

# MERCY HIGH SCHOOL BURLINGAME

**2018-2019  
COURSE CATALOG**





Jan. 10, 2018

Dear Students and Parents:

Mercy High School is pleased to present to you the 2018-2019 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. 5 and remain open until March 2. 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. 2. 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 2018-2019  
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## COURSE LIST 2018-2019

### ENGLISH

English 1 (9)  
English 1 Honors  
English 2 (10)  
English 2 Honors  
English 3 (11)  
AP English Language (11)  
English 4 (12)  
AP English Literature (12)

### SOCIAL STUDIES

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

### MATH

Algebra 1 (9)  
Intro to Computer Science (9-12)  
Geometry (9-10)  
Geometry Honors(9-10)  
Algebra 2 (10-11)  
Algebra 2/Trig (9-11)  
Algebra 2/Trig Honors (9-11)  
Precalculus (11-12)  
Precalculus Honors (10-12)  
Calculus (11-12)  
AP Calculus AB (11-12)  
AP Calculus BC (12)  
Statistics (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 4 (9-12)  
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/Drawing (12)  
Ceramics 1 (9-12)

Ceramics 2 (10-12)  
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 Honors (12)  
Digital Photography (9-12)  
Graphic Publications/Yearbook (9-12)

### PHYSICAL EDUCATION

Health & Wellness (9/10) (required)  
Yoga (10-12)

### NON-DEPARTMENTAL ELECTIVES

Internship (11-12)

### TRI SCHOOL/JUNIPERO SERRA HIGH

Advanced Band (9-12)  
Jazz Band (9-12)  
Architectural Design (10-12)  
Drama (9-12)  
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. 2 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

**Week of Jan. 9:** Course Catalog released.  
**Week of Jan. 15:** Student eligibility for honors/AP courses released  
**Week of Jan. 20:** Challenge tests open for students who would like to challenge their eligibility. Tests should be completed by Jan. 30.  
**Jan. 11:** Curriculum Presentation to students in advisory.  
**Feb. 2:** AP Contracts due to Mrs. Morello by 3 p.m.

**Feb. 5 - March 2:** Course requests open on PowerSchool.  
**March 2:** Course requests closed for students  
**Week of May 7:** Official course lists sent to each student  
**May 7-23:** Course conflict meetings with counselors  
**May 23:** Close of any change requests  
**June 1:** Course change request fee: \$30

## GRADES

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

### GRADING SCALE

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

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

### GPA

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 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.

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.

## **Mercy Eligibility and Recommendation Process 2018-2019**

*Updated January 2018*

Mercy offers three levels of classes: college preparatory, honors, and AP. Not all courses have an honors or AP equivalent. The course catalog details the classes offered as well as any prerequisites for those classes. The course catalog is released in January of each year.

### **Eligibility**

Course eligibility is decided upon by recommendation of the current teacher in each content area and determines which classes students may request for the following academic year. Eligibility is determined by current grades and achievement, and the prerequisites for each level. Teachers input eligibility by Jan. 13, 2017, and students will be notified of their eligibility for the next year by their current teacher during the following week (Jan. 16-20). If a student is not made eligible for an honors or AP class and feels that she should be, she may follow the challenge process for that department, as noted below.

Once students understand their eligibility, they should discuss their future course-load with their family, teachers, and academic counselor. Students are required to meet with their academic counselor to discuss their choices before course requests are finalized.

### **Course Requests**

Course requests are made on PowerSchool after the re-registration process is completed. Students whose re-registration fee is not paid will not be able to request classes until the fee is paid in full.

The course request period is Feb. 8 to March 3, 2017. Course requests are finalized on March 4.

Students requesting an AP class must submit their AP contract with payment by Feb. 8 to Mrs. Morello. Students whose contracts are not completed will not remain eligible for AP classes.

Students requesting a Tri-School class at Serra or Notre Dame must complete a Tri-School contract by April 30. Students who do not complete the contract on time will be removed from off-campus Tri-School classes.

### **Course request conflicts**

Students must request two alternate courses. If an irresolvable scheduling conflict exists, alternate courses may be substituted without student notification. In the absence of an alternate, an elective will be chosen for the student.

### **Challenge process by department**

All departments:

Students who are not initially made eligible for honors/AP classes may request a test to challenge their eligibility. Challenge tests are the week of Jan. 20.

### **English:**

All students currently enrolled in AP or honors will have the following evaluated to continue their eligibility.

1. Writing sample from current class evaluated by future AP/Honors teacher
2. Teacher recommendation checklist from current teacher
3. Current 1st semester grade

Teachers determine eligibility during Christmas Break for AP and Honors Students



All students who would like to test into AP or honors will have the following evaluated in regards to their eligibility. (Room 115 - 1/18 - 1:30pm)

1. Complete a timed writing sample during collab the week before the challenge date evaluated by future AP/Honors teacher
2. Teacher recommendation checklist from current teacher
3. Current 1st semester grade

Teachers will determine eligibility over the weekend for those who would like to move up to an AP or Honors class.

All students will be able to challenge their eligibility by providing a timed writing sample during collab during the challenge week. (Room 115 - 1/24 - 1:30pm)

**History:** All students not accepted initially will need to complete a test which includes a writing component for AP World, AP Psychology, AP Government, and AP US History. This will be given on January 24th in room 109 at 3:00.

**Math:** All students not accepted initially will need to request a challenge test. Challenge tests will be given in Room 216R on January 22 at 2:40 PM.

**Science:** Students not eligible for Honors Chemistry should see Dr. Bradley in room 104R for challenge test information. Challenge tests for all other honors and AP science courses will be given in room 109R on January 23 at 2:40.

**World Language:** Students in a non-honors course wanting to challenge Honors and AP eligibility must meet with Ms. Castillo (Spanish) or Ms. Barthe (French) for an oral interview as well as produce a writing sample. Please schedule with teacher for after school interview/writing Jan.20-25  
No challenge process is necessary for VPA or Religion classes

#### **Course changes before March 4**

Course requests are not finalized until March 4. Any changes to the student's initial requests within the normal window should be discussed with the counselor and made in PowerSchool.

#### **Course changes after March 4**

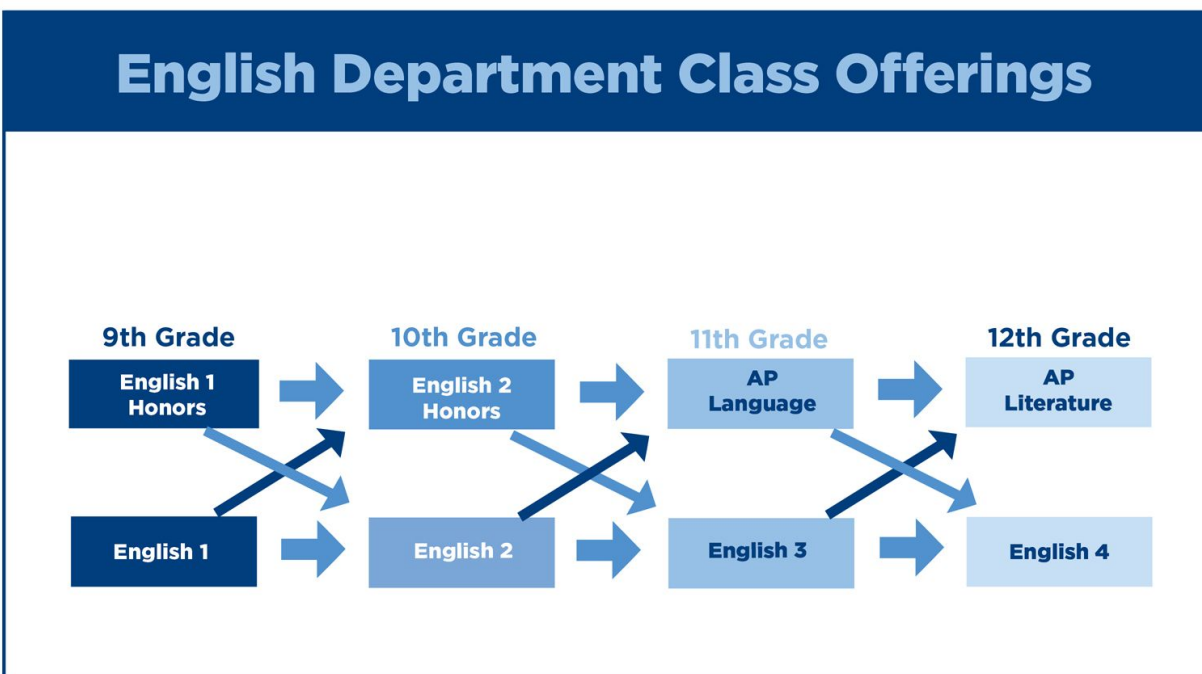
Course requests made after March 4 are highly discouraged and are not always honored. The process is designed so that families have time to make these decisions with input from counselors and teachers ahead of March 4, when Mercy begins to build its master schedule. The school determines which classes to run based on course 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.

Course request changes require the Add/Drop form and approval of the 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</b> <b>*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>	No Requirement C. World Issues	World History AP World History	US History AP US History C. World Issues	Gov & Econ AP Government C. World Issues	30 (3 yrs)
<b>World Language</b> <b>*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 Performing Arts</b> <b>*placement test</b>	Art 1 Dance 1 Ceramics 1 Chorale 1 Drama 1 Yearbook	Art 2 Dance 2 Ceramics 2 Chorale 2 Drama 2 Yearbook	Art 3 H Dance 3 Ceramics 3H Chorale 3H Yearbook	AP Studio Art: 2D AP Studio Art: 3D AP Studio Art: Drawing Dance 4H Dance 5H Dance 6H Yearbook	10 (1 yr)
<b>Physical Education</b>			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 - Introduction to Literary Analysis

<b>Level:</b>	<b>Freshmen</b>	<b>Year</b>	<b>10 credits</b>
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.

### English 1 Honors - Introduction to Literary Analysis

<b>Level:</b>	<b>Freshmen</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Students are placed by the admissions team based on evaluation of HSPT verbal, language and reading scores, 7 <sup>th</sup> and 8 <sup>th</sup> grade English grades, teacher recommendations, and writing sample.		

**Description:** English 1 Honors is designed for students who have demonstrated exceptional ability and interest in English. The course takes a humanities approach to the study of literary genres, including mythology, the novel, short stories, drama, and poetry. The course examines both the classics of Western

Civilization and contemporary multicultural works. Written literary analysis is introduced with an emphasis on developing critical thinking skills. Standardized test preparation, including reading comprehension, and vocabulary development is begun. Creative writing and enrichment activities are included.

### **English 2 - World Literature**

<b>Level:</b>	<b>Sophomores</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	English 1		

**Description:** English 2 is a survey of world literature focusing on both classic and contemporary works. The course gives students the opportunity to experience many cultures through select pieces of fiction and nonfiction. Preparation for standardized testing, with an emphasis on grammar, usage, vocabulary development, and reading comprehension, is continued from freshman year. Concentration on analytical writing skills helps students gain proficiency in writing the multi-paragraph essay.

### **English 2 Honors - World Literature**

<b>Level:</b>	<b>Sophomores</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of English 1 Honors with a B or higher; or English 1 with an A- or higher, plus teacher recommendation.		

**Description:** Description: English 2 Honors provides students of exceptional ability in English with the opportunity to study world literature with greater sophistication. This course will be conducted at an accelerated rate, allowing for more in-depth exposure to authors not covered in the regular English 2 course. It provides more opportunities for instruction and practice in analytical writing. This course also includes extensive vocabulary and critical reading preparation for college entrance examinations and continued focus on the multi-paragraph essay.

### **English 3 - American Rhetoric**

<b>Level:</b>	<b>Juniors</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	English 2		

**Description:** English 3 is an American literature course. In the first semester, emphasis is given to expository writing as student analyze multiple nonfiction readings, all of which focus on rhetorical analysis and critical thinking skills. During the second semester, students read and study selected novels, dramas, essays, short stories, and poems from the Romantic to the 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)**

<b>Level:</b>	<b>Juniors</b>	<b>Year</b>	<b>10 credits</b>
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 - Contemporary Prose / Advanced Literary Analysis**

<b>Level:</b>	<b>Seniors</b>	<b>Year</b>	<b>10 credits</b>
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)**

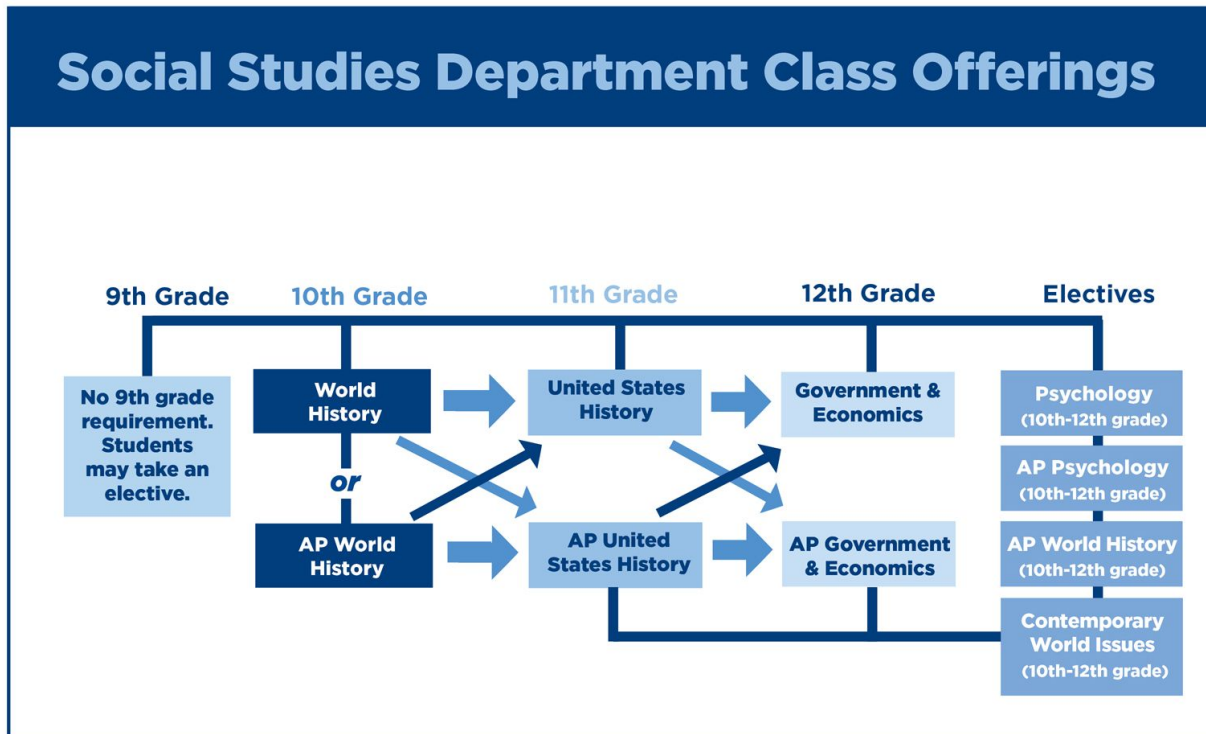
**Level:** Seniors **Year** **10 credits**

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.

### Contemporary World Issues

**Level:** 9-12 **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.

### World History

**Level:** 10 **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



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

**Description:** AP Government and Politics/Economics is a year course that provides an integrated approach to Government and Economics. Students will use projects to explore the working of the U.S. Government while also addressing economic principles. The students will analyze the principles that formed our political system and how economic principles influence the creation of those principles. In addition, student will analyze the primary source documents that are integral to our governmental structure. Students will conduct a mock election, mock congress, and a mock court. In addition student, will analyze how federalism plays a role in their daily lives through the creation of a Cost of Living project. Finally, student will analyze the impact of tax and spending policies will have on a virtual business that they will run. The student will receive AP Credit for only AP Government, the economics portion is not at an AP level. *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 emphasis 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

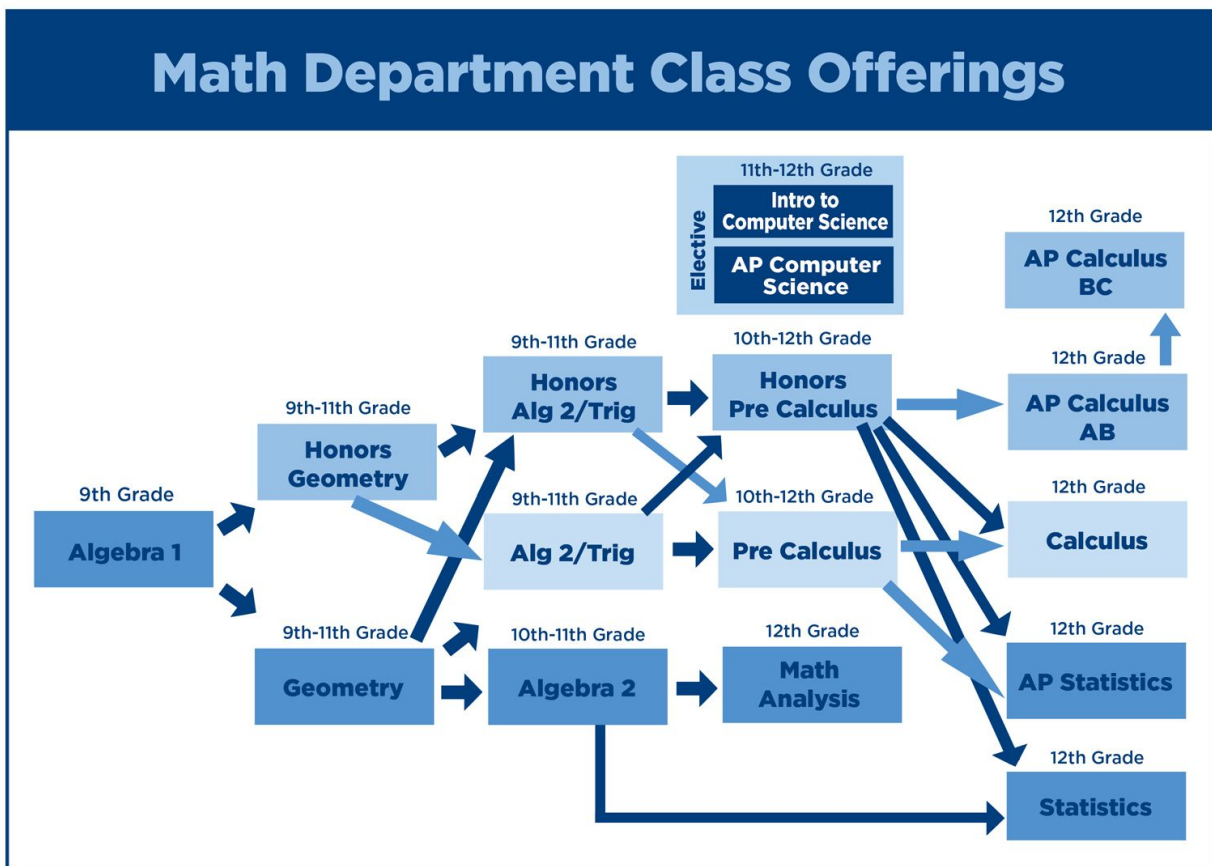
UC/CSU Approval: Yes

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.*



## 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

<b>Level:</b>	<b>9</b>	<b>Year</b>	<b>10 credits</b>
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.

### Intro to Computer Science (Elective)

<b>Level:</b>	<b>9-12</b>	<b>Semester</b>	<b>5 credits</b>
UC/CSU Approval:	Yes, college prep G elective (does not take the place of Algebra or Geometry)		
<b>Description:</b>	This course is designed to offer an introduction to computer science and the fundamentals of		

computer programming. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This semester course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in the field. It is designed to be used as a blended learning classroom focusing on the Python language. Other basic languages will also be investigated as students attempt to code “robots” or physical computing kits such as raspberry pi and arduino kits. As term projects, students will be encouraged to participate in regional competitions to showcase their skills. Project-based team activities will play a major role in this course.

### **Geometry**

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

UC/CSU Approval: Yes

Prerequisite: Algebra 1 or placement based on HSPT Math scores.

**Description:** Geometry focuses on the study of angles, parallel lines, triangles and other types of polygons, congruence, similarity, circles, various types of solid figures, area and volume, coordinate geometry. It includes the reinforcement and application of topics studied in Algebra I. Emphasis is placed on critical thinking, logic, and two-column proofs.

### **Geometry Honors**

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

UC/CSU Approval: Yes

Prerequisite: Minimum A- in Algebra 1 and B- in English 1 or placement based on HSPT Math scores, placement test, and recommendation of the Math Department

**Description:** This honors course covers topics from Geometry at a faster pace and in greater depth.

### **Algebra 2**

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

UC/CSU Approval: Yes

Prerequisite: Geometry

**Description:** In Algebra 2, students study relations, functions and their graphs, linear equations and inequalities, quadratic and other polynomial functions, factoring, direct and inverse variation, powers and roots, exponential and logarithmic functions, complex numbers, rational functions, conics, and probability. Use of a graphing calculator expands exploration and analysis of real-world applications, such as modelling supply-and-demand curves, sales forecasts, and population growth.

### **Algebra 2/Trigonometry (updated 8/16)**

**Level:** 9-11 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Minimum B- in Geometry, minimum B- in Algebra 1, or placement based on HSPT math scores, placement test and recommendation of the Math Department.

**Description:** In this course, student cover the topics from Algebra 2 at a faster pace and concludes with the study of trigonometry. In Trigonometry, students study trigonometric functions and their graphs, as well as the unit circle and angle measure. Emphasis is placed on critical thinking and problem solving.

### **Algebra 2/Trigonometry Honors**

**Level:** 9-11 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Minimum B- in Geometry Honors or a minimum A in Geometry, or placement based on HSPT math scores, placement test and recommendation of the Math Department.

**Description:** This is an accelerated course which covers the topics from Algebra 2 at a faster pace, in

greater depth, and includes a detailed study of trigonometry. This includes the unit circle and angle measure, trigonometric functions, identities, triangles, and trigonometric equations. Emphasis is placed on critical thinking and problem solving.

### **Precalculus**

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

**Description:** Precalculus explores advanced mathematical concepts and includes a review of trigonometry, the study of functions, and graphing functions. Some of the functions covered include linear, quadratic and other polynomial functions, power, rational, exponential, logarithmic and trigonometric functions. Other topics include arithmetic and geometric sequences and series, complex numbers, and polar coordinates. Critical thinking and real-world problems are emphasized.

### **Precalculus Honors**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Minimum B- in Algebra 2/Trig Honors, or Minimum A in Algebra 2/Trig,		

**Description:** Precalculus Honors is an accelerated course which explores advanced concepts at a faster pace than Precalculus. Precalculus explores advanced mathematical concepts and includes a review of trigonometry, the study of functions, and graphing functions. Some of the functions covered include linear, quadratic and other polynomial functions, power, rational, exponential, logarithmic and trigonometric functions. Other topics include arithmetic and geometric sequences and series, complex numbers, and polar coordinates. Critical thinking and real-world problems are emphasized.

Note regarding Calculus AB (AP) and Calculus BC (AP): Students will be required to take an entrance exam to enroll in Calculus AB and BC. 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.

### **Calculus**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Passing Mercy's Calculus entrance exam, minimum B- average in Precalculus, or minimum C- in Precalculus Honors, and recommendation of the Math Department		

**Description:** This course studies the topics of higher order functions, limits, derivatives, integrals and their application. Students approach these topics graphically, numerically, analytically, and verbally.

### **AP Calculus AB**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Passing Mercy's AP Calculus entrance exam, completion of Pre-calculus Honors with a minimum B or Precalculus with an A-, and recommendation of the Math Department.		

**Description:** This course covers the material covered in a first semester of college calculus. Topics include higher order functions, limits, derivatives, applications of the derivative, integration, the application of the integral, and The Fundamental Theorem of Calculus, following the topic outline from the College Board. Students approach the topics from different 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.

### **AP Calculus BC**

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Minimum B- in AP Calculus AB, or Minimum A in Honors Precalculus, passing Mercy's AP Calculus entrance exam, and recommendation of the Math Department

**Course Description:** This course contains topics from AP Calculus AB, developing key principles more in-depth. Topics from the Calculus BC outline as defined by the College Board are covered. Students will approach the topics from different perspectives: graphically, numerically, analytically, and verbally. Students choosing this course need a strong work ethic. This course prepares students for the AP Calculus Exam in May.

Note regarding Calculus BC (AP): Students will be required to take an entrance exam to enroll in Calculus BC if they have not completed AP Calculus AB. Their placement in 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**

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

Credits: 10

UC/CSU Approval: Yes

Prerequisite: Algebra 2

**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**

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

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/Trig 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**

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

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)**

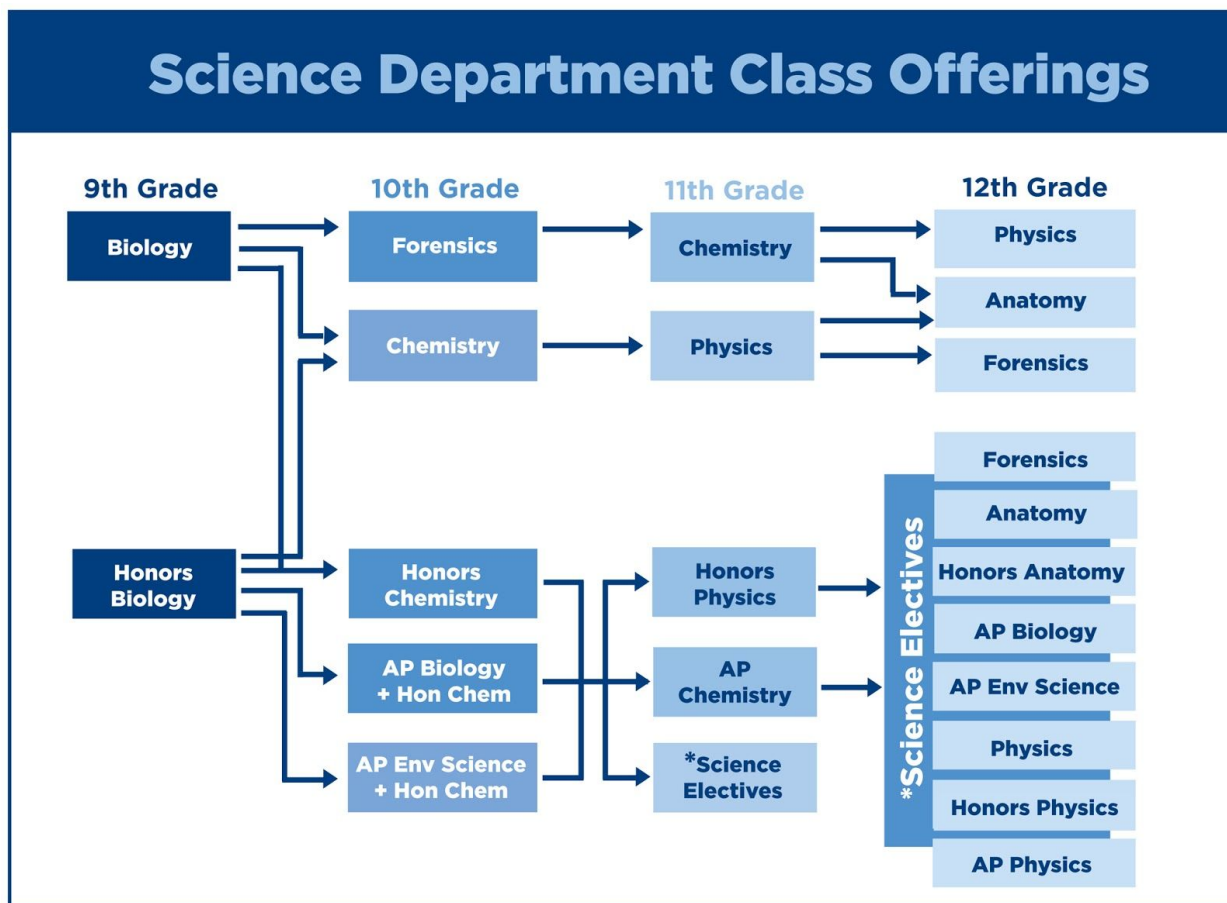
**Level:** 9-10                      **1 Semester**                      **5 credits**

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.

## 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.

### **Biology Honors**

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

UC/CSU Approval: Yes

Prerequisite: Admissions Committee review, HSPT scores, and 7th & 8th grade Science grades

**Description:** Biology Honors is the study of life: plants, animals, and microorganisms. This is an in-depth course, which focuses on the molecular approach to understanding organisms and their environments. Study will include the chemical nature of life, the structure and function of animal and plant cells, Mendelian and molecular genetics, life processes, reproduction, and Darwinian evolution. Current biological research will be presented and analyzed. Students use laboratory investigations to understand text-based material and to gain further lab skills such as microscope use, dissection, and experimental design. Students in this class will explore biotechnology through an extensive, multiple-week laboratory exploration. This course is for motivated, accelerated students who desire the opportunity to pursue advanced study in the field of biological sciences.

### **Forensic Biology**

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

UC/CSU Approval: Yes

Prerequisite: C- average in Biology.

**Description:** Students will build on what they have learned in Biology by applying skills and concepts from biology, chemistry and physics to solve real-life problems within the realm of forensics. All lab activities will involve simulated evidence that will be age-appropriate. The textbook does not include graphic photos. For sophomores, this course will be a good introduction to basic concepts in chemistry and physics. Upper-division students will be able to apply what they have learned in Biology, Chemistry and Physics. This laboratory course will teach students about the theory, concepts, and applications of a full-service crime laboratory. It will include units in chemistry, physics, geology, biology, document examination, photography, toxicology, and fingerprinting. Students will be instructed on how laboratory scientists analyze physical evidence, document evidence during laboratory analysis, and present results during testimony upon request of the attorney.

### **AP Biology**

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

UC/CSU Approval: Yes

Prerequisite: Sophomores: By exception only, with concurrent enrollment in Honors Chemistry. Juniors and Seniors: A average in Biology and Chemistry, or B average in Honors Biology and Honors Chemistry and recommendation of science teachers.

**Description:** Advanced Placement Biology is a course that aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. Essential to the conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. The general areas covered are the following: molecules and cells, heredity and evolution, and organisms and populations. Inquiry-based laboratory investigations, which make up over 25% of the course curriculum, develop skills that help students model the work of scientists and develop the critical thinking needed to be prepared for college level courses as well as a part of the 21st century workforce. Students in this class will explore biotechnology through an extensive, multiple-week laboratory investigation. This course is especially for students who might be interested in careers in the biological sciences.

### **Chemistry**

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

UC/CSU Approval: Yes

Prerequisite: Sophomores: B average in Biology and Algebra 1.  
Juniors: None

**Description:** Chemistry investigates the nature of matter—all the substances which make up our world and the changes that take place in and between these substances. The areas of study include elements, compounds and mixtures, fundamental concepts of atomic theory and structure, electrons in atoms, chemical bonding, writing chemical formulas and equations, the mole concept, stoichiometry, the properties of gases, solution chemistry, and acids and bases. Regular laboratory exercises consist of investigating related

chemical reactions through the proper use of the scientific method, and a focus on skill development including graphing and data analysis.

### **Honors Chemistry (Chemistry – Honors)**

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

UC/CSU Approval: Yes

**Prerequisite:** An A average in Biology, or B average in Honors Biology as well as an A/A-average in Algebra 1 (if in a higher level math, consult your current science teacher). Recommendation of previous science teacher.

**Description:** Honors Chemistry is a rigorous course that introduces the fundamental language, ideas and tools used in the study of chemistry. This advanced pre-AP course covers key topics such as nomenclature, stoichiometry, bonding, acid/base chemistry, gas laws, common laboratory practices and much more. Students will use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Students will be able to describe chemical processes and behaviors and to solve numerical/verbal problems in chemistry. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems) and inquiry (solving problems through scientific investigation) are stressed in this class. Upon completion, students will have a solid foundation in chemistry and will be prepared for AP Biology, AP Chemistry, and college-level chemistry courses.

### **AP Chemistry**

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

UC/CSU Approval: Yes (weighted)

**Prerequisite:** B+ average in Honors Chemistry and/or recommendation of math and science teachers.

**Description:** AP Chemistry is based on the College Board's curriculum, and is the equivalent of a first-year college Chemistry course. Topics include strong emphasis on chemical calculations, including modern atomic theory, molecular bonding and hybridization, stoichiometry, thermodynamics, kinetics, aqueous equilibrium, REDOX, and electrochemistry. A rigorous laboratory component, some of which takes place during collaborations, will supplement all lecture topics. Summer assignment required. The AP Chemistry exam in May is required.

### **Physics**

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

UC/CSU Approval: Yes

**Prerequisite:** C average in Chemistry, Algebra, and Geometry. Students with a C- average in Chemistry, or a previous math class will need to complete a Math/Science Basic Skills unit over the summer and pass a test in August to demonstrate competency in these skills.

**Description:** Physics is the study of the way the universe works. Conceptual understanding along with mathematical relationships will be emphasized. The topics covered will include motion, forces, gravity, energy and momentum, thermodynamics, waves, sound, light, optics, electricity, and magnetism. Classroom activities will include laboratory experiment, classroom discussions/lectures, readings, design projects, and assessment activities.

### **Honors Physics**

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

UC/CSU Approval: Yes

**Prerequisite:** A average in Chemistry and current math class, or B average in Honors Chemistry and current honors math class. Recommendation of previous science and math teachers will be taken into account.

**Description:** Honors Physics is a course designed to introduce students to the advanced levels of



science. The course deals with the principles of motion, energy and work, electricity, properties of light and sound waves, principles of optics, and the study of thermodynamics and modern physics. This course will emphasize a more in-depth and mathematical study of the laws of nature. Classroom activities will include laboratory experiment, classroom discussions/lectures, readings, design projects, and assessment activities.

### **AP Physics C: Mechanics**

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

UC/CSU Approval: Yes

**Prerequisite:** A- average in Honors Math and current honors science course, and recommendation of science and math teachers.

**Description:** This course will explore the concepts of kinematics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, oscillations, and gravitation. Students will learn to apply differential and integral calculus in order to solve problems associated with these concepts. These calculus concepts will be taught as part of the course for the students who have not yet taken calculus. Students will build understanding and critical thinking skills through inquiry-based, laboratory investigations that explore these physics concepts.

### **Anatomy and Physiology**

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

UC/CSU Approval: Yes (as a lab science)

**Prerequisite:** C average in English and prior science courses.

**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. 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)

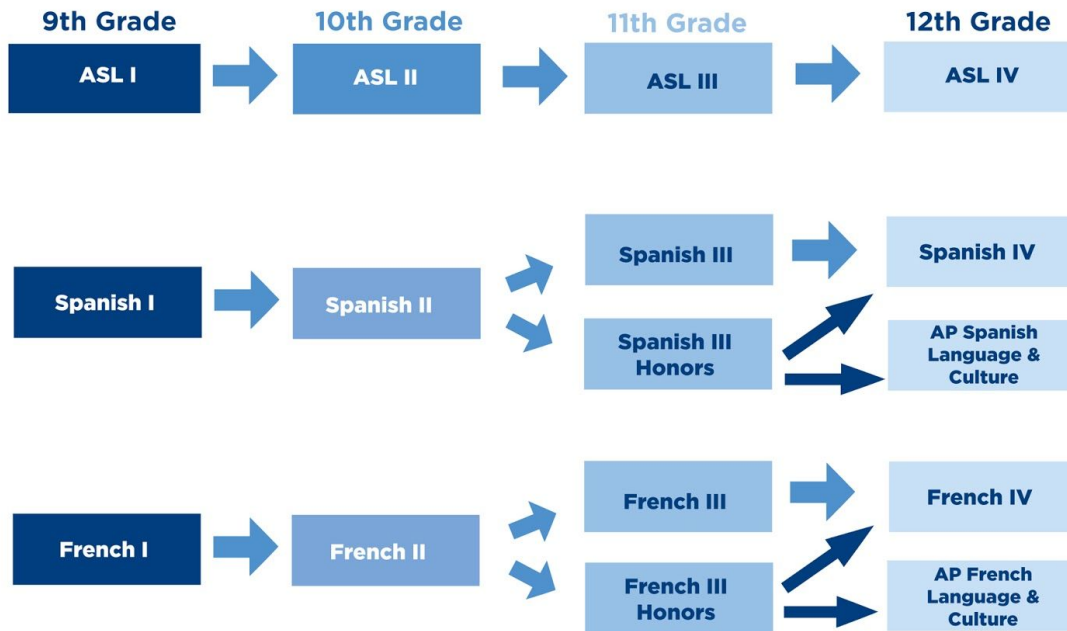
**Prerequisite:** B average in previous honors level science and Honors English courses, and recommendation of science teachers. Sophomores must be concurrently enrolled in Honors Chemistry.

**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

### World Language Department Class Offerings



*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 requirement of **two years of the same language other than English**. The 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>
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UC/CSU Approval:	Yes
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**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 multimedia. 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>
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UC/CSU Approval:	Yes
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**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>
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UC/CSU Approval:	Yes
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**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 IV**

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

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 IV 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**

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

UC/CSU Approval: Yes

Prerequisite: 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** French 1 is an college preparatory course which introduces students to learning of the French language through a variety of language and cultural lessons simulating an immersive journey through various francophone countries. Unique to each lesson are the built-in targets students should reach in the Three Modes of Communication prescribed by the ACTFL (American Council on the Teaching of Foreign Languages). These 3 Modes; Interpretive, Interpersonal, and Presentational place students in real-life scenarios. The BIEN DIT text series, with its multi-tiered differentiation of instruction creates a truly personalized learning environment in the classroom. This new curriculum is meant to carry students from class to home and back, and throughout the four years of language acquisition. Technology plays a key role in delivering information to students, both video and audio practice accessible from home, on-line current events in basic language for level 1, and finally the use of Google Virtual Travel for students to "experience" the visual differences of each francophone country. This exciting program makes learning a second language a total vivid cultural, musical, experience beyond textbook to real participation in the language.

### **French 2**

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

UC/CSU Approval: Yes

Prerequisite: Completion of French I with C- or above  
It is strongly recommended that a student with C- seek remediation during the summer since it is a given that level 1 material must be mastered before Level 2 is introduced. 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:** French 2 continues with the level 1 format as it develops use of greater vocabulary and grammar for students to more comfortably convey their thoughts, read more thoughtfully, and express in

writing their ideas based on the cultural ideas and experiences they reach during their second year of language learning. At this level students begin to use more quickly the learning strategies introduced in level I, and begin to engage more creatively in articulation within the three modes of communication. Grading continues to assess students on reaching stated targets after much practice through formative assessment (practice) activities which allow them to “try on” the language with all the appropriate support to help them succeed. The use of workbooks for this purpose continue the work begun in level 1, as do all the supporting on line ancillaries available both at school and at home. At the completion of this level students will be sufficiently prepared to embark the exciting language and cultural travel material of upper division work in French levels 3 and 4, with all the supports in place.

### **French 3**

<b>Level:</b>	<b>11-12</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 prior to the beginning of the new school year. Proficiency here is defined as ability to convey and understand ideas in French using all the basic vocabulary and grammar of level 1 and 2.		
<b>Description:</b>	Level 3 continues the easy and intentional articulation of material begun in Levels 1 and 2 of the <u>BIEN DIT</u> French series. While continuing to reinforce basic language skills, this level moves students into more advanced language skills. Vocabulary moves them into more world issues in a very controlled fashion. This control allows teachers to guide students more individually in the acquisition of more reading and writing strategies. Communication in all the Modes still remains the guiding targets for mastery. At this stage students are presented with more open-ended writing activities based on their own real life experiences as a basis for comparison with the French culture. At this level students are moving toward finding their ‘voice’ in the expression of thinking in French.		

### **French 3 Honors**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Completion of French 2 with B or above plus passing Challenge Exam		
<b>Description:</b>	French 3 Honors incorporates material covered in French 3 (see description French 3 above.) As required of an Honors class, this course moves into more challenging strategies of reading and writing, but still relies on the excellent <u>BIEN DIT</u> text and on-line ancillary materials used in all previous levels. Students are given more opportunities for creative expression using many on-line apps to present their mastery of the language. This course is geared to preparing students to move either into level 4 College Prep or AP Language and Culture. It is here where students practice critical thinking skills, sharpen their comparing/contrasting skills, and more fully engage in sharing their opinions on world issues, and thoughts on open-ended prompts. They are guided in the “how-to” in order to support their endeavors to shine in the language. This course aims to teach students how to use the finer points of language in more spontaneous fashion, and to be more comfortable reading authentic material. Formative Assessments continue to support students’ efforts in reaching the stated targets and their own aspiration for language acquisition.		

### **French 4**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of French 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 prior to the beginning of the new school year. Proficiency here is defined as ability to convey and understand ideas in French using skills practiced in level 3.		

**Description:** French 4 is geared for students wishing to continue improving their productive and receptive skills within the three modes of communication: interpretive, interpersonal, and presentational. The Integration of vocabulary, grammar, listening, speaking, reading, writing, and culture is more intentional in that it provides students a more natural immersion into learning of French.

The highly relevant material of the BIEN DIT text continues to support students in engaging in real interaction with peers, in refining their written skills. Quick comprehension checks allow students to self assess and thus reflect more accurately on their areas of need. Students also create cultural presentations with resources provided from TVMonde. Exceptional work in this level 4 course makes students eligible for life membership as an Associate of the Mercy Chapter of La Société Honoraire du Français

### **AP French Language and Culture**

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

UC/CSU Approval: Yes (weighted)

Prerequisites: Completion of French 3 Honors with B or above, plus recommendation/evaluation of writing proficiency from English 3 teacher. Or, completion of French 3 with B+ or above, plus passing a challenge exam requiring students to demonstrate in speaking, listening, reading, and writing, ability to maintain communication. Also required is a recommendation/evaluation of writing proficiency from English 3 teacher. This must be conducted prior to the beginning of the new school year.

**Description:** AP French Language and Culture is equivalent to a college level course and is conducted in a seminar learning environment. With the use of BIEN DIT, as well as authentic resources provided by TV5MONDE, students are guided in developing communication skills that will prepare them to demonstrate an understanding of language and culture of the francophone world. The Socratic format figures prominently in creating a forum for students to learn the art of questioning, comparing, contrasting, defending, and generally communicating their individual ideas and opinions using authentic sources to support their arguments. The accompanying 'worktext,' Barron's AP French Language and Culture supplements the readings and audio from the BIEN DIT text. All the practice selections mirror the exact format of the AP Exam and are meant to give students the necessary practice to spontaneously use the language for communication purposes using the recommended College Board themes. The second semester is devoted to a more intentional practice of the exam format while the first semester offers the context with which to proceed. This course has a lasting lifelong learning value in that it presents students the arena in which to try their wings at effectively communicating universal, world ideas: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and finally Global Challenges. The preparation for college is further strengthened by the opportunity students are afforded to connect ideas with thoughts discussed and delved into in their other school disciplines This broad based preparation holds them in good stead for travel, work, higher studies, or for achievement on standardized exams. Exceptional completion of this course makes students eligible for initiation as Life Member in the National Société Honoraire du Français

## **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 an college preparatory course which introduces students to learning of the Spanish language through a variety of language and cultural lessons simulating an immersive journey through various Latino/Spanish countries. Unique to each lesson are the built-in targets students should reach in the Three Modes of Communication prescribed by the ACTFL (American Council on the Teaching of Foreign Languages). These 3 Modes; Interpretive, Interpersonal, and Presentational place students in real-life scenarios. The AVANCEMOS text series, with its multi-tiered differentiation of instruction creates a truly personalized learning environment in the classroom. This new curriculum is meant to carry students from

class to home and back, and throughout the four years of language acquisition. Technology plays a key role in delivering information to students, both video and audio practice accessible from home, on-line current events in basic language for level I, and finally the use of Google Virtual Travel for students to “experience” the visual differences of each Spanish country. This exciting program makes learning a second language a total vivid cultural, musical, experience beyond textbook to real participation in the language.

### **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 since it is a given that level 1 material must be mastered before Level 2 is introduced. 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 continues with the level I format as it develops use of greater vocabulary and grammar for students to more comfortably convey their thoughts, read more thoughtfully, and express in writing their ideas based on the cultural ideas and experiences they reach during their second year of language learning. At this level students begin to use more quickly the learning strategies introduced in level I, and begin to engage more creatively in articulation within the three modes of communication. Grading continues to assess students on reaching stated targets after much practice through formative assessment (practice) activities which allow them to “try on” the language with all the appropriate support to help them succeed. The use of workbooks for this purpose continue the work begun in level I, as do all the supporting online ancillaries available both at school and at home. At the completion of this level students will be sufficiently prepared to embark the exciting language and cultural travel material of upper division work in Spanish Levels 3 and 4, with all the supports in place.

### **Spanish 3**

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

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 prior to the beginning of the new school year. Proficiency here is defined as ability to convey and understand ideas in Spanish using all the basic vocabulary and grammar of level 1 and 2.

**Description:** Level 3 continues the easy and intentional articulation of material begun in Levels 1 and 2 of the AVANCEMOS Spanish series. While continuing to reinforce basic language skills, this level moves students into more advanced language skills. Vocabulary moves them into more world issues in a very controlled fashion. This control allows teachers to guide students more individually in the acquisition of more reading and writing strategies. Communication in all the modes still remains the guiding targets for mastery. At this stage students are presented with more open-ended writing activities based on their own real life experiences as a basis for comparison with the Spanish/Latino culture. At this level students are moving toward finding their “voice” in the expression of thinking in Spanish.

### **Spanish 3 Honors**

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

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 above.) As required of an Honors class, this course moves into more challenging strategies of reading and writing, but still relies on the excellent AVANCEMOS text and on-line ancillary materials used in all previous levels.

Students are given more opportunities for creative expression using many on-line apps to present their mastery of the language. This course is geared to preparing students to move either into level 4 College Prep or AP Language and Culture. It is here where students practice critical thinking skills, sharpen their comparing/contrasting skills, and more fully engage in sharing their opinions on world issues, and thoughts on open-ended prompts. They are guided in the “how-to” in order to support their endeavors to shine in the language. This course aims to teach students how to use the finer points of language in more spontaneous fashion, and to be more comfortable reading authentic material. Formative Assessments continue to support students’ efforts in reaching the stated targets and their own aspiration for language acquisition.

#### **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 prior to the beginning of the new school year. Proficiency here is defined as ability to convey and understand ideas in Spanish using skills practiced in level 3.		

**Description:** Spanish 4 is geared for students wishing to continue improving their productive and receptive skills within the three modes of communication: interpretive, interpersonal, and presentational. The integration of vocabulary, grammar, listening, speaking, reading, writing, and culture is more intentional in that it provides students a more natural immersion into learning of Spanish.

The highly relevant material of the AVANCEMOS text continues to support students in engaging in real interaction with peers, in refining their written skills. Quick comprehension checks allow students to self assess and thus reflect more accurately on their areas of need. The new section of ‘Para crear’ guides students to use higher-level thinking skills to create original work. Exceptional work in this level 4 course makes students eligible for life membership as an Associate of the Mercy Chapter of La Sociedad Honoraria Hispánica.

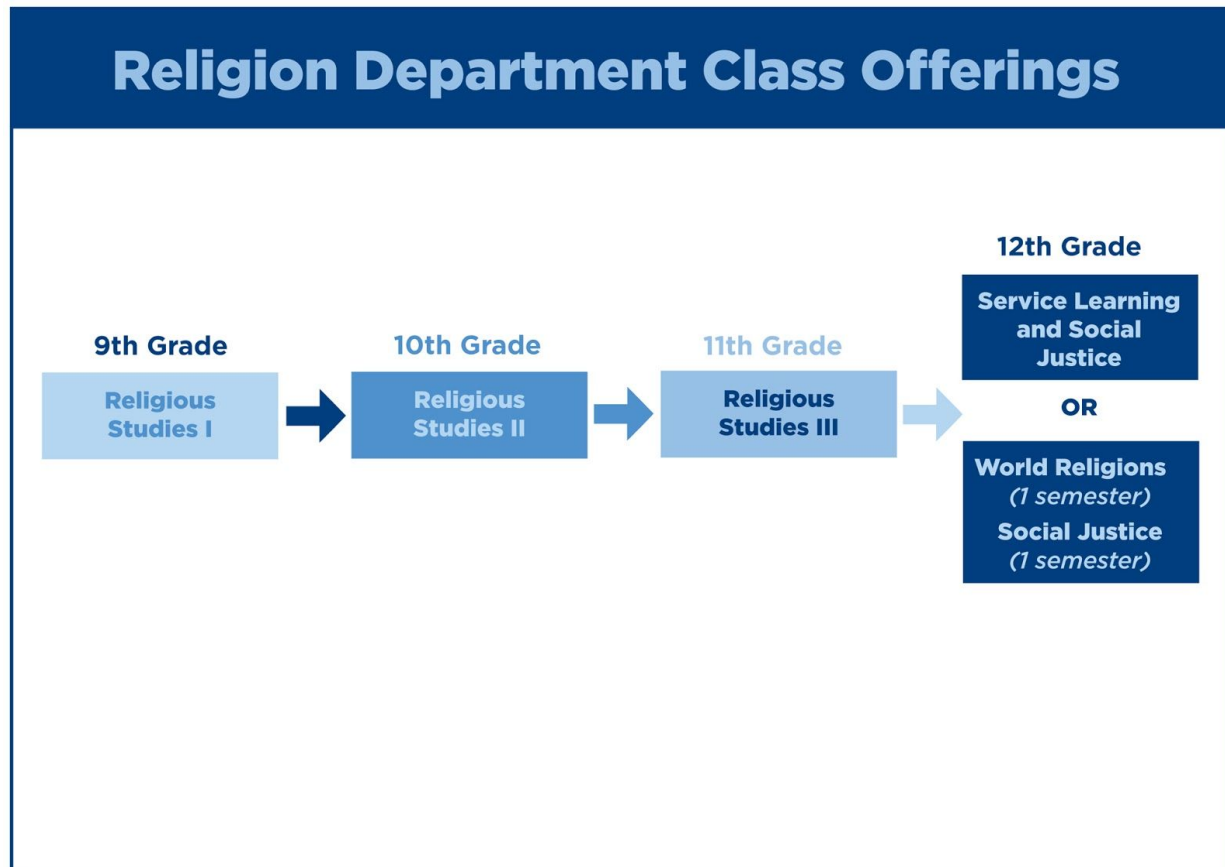
#### **AP Spanish Language and Culture**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	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 a Challenge Exam requiring students to demonstrate in Speaking, listening, Reading, and Writing, ability to maintain communication. Also required is a recommendation/evaluation of writing proficiency from English 3 teacher. This must be conducted prior to the beginning of the new school year.		

**Description:** AP Spanish Language and Culture is equivalent to a college level course and is conducted in a seminar learning environment. With the use of VHL TEMAS as text, students are guided in developing communication skills that will prepare them to demonstrate an understanding of language and culture of the Spanish/Hispanic world. The Socratic format figures prominently in creating a forum for students to learn the art of questioning, comparing, contrasting, defending, and generally communicating their individual ideas and opinions using authentic sources to support their arguments. The accompanying ‘worktext’, AP SPANISH, LANGUAGE AND CULTURE EXAM PREPARATION supplements the readings and audio from the TEMAS text. All the practice selections mirror the exact format of the AP Exam and are meant to give students the necessary practice to spontaneously use the language for communication purposes using the recommended College Board themes. The second semester is devoted to a more intentional practice of the exam format while the first semester offers the context with which to proceed. This course has a lasting

lifelong learning value in that it presents students the arena in which to try their wings at effectively communicating universal, world ideas: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and finally Global Challenges. The preparation for college is further strengthened by the opportunity students are afforded to connect ideas with thoughts discussed and delved into in their other school disciplines This broad based preparation holds them in good stead for travel, work, higher studies, or for achievement on standardized exams. Exceptional completion of this course makes students eligible for initiation as Life Member in the National Sociedad Honoraria Hispánica.

## 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 ongoing 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

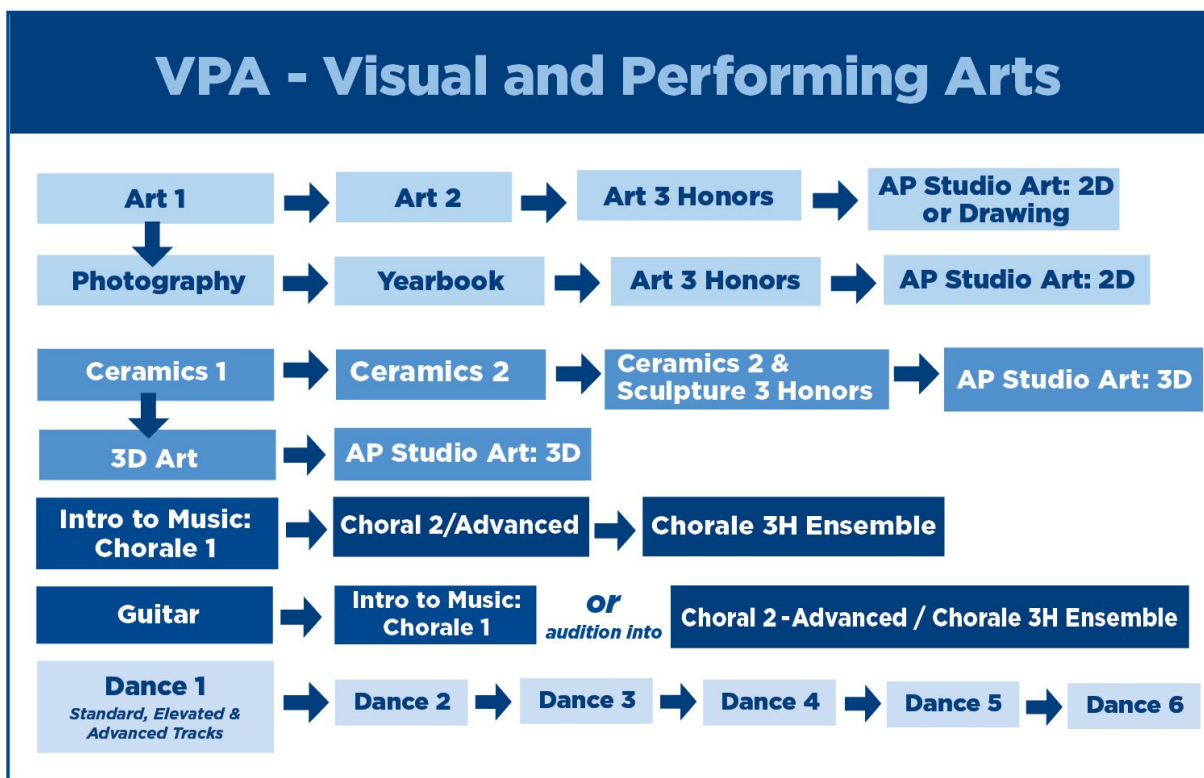
UC/CSU Approval: Not applicable

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

UC/CSU Approval: Yes

Prerequisite: B+ or higher in Art 2

**Description:** Course for juniors and seniors. 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. Physical requirements, must be able to lift 25lbs.

### **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. Physical requirements, must be able to lift 25lbs..

### **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. Physical requirements, must be able to lift 25lbs..

### **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 acappela, 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. Students need to supply a nylon or steel string acoustic guitar for the course duration.

### **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. Shoes or specific attire needed.

### **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. Shoes or specific attire needed.

### **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. Shoes or specific attire needed.

### **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. Shoes or specific attire needed.

### **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. Shoes or specific attire needed.

### **Dance 6 Honors--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.* Shoes or specific attire needed.

**Non-darkroom 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. A digital camera is required for this course.

**Design and Publication/Yearbook****Level:** 10-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Design and Publication/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.

**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:** 9 (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**

<b>Level:</b>	<b>10-12</b>	<b>Semester</b>	<b>5 credits</b>
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

<b>Level:</b>	<b>11-12</b>	<b>Semester</b>	<b>5 credits</b>
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. <i>May be repeated for credit.</i>		

### Design and Publication/Yearbook

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval: Yes			
Prerequisite:	1 or more years of Visual Art		
Description:	Design and Publication/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 2018-2019

### *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.

#### **Mandarin 8 TRI SCHOOL**

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

Time: Period 3 Serra High School

UC/CSU Approval: Yes

Prerequisite: B- average in Mandarin 7

**Description:** This course is a continuation of Mandarin 7. Content and themes of the first semester are expanded and enhanced.

#### **German 1-2 TRI SCHOOL**

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

Time: Period 1 Serra High School

UC/CSU Approval: Yes

Prerequisite: None

**Description:** This is a first year course of German Language and culture. In this course, the basic principles of listening, speaking, reading and writing are introduced to the students.

#### **German 3-4 TRI SCHOOL**

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

Time: Period 1 Serra High School  
UC/CSU Approval: Yes  
Prerequisite: C- average in German 2

This is a second year course of German. A continuation of German 1-2, this course further develops the four major areas of language learning: reading, writing, listening, and speaking. Cultural aspects of the German-speaking world are also emphasized.

### **German 5 TRI SCHOOL**

<b>Level</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
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Time: Period 3 Serra High School  
UC/CSU Approval: Yes  
Prerequisite: C- average in German 2

This is a third year course of German. Subject matter in this course is selected on a two-year basis so that students do not duplicate work completed the previous year. Grammar is reinforced as needed with special emphasis on the subjunctive. The four basic skills are stressed with emphasis on oral presentations, analysis and cultural studies such as music and art.

### **Virtual Enterprise TRI SCHOOL**

<b>Level</b>	<b>10-12</b>	<b>Year</b>	<b>10 credits</b>
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Time: Period 1 Serra High School  
UC/CSU Approval: Yes  
Prerequisites: None

**Description:** In this course, students set up and run a simulated business to prepare them for real-world business environments. Students begin by developing the nature of their business, its product and services. They learn entrepreneurship skills and link to a global business network, where they can work with other businesses set up in similar programs at other schools as trade/business partners. They learn how to develop a management structure and engage in the daily operations of running a business, using current business software, communications and the Internet for business transactions. While involved in the simulated 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**

<b>Level</b>	<b>10-12</b>	<b>Semester</b>	<b>5 credits</b>
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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**

<b>Level</b>	<b>10-12</b>	<b>Semester</b>	<b>5 credits</b>
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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.

#### **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 2018-2019  
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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 School Year

Student Name: \_\_\_\_\_ Current Grade in School: 9 10 11

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

<ul style="list-style-type: none"><li>— Biology</li><li>— Calculus AB</li><li>— Calculus BC</li><li>— Chemistry</li><li>— Computer Science A</li><li>— English Language and Comp. (juniors)</li><li>— English Literature and Comp. (seniors)</li><li>— Environmental Sciences (APES)</li><li>— French Language</li><li>— Physics C Mechanics</li></ul>	<ul style="list-style-type: none"><li>— Psychology</li><li>— Spanish Language</li><li>— Statistics</li><li>— Studio Art: Drawing</li><li>— Studio Art: Design</li><li>— Studio Art: 3D</li><li>— US Government</li><li>— US History (APUSH)</li><li>— World History</li><li>— I'm enrolling in a Tri-School AP class: _____</li></ul>
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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

## 2018-2019 Tri-School Contract

Required for every Tri-School student  
Due to the student's home school by April 20, 2018

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>
Advanced Band
Jazz Band
Architectural Design
Virtual Enterprise
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)

The student named above has requested to take a class within the Tri-School program for the 2017-2018 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 and third 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



