee waiver
- Take the AP Exam in May

**The 2017-2018 AP Contract is due to Mrs. Morello by Feb. 8, 2017.**

**Failure to turn in your application on time could jeopardize your admission to your AP courses.**

## AP Application for the 2017-2018 School Year

Student Name: \_\_\_\_\_

Current Grade in School: 9 10 11

### 1. Check the names of all AP courses you are applying to:

<input type="checkbox"/> Biology <input type="checkbox"/> Calculus AB <input type="checkbox"/> Calculus BC <input type="checkbox"/> Chemistry <input type="checkbox"/> Computer Science A <input type="checkbox"/> English Language and Comp. (juniors) <input type="checkbox"/> English Literature and Comp. (seniors) <input type="checkbox"/> Environmental Sciences (APES) <input type="checkbox"/> French Language <input type="checkbox"/> Physics C Mechanics	<input type="checkbox"/> Psychology <input type="checkbox"/> Spanish Language <input type="checkbox"/> Statistics <input type="checkbox"/> Studio Art: Drawing <input type="checkbox"/> Studio Art: Design <input type="checkbox"/> Studio Art: 3D <input type="checkbox"/> US Government <input type="checkbox"/> US History (APUSH) <input type="checkbox"/> World History  <input type="checkbox"/> I'm enrolling in a Tri-School AP class: _____
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### 2. List your course grades.

<b>English:</b> 9th grade:                      Grades:  10th grade:                      Grades:  11th grade:                      Grades:	<b>Math:</b> 9th grade:                      Grades:  10th grade:                      Grades:  11th grade:                      Grades:
<b>History:</b> 9th grade:                      Grades:  10th grade:                      Grades:  11th grade:                      Grades:	<b>Science:</b> 9th grade:                      Grades:  10th grade:                      Grades:  11th grade:                      Grades:
<b>World Language:</b> 9th grade:                      Grades:  10th grade:                      Grades:	11th grade:                      Grades:

**Time Management  
Schedule PER WEEK**

**School**

5 days = 32.5 hours

**Study Time**

**Comments:**

English \_\_\_\_\_  
History \_\_\_\_\_  
Math \_\_\_\_\_  
Science \_\_\_\_\_  
Religion \_\_\_\_\_  
World Lang \_\_\_\_\_  
VPA \_\_\_\_\_

**Activities**

**Comments:**

Sports \_\_\_\_\_  
Clubs \_\_\_\_\_  
Service \_\_\_\_\_  
Church \_\_\_\_\_  
Job \_\_\_\_\_  
Other \_\_\_\_\_

**Daily activities**

**Comments:**

Sleep \_\_\_\_\_  
(Ideal: 7 days x 9 hours)  
Necessities \_\_\_\_\_  
(shower, chores, eating)  
Family Time \_\_\_\_\_  
Free Time \_\_\_\_\_

**Total Hours = \_\_\_/168**

**3. Identify any other qualifications you may have for the AP classes.**

**4. Why do you want to take these classes? Please explain.**

**5. List all after school activities you will participate in next year (sports, performing arts, clubs, community service, student government, etc.). Approximate the number of hours you will spend each week and enter it on the column on page 4, above.**

**6. List all other commitments you will have (job, family responsibilities, church, other outside interests that could impact your study time, etc.). Approximate the number of hours you will spend each week and enter it on the column on page 4, above.**

**7. What are you willing to sacrifice from the lists above if you find that you have underestimated the time you need to commit to these courses? (Drop policy: There is no penalty for dropping an AP class before May 26, 2017. However, students will not be allowed to drop an AP class after May 26, 2017.)**

## **AP AGREEMENT**

***SIGN AND RETURN TO MRS. MORELLO***

### **A Note about Scheduling:**

Mercy High School Burlingame takes into account all student requests for classes before building the Master Schedule. The school determines which classes to run and which classes to cancel based on these requests. Hiring decisions, room use, scheduling, and teacher selections are all based on these requests. When a student changes her request after the schedule is made, she impacts more than just her own schedule. This is why students cannot drop an AP class after May 26, 2017.

### **AP Exam Exemption Policy**

Students may request an exemption from taking the AP exam in writing with a parent signature. Requests will be considered by the Assistant Head of School for Academics. Requests should be made April 1-15, 2018. A \$15 fee is incurred by the student for unused exams. If an exam exemption is given, the student will take a final in the classroom and will not receive the honors GPA point in the Spring term.

### **Student Agreement:**

I have filled out this application honestly and thoughtfully. I understand that not filling out this application accurately is a violation of the honor code. Although some changes cannot be anticipated, I have estimated to the best of my ability the amount of time that I expect to devote to my other activities. After considering the level of commitment that my teachers expect of me, I am still willing to make the commitment to enroll in these AP classes. I have reviewed the drop policy on page one and I understand that if I try to drop any AP class after May 26, the request will be denied.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

### **Parent Agreement:**

I understand the commitment that my daughter is making to these courses and agree to the drop policy as it is stated above. I approve of my daughter taking these courses.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

**2017-2018 Tri-School Contract**

**Required for every Tri-School student  
Due to the student's home school by April 30, 2017**

**Student Name** \_\_\_\_\_

**Parent Contact Information:**

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Counselor \_\_\_\_\_

**School of enrollment (circle one):**

Junipero Serra HS     **Mercy HS**     Notre Dame HS

**Tri-School Courses (circle courses you have requested to take):**

<b>Junipero Serra</b>	<b>Notre Dame</b>
Advanced Band	Bioethics
Jazz Band	Dance V-Partnering
Architectural Design	Orchestra
Virtual Enterprise	A Place at the Table
Intro Bus: Entrepreneurship	
Intro Bus: Marketing	
Mandarin 1-2	
Mandarin 3-4	
Mandarin 5-6	
German 1-2	
German 3-4	
Other: (approved by Asst. Head of School)	Other: (approved by Asst. Head of School)

The student named above has requested to take a class within the Tri-School program for the 2015-2016 school year.

**No Drop Policy:**

Due to the interdependence of the three schools it is important for students and their parents/guardians to know that **once a student has been placed in a Tri-School class he/she will not be permitted to drop that class for any reason.** Furthermore, by signing below the student and parent agree to follow the direction of the faculty staff and administration of the school where the classes are held and agree to abide by the policies set forth in the Tri-School

handbook. Failure to do so could result in being dropped from the Tri-School class with a semester grade of F.

**Transportation Policy:**

Mercy provides transportation to Serra only for the end of first period and to and from second period. The times for pick up are:

Mercy to Serra at 9:10 a.m.

Serra to Mercy at 9:25 a.m.

Serra to Mercy at 10:45 a.m.

All other transportation, including zero period, transportation to and from Notre Dame, and drop off at 7:55 a.m. is the responsibility of the parent/student. Students who carpool must arrange the carpool themselves.

**Signatures:**

Student Signature	Parent Signature
Student Name (printed)	Parent Name (printed)
Date	Date