

# 2022-2023 COURSE CATALOG



MERCY



January 2022

Dear Students and Parents:

Mercy High School is pleased to present to you the 2022-2023 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. This year, the course request time period is from Feb. 1 to Feb. 28. Counselors will review the requests with each student to ensure a rigorous, yet balanced course-load. If you have any questions before that time, please set up a meeting with your counselor, who will be happy to answer questions. Course requests can be changed through your counselor up until March 1.

Students requesting an AP course should carefully complete the [AP Contract](#) and share it with their counselor by Feb. 7. Students and parents also must complete the [AP Acknowledgment Form](#) online by Feb. 7. Students requesting an off-campus Tri-School class should complete the [Tri-School Acknowledgement Form](#) by April 20. 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 2022-2023  
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## COURSE LIST 2022-2023

### 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)  
**AP Psychology (11-12)**  
 Contemporary World Issues (9-12)

### MATH

Algebra 1 (9)  
 Algebra 1A ()  
**Algebra 1 Honors (9)**  
 Intro to Computer Science (9-12)  
 Geometry (9-10)  
 Geometry 1A (9)  
**Geometry Honors (9-10)**  
 Algebra 2 (10-11)  
**Algebra 2/Trig Honors (9-11)**  
 Precalculus (11-12)  
**Precalculus Honors (10-12)**  
**Precalculus Honors for STEM (10-12)**  
**Calculus Honors(11-12)**  
**AP Calculus AB (11-12)**  
**AP Calculus BC (12)**  
 Statistics (12)  
**AP Statistics (11-12)**  
**AP Computer Science A (11-12)**

### SCIENCE

Biology 1 (9-10)  
**Biology 1 Honors (9-10)**  
**AP Biology (10-12)**  
 Forensic Biology (10-12)

Chemistry in the Community (10-11)  
 Chemistry (10-11)  
**Chemistry Honors (10-11)**  
**AP Chemistry (11-12)**  
 Physics (11-12)  
**Physics Honors (11-12)**  
**AP Physics 1 (11-12)**  
 Anatomy and Physiology (11-12)  
**Anatomy and Physiology Honors (11-12)**  
**AP Environmental Science (10-12)\***  
 Intro to Robotics, Engineering and Design Thinking(9-12)  
**Robotics, Engineering and Design Thinking II-IV Honors (9-12)**

### WORLD LANGUAGES

American Sign Language 1 (9-12)  
 American Sign Language 2 (9-12)  
 American Sign Language 3 (9-12)  
**American Sign Language 3 Honors**  
 American Sign Language 4 (9-12)  
**American Sign Language 4 Honors**  
 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 1 (9-12)  
 Spanish 2 (9-12)  
 Spanish 2 Advanced (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 4: Social Justice & World Religions (12)

### VISUAL & PERFORMING ARTS

Art 1 (9-12)  
 Art 2 (9-12)  
**Art 3 Honors (9-12)**  
**AP 2D Art and Design (12)**  
**AP Drawing (12)**  
 Ceramics 1 (9-12)  
 Ceramics 2 (10-12)  
**Ceramics 3 Honors (11-12)**  
 3D Art (9-12)  
**AP 3D Art and Design (12)**  
 Intro to Music: Chorale 1 (9-12)  
 Chorale 2/Advanced (9-12)  
**Chorale 3 Honors (11-12)**  
 Dance 1 (9-12)  
 Dance 2 (9-12)  
 Dance 3 (11-12)  
**Dance 4H (11-12)**  
**Dance 5H (12)**  
**Dance 6H (12)**  
 Digital Photography (9-12)  
 Graphic Publications/Yearbook (9-12)

### NON-DEPARTMENTAL CLASSES

Creative Problem Solving (10-12)  
 Health & Wellness (9) (required)  
 Yoga (10-12)  
 Study Skills (9)  
 Internship (11-12)

### TRI-SCHOOL

Concert Band (9-12)  
 Jazz Ensemble (9-12)  
 Symphonic Band (9-12)  
 Drama I-IV (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)  
 Virtual Enterprise (10-12)

## Graduation Requirements

*Updated January 2020*

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	<b>Health &amp; Wellness</b> .5 year/ 5 credits
<b>Mathematics</b> 3 years / 30 credits <i>Algebra, Geometry, and Algebra 2 required</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

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- 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 course must complete the contract by Feb. 1, 2021 and turn it into Ms. Small.
  - 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 their course requests in PowerSchool, and the ability of the school to meet these requests as well as those of other students. If an irresolvable scheduling conflict exists, alternate courses may be substituted without student notification. Therefore, it is necessary that alternate choices be selected with the same care as first choice courses. This refers to elective classes only; families will be contacted about alternate courses that are required or are AP-level.

## COURSE REQUEST PROCESS and IMPORTANT DATES

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**Jan. 31:** Course Catalog released. Student eligibility for honors/AP courses released

**Feb. 1-28:** Course requests are completed with parents/guardians.

**Feb. 7:** AP Contracts due by 3 p.m. This year, students should share a copy with their last name in the name of the document. Share to your academic counselor. Please name the document "Last Name AP Contract 2022."

**May 10-21:** Course conflict meetings with counselors

**May 21:** Close of any change requests

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

## GRADES

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Only grades earned at Mercy High School are included in the GPA. Only classes taken at Mercy are listed on the transcript. Classes taken elsewhere must 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

The 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.

**REMEDIATION OF COURSES:** Students who earn a D in a semester/year are strongly encouraged to remediate the course. Students who earn an F in a semester/year must remediate the course in order to graduate. Counselors will provide information on approved remediation programs. Students must remediate the exact course. For example, a student who failed Algebra II/Trig Honors will not receive remediation credit for an Algebra II/Trig course. Once a student has completed their remediated course, the official transcript should be mailed to Mercy High School - Attn: Francesca Ohanessian or emailed to [counselors@mercyhsb.com](mailto:counselors@mercyhsb.com). Transcripts received from parents/guardians will not be considered official. All official transcripts must come directly from the school where the students remediated the course.

Courses taken for remediation will be listed on the Mercy transcript with the name of the school

where the course was remediated. The original grade will still appear on the transcript. The new grade will be included in the GPA calculation in place of the original grade.

## **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.

## **ACADEMIC PROBATION**

**Student academic progress will be reviewed every three weeks. Any student with two Ds, one or more Fs, or a GPA that falls under a 2.0 will be placed on either Academic Review, Academic Warning, or Academic Probation.**

## **ACADEMIC SUPPORT PROCESS**

- **Academic Review** is a designation for students whose grades show two Ds, one F, or a GPA that falls under a 2.0 at the end of a three-week cycle.
- **Academic Warning** is a designation for students whose grades show two Ds, one F, or a GPA that falls under a 2.0 at the quarter grading periods.
- **Academic Probation** is a designation for students whose grades show two Ds, one F, or a GPA that falls under a 2.0 at the end of two consecutive quarter grading periods.

## **ACADEMIC REVIEW**

*Academic Review* is a designation for students whose grades show two Ds, one F, or a GPA that falls under a 2.0 at the end of a three-week cycle.

Students on academic review will be required to meet briefly with their counselor and attend daily study sessions during lunch until the next review process. Any student who is late for or does not attend a Lunch Study session will have one lunch study added to the end of their review period.

Students may bring or buy their lunch. Attendance will be taken promptly at 11:05 or 12:35. Students are encouraged to bring their lunch to avoid being tardy. If a student is late, she will be required to attend a Wednesday Night Detention.

Rules for Lunch Study:

- Students must bring their work.
- Lunch study is silent. Group work is not allowed.
- No breaks are given.
- Students will be released at 11:40 a.m. or 1 p.m, depending on the schedule.
- iPads must be used solely for academic purposes.
- Students must complete an assignment for the class in which they have the low grade.

## **ACADEMIC WARNING**

*Academic Warning* is a designation for students whose grades show two Ds, one F, or a GPA that falls below a 2.0 at the quarter grading periods.

A student who earns two Ds or one F at the quarter will be placed on Academic Warning for the next quarter. A student does not need to be on Academic Review to be placed on Academic Warning.

Academic Warning requires a student to:

- Attend a meeting with her parent, academic counselor, and the Director of Student Services at the beginning of probationary term
- Attend two hours of tutoring per week either at or outside of Mercy High School and submit a record of tutoring when requested by the Director of Student Services.
- Meet with her Mercy academic counselor regularly to review her grades, discuss her current academic standing, and develop an academic improvement plan.



- Schedule appointments with teachers, the Resource Center Coordinator, and other Mercy academic mentors as appropriate.

### **ACADEMIC PROBATION**

*Academic Probation* is a designation for students whose grades show two Ds, one F, or a GPA that falls below 2.0 at the end of two consecutive quarter grading periods. A student does not need to be on Academic Warning to be placed on Academic Probation; any student with two or more Fs is automatically placed on Academic Probation.

A student on Academic Probation must complete the same requirements as Academic Warning and may be asked to add additional tutoring hours.

Students on Academic Probation may not participate in athletics or co-curricular activities.

After being placed on Academic Probation for two consecutive quarters, a final decision as to whether a student will be allowed to continue at Mercy High School will be made on a case-by-case basis.

Parents will be notified of a student's placement on Academic Review, Academic Warning, or Academic Probation by letter from the Assistant Head of School for Academics.

The Academic Counselors will meet with students who earn "Ds" or an "F" in any course to devise a plan for making up the class. Students are required to remediate any F in order to graduate from Mercy High School. Remediation of Ds and Fs should take place the semester or summer following the grade report. Students must remediate all Fs before the start of senior year, or they will not be allowed to enroll.

## **Mercy Eligibility and Recommendation Process 2022-2023**

*Updated January 2021*

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. Students will be notified of their eligibility for the next year by their current teacher during January. 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. 1 to Feb. 28, 2022. This year, students will make their course requests in a one-on-one meeting with counselors. Students may change their requests with their counselor until Feb. 26, 2021.

Students requesting an AP class must submit their AP contract by Feb. 7, 2022 to their academic counselors. Students and parents are also required to complete the AP Acknowledgment Form. 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 acknowledgment form by April 20. 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 alternative, 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. 25. No challenge process is necessary for **VPA or Religion** classes

**Course changes before March 1**

Course requests are finalized on March 1. 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 1**

Course requests made after March 1 are highly discouraged and are not always able to be honored. The process is designed so that families have time to make these decisions with input from counselors and teachers ahead of March 1, 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.

**Level changes and course drops**

Students who are granted a level change mid-year from an AP or Honors class are not eligible for an AP or honors course in that subject area the following year.

#### 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>	Algebra 1 Algebra 1A Geometry Geometry H Intro to Computer Science	Geometry 1A Geometry Geometry H Algebra 2 Trig Algebra 2 Trig H	Algebra 2 Algebra 2/Trig (H) Precalculus Precalculus H Precalculus STEM H	Precalculus Precal H Precal STEM H Calculus H AP Calculus AB Statistics AP Statistics	30 (3 yrs)
<b>Science</b>	Biology Biology Honors Robotics	Chem in the Community Chemistry Chemistry H Forensic Biology AP Biology Robotics	Physics Physics Honors Chemistry AP Chemistry AP Biology Anatomy Robotics	Physics Physics Honors AP Physics 1 Anatomy Forensics Sports Medicine AP Envi Sci AP Biology Robotics	30 (3 yrs)
<b>Social Studies</b>	No Requirement	World History AP World History	US History AP US History AP Psychology	Gov & Econ AP Government AP Psychology	30 (3 yrs)
<b>World Language</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>	3D Art 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 TS Partner Dancing Yearbook	AP Studio Art: 2D AP Studio Art: 3D AP Studio Art: Drawing Dance 4 Dance 5 Dance 6 TS Partner Dancing Yearbook	10 (1 yr)
<b>Non-Department Elective</b>	Health/Wellness	None	None	None	5 (.5 yr)
<b>One-Semester Electives</b>	Contemp. World Issues	Creative Problem Solving Contemp. World Issues Introduction to Computer Science	Creative Problem Solving Contemp. World Issues Introduction to Computer Science	Creative Problem Solving Contemp. World Issues Introduction to Computer Science	75
<b>Credits Required</b>	70	70	70	70	280

## ENGLISH DEPARTMENT

### English Department Class Offerings



*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 some standardized tests, 7 <sup>th</sup> and 8 <sup>th</sup> grade English grades, teacher recommendations, and a 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>
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UC/CSU Approval:	Yes
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Prerequisite:	English 1
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**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>
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UC/CSU Approval:	Yes
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Prerequisite:	Completion of English 1 Honors with a B or higher; or English 1 with an A average or higher, or teacher recommendation.
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**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 an 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>
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UC/CSU Approval:	Yes
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Prerequisite:	English 2
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**Description:** English 3 is an American literature course. In the first semester, students analyze multiple nonfiction readings, all of which focus on rhetorical analysis and critical thinking skills. During the second semester, with an emphasis on persuasive writing, 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 English Language & Composition**

<b>Level:</b>	<b>Juniors</b>	<b>Year</b>	<b>10 credits</b>
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UC/CSU Approval:	Yes (weighted)
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Prerequisite:	Completion of English 2 Honors with a B or higher; or English 2 with an A average or higher, or teacher recommendation.
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**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>
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UC/CSU Approval:	Yes
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Prerequisite:	English 3
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**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 English Literature & Composition**

<b>Level:</b>	<b>Seniors</b>	<b>Year</b>	<b>10 credits</b>
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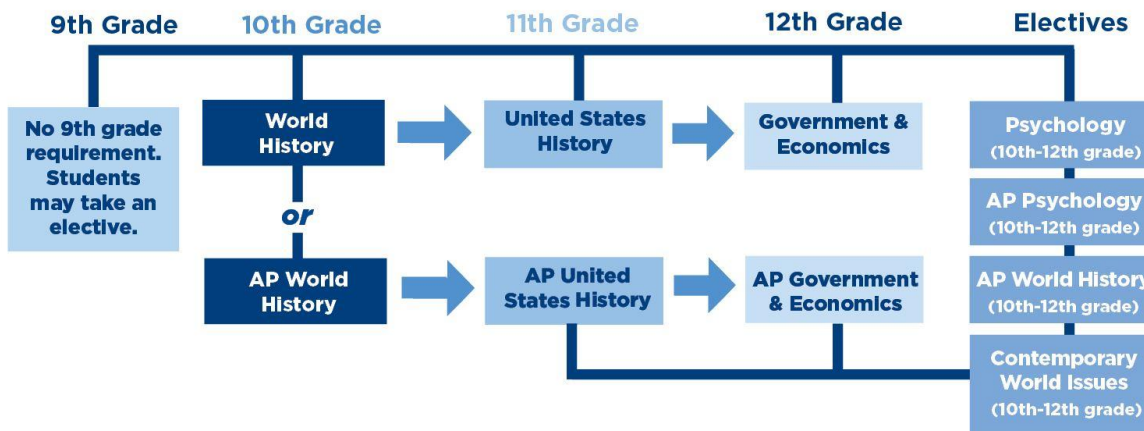
UC/CSU Approval:	Yes (weighted)
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Prerequisite:	Completion of AP English Language with a B or higher; or English 3 with an A average or higher, or teacher recommendation.
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**Description:** AP English 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

# Social Studies Department Class Offerings



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: Yes, as a G Elective

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 the research



and writing process that will be further developed in each subsequent social studies course.

### **AP World History: Modern**

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

UC/CSU approval: Yes

Prerequisite: Recommendation of the current English teacher.

**Description:** AP World History is an elective course offered to advanced students who want to experience a college-level course. AP World History compares patterns of changes among major societies from 1200 C.E. to the present. By the end of the course, students can discuss world events from a sophisticated perspective, and they can make thematic connections between time periods. Students learn to identify relevant historical evidence, to recognize the limitations of those sources, and to debate their arguments. Skills taught include how to read a college text, organize and write analytical essays, interpret historical perspectives, analyze and discuss primary sources, and participate in historical debates. *This class involves an additional workload and extended content for the accelerated student.*

### **United States History**

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

UC/CSU Approval: Yes

Prerequisite: World History

**Description:** United States History is a junior level course that builds on the World History study of global industrialization and its impact on America through the analysis of major historical, social, political, and economic forces that helped to shape the United States from the Revolutionary War to modern times. This course provides a sense of chronological continuity and focus on those major themes that define America's heritage. Students are encouraged to study in depth the contributions of diverse peoples and cultures to the development of the United States and America's own contribution to the development of other nations.

### **AP United States History**

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

UC/CSU Approval: Yes

Prerequisite: Semester grade of A in World History or B+ in AP World History and recommendation of the current Social Studies teacher.

**Description:** AP United States History is a college level course that highlights major historical, social, and economic trends from the colonial period to modern times. Students rigorously study those defining moments in American history that have led our country to its current state. Students analyze the development of the governmental system, the role of the expanding court, and major political movements that led to equal rights for minorities. *This class involves an additional workload and extended content for the accelerated student.*

### **American Government**

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

UC/CSU Approval: Yes

Prerequisite: United States History

**Description:** American Government is a one-semester course that provides an analysis of the organization and influence of the American government system at the national, state and local levels. This study will include the origins, functions, strengths, and weaknesses of our American political system. Students will analyze the history of America's political system while deepening their understanding of the integral relationship among federal, state, and local governments. Students will come to have a greater respect for the unique roles and responsibilities of the three branches of government.

### **AP United States Government / Economics**

**Level:** 12 **Year** 10 credit

UC/CSU Approval: Yes

Prerequisites: United States History grade of A, or B+ or better in the AP United States History, and recommendation of the current Social Studies 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, students 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. Students will analyze how federalism plays a role in their daily lives through the creation of a Cost of Living project. Finally, students 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.

### **AP Psychology**

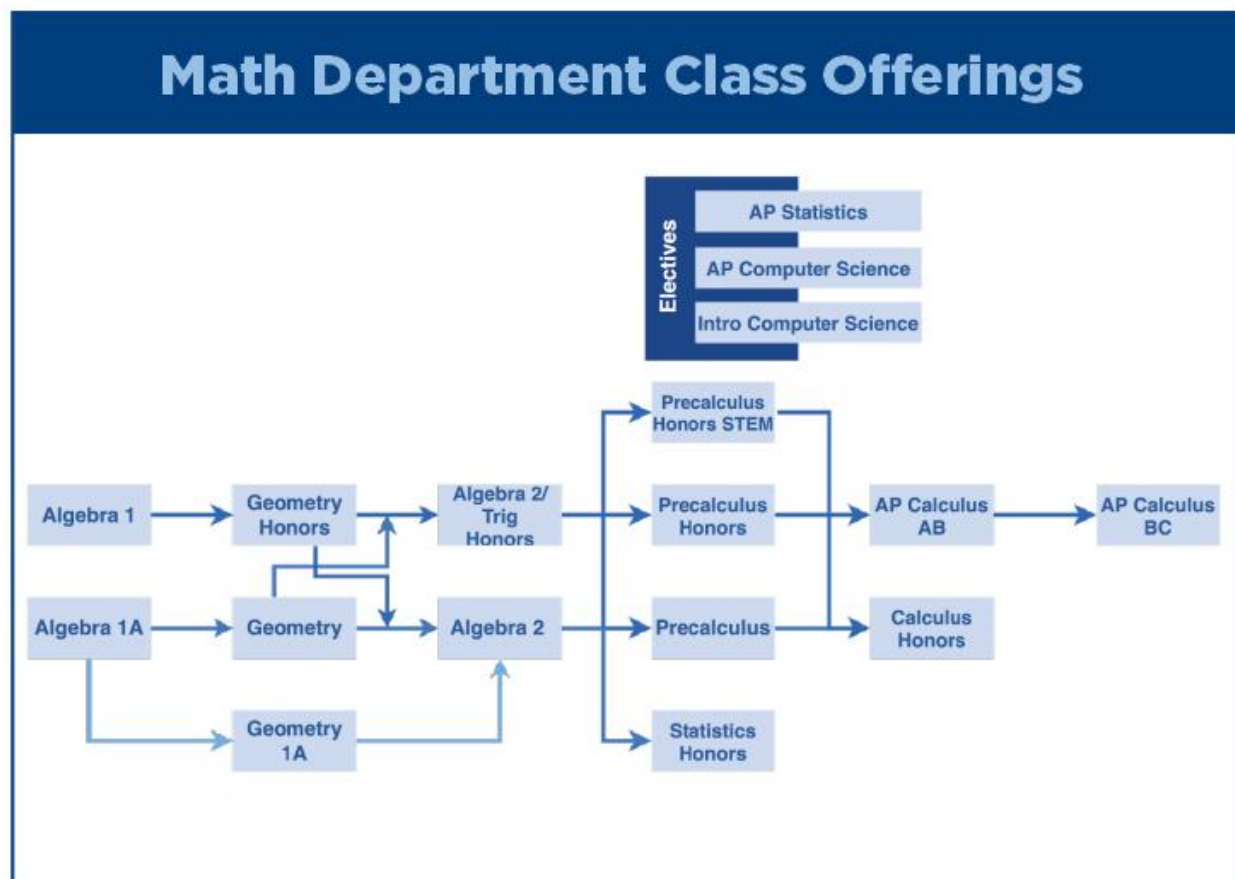
**Level:** 11-12 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: Overall unweighted GPA of 3.0 or higher and recommendation of the current 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 1A

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

UC/CSU Approval: Yes

Prerequisite: None

**Description:** Algebra 1A 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. This is the same curriculum as Algebra 1, but provides additional support for students.

### Algebra 1

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

UC/CSU Approval: Yes

Prerequisite: None

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

### **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)		
Prerequisite:	Concurrent enrollment in Algebra 1 or higher		

**Description:** 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 1A**

<b>Level:</b>	<b>9-10</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Algebra 1 or Algebra 1A		

**Description:** Geometry is the study of angles, parallel lines, basic trigonometry, and the congruence, area and volume of polygons (especially triangles). It includes the reinforcement and application of topics studied in Algebra I. Emphasis is placed on critical thinking, logic, and two-column proofs. A streamlined version of Geometry with additional support focusing on the essentials.

### **Geometry**

<b>Level:</b>	<b>9-10</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Algebra 1 or placement based on standardized test Math scores.		

**Description:** Geometry is the study of angles, parallel lines, basic trigonometry, and the congruence, similarity, and area and volume of polygons (especially triangles). It includes the reinforcement and application of topics studied in Algebra I. Emphasis is placed on critical thinking, logic, and various styles of proof.

### **Geometry Honors**

<b>Level:</b>	<b>9-10</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Minimum A- in Algebra 1 or placement based on standardized test 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**

<b>Level:</b>	<b>10-11</b>	<b>Year</b>	<b>10 credits</b>
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 modeling supply-and-demand curves, sales forecasts, and population growth.

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

<b>Level:</b>	<b>9-11</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Minimum B in Geometry Honors or a minimum A- in Algebra 1 and an A in Geometry, or placement based on standardized test 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 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 functions. Some of the functions covered include linear, quadratic and other polynomial functions, power, exponential, logarithmic and trigonometric functions. Other topics include arithmetic and geometric sequences and series as well as complex numbers. 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 and/or recommendation of prerequisite teacher. Students will need to finish summer assignments and complete a trigonometry quiz at the beginning of the semester.		

**Description:** Precalculus Honors is an accelerated course which explores advanced concepts at a faster pace than Precalculus. Precalculus explores advanced mathematical concepts and includes an in-depth review of exponents and logarithms, trigonometry, and functions. Some of the functions covered include polynomial, rational, exponential, logarithmic and trigonometric functions. Other topics include arithmetic and geometric sequences and series, complex numbers, and conic sections. Problem solving, critical thinking, and real-world applications are emphasized. Students choosing this course should have a strong work ethic and are expected to complete summer assignments.

### **Precalculus Honors for STEM**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Pending		
Prerequisite:	Passing Mercy's Precalculus entrance exam, minimum B+ in Algebra 2/Trig Honors and recommendation of the Math & Science Departments.		

**Description:** Precalculus Honors for STEM is a rigorous, accelerated course for students who are considering the STEM fields after high school. Topics covered are similar to Precalculus Honors: exponents and logarithms, trigonometry, and functions. Some of the functions covered include polynomial, rational, exponential, logarithmic and trigonometric functions. Other topics include arithmetic and geometric sequences and series, complex numbers, and polar coordinates. In addition, this course will cover matrices and will provide an introduction to limits, central concepts in college-level computer science and calculus courses. The course will emphasize applications of mathematics to the STEM fields. Students will develop the ability to synthesize information and knowledge to solve problems critically. Students choosing this course should have a strong work ethic and are expected to complete summer assignments. Upon completion of the course, students will have a solid foundation of math skills necessary for success in the STEM fields.

### **Calculus Honors**

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

UC/CSU Approval: Yes

Prerequisite: Minimum B- average in Precalculus, or minimum C in Precalculus Honors or Precalculus Honors for STEM, and recommendation of the Math Department.

**Description:** This course provides an introduction to the material covered in the 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. Students approach the topics from different perspectives: graphically, numerically, analytically, and verbally.

Note regarding AP Calculus (AB & BC): Students not currently enrolled in Mercy's Precalculus Honors courses will be required to take an entrance exam to enroll in AP Calculus. Their placement will be dependent on their performance on the exam.

### **AP Calculus AB**

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of Precalculus Honors with a minimum A- or Precalculus with an A, and recommendation of the Math Department.

**Description:** This course contains topics from AP Calculus AB, , with a heavy emphasis on the combination of calculus and algebra. 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 should have a strong work ethic and are expected to complete summer assignments. This course prepares students for the AP Calculus Exam.

### **AP Calculus BC**

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Passing Mercy's AP Calculus BC entrance exam or completion of Mercy's AP Calculus AB with a minimum B- 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 and are expected to complete summer assignments. This course prepares students for the AP Calculus Exam in May.

### **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. Use of modern statistical computing technology will be emphasized throughout the course.

### **AP Statistics**

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

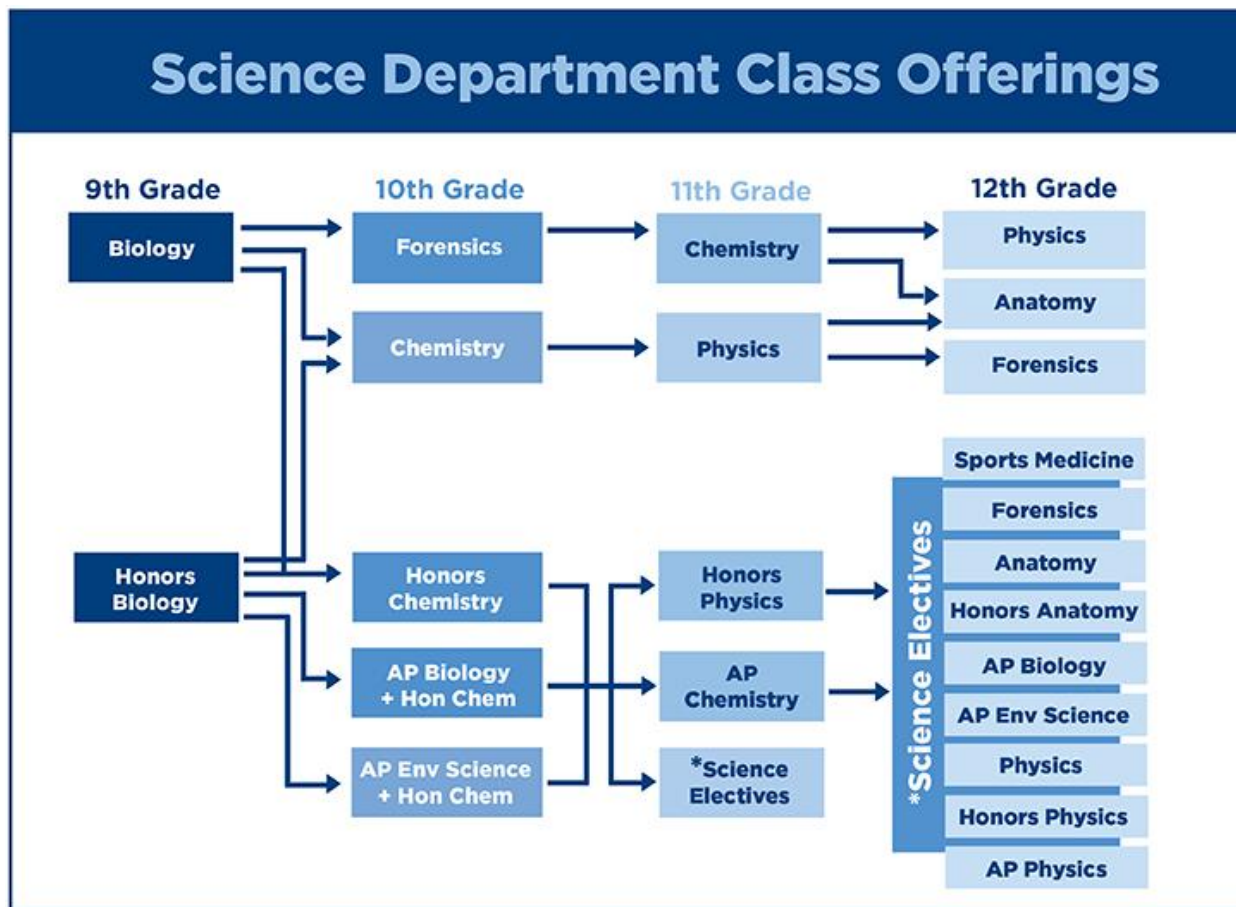
**Description:** This course introduces students to the major concepts and tools for collecting, analyzing, and making inferences from data. This course covers the material covered in the first two semesters of college statistics. Students are exposed to the four conceptual themes of exploring data,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

### **AP Computer Science A**

<b>Level:</b>	<b>10-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Recommendation from math teacher or AP Computer Science teacher.		

**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 as well as a strong math background and critical thinking skills.

## SCIENCE DEPARTMENT



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

### **Biology**

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

UC/CSU Approval: Yes

Prerequisite: None

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

### **Biology Honors**

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

UC/CSU Approval: Yes

Prerequisite: Admissions Committee review, standardized test 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: Completion of 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. Forensics is an elective that applies the fundamentals of Biology, Chemistry, and Physics to the criminal justice system. 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: Juniors and Seniors: A average in Biology and Chemistry, or B average in Honors Biology and Honors Chemistry and recommendation of science teachers. Sophomores: By exception only, with concurrent enrollment in Honors Chemistry.

**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 in the Community**

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

UC/CSU Approval: Yes

Prerequisite: Completion of Biology.

Chemistry in the Community is designed for students who want to learn about Chemistry, but do not plan to major in a STEM field in college. This course uses real-world examples to teach concepts in chemistry. There is less of a mathematical component to this course, with an emphasis on hands-on activities, labs, and problem-solving. Students who plan to take advanced science courses at Mercy should not enroll in this course.

## **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, 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: B average in Honors Biology or an A average in Biology, as well as an A average in Algebra 1 (if in a higher level math, consult your current science teacher). Recommendation of previous science teacher. If coming from a different class, a challenge test is required.

**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 experiments, classroom discussions/lectures, readings, design projects, and assessment activities.

### **Honors Physics**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 Credits</b>
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UC/CSU Approval: Yes

Prerequisite: B average in Honors Chemistry and current honors math class or A- average in Chemistry. And, B average in Honors Geometry, or B+ average in Geometry.

**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 experiments, classroom discussions/lectures, readings, design projects, and assessment activities.

### **AP Physics 1**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 Credits</b>
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UC/CSU Approval: Yes

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

**Description:** AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

### **Sports Medicine**

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

Prerequisite: Completion of Biology, can be taken concurrently with Chemistry or Forensics

**Description:** Introduction to Sports Medicine provides high school students with an overview of athletic training, sports medicine, other allied health care professions. This course provides an introduction to orthopedic anatomy, injuries, interventions, rehabilitation, prevention, emergency management, and administrative functions. It also provides information regarding the history and scope of practice of athletic training, along with other professions that work within the sports medicine community and the role they play in the physically active populations.

### **Anatomy and Physiology**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 Credits</b>
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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**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 Credits</b>
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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 level English courses and recommendation of previous 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.

### **Intro to Robotics, Engineering and Design Thinking**

**Level:** 9-12                      **Semester**                      **5 credits**

UC/CSU Approval: Yes

Prerequisite: None

**Description:** This course will introduce students to the engineering design process. Students will apply math, science, and engineering principles to hands-on robotics projects that will lead up to the FTC Robotics Competition. Students will have the opportunity to develop skills in design thinking, coding, research and analysis, teamwork, communication methods, and physical computing. This course will meet after school one to two times per week, from 2:40 to 4:00. It will meet more often during competition season. Students are strongly encouraged to attend the competition and are required to attend 40 class sessions during the year in order to receive credit. Students who want to participate in an after-school class, generally cannot participate in a sport. Students who wish to play sports and enroll in this course, must clear it through the Asst. Head of School for Student Life.

### **Robotics, Engineering and Design Thinking II-IV (Honors)**

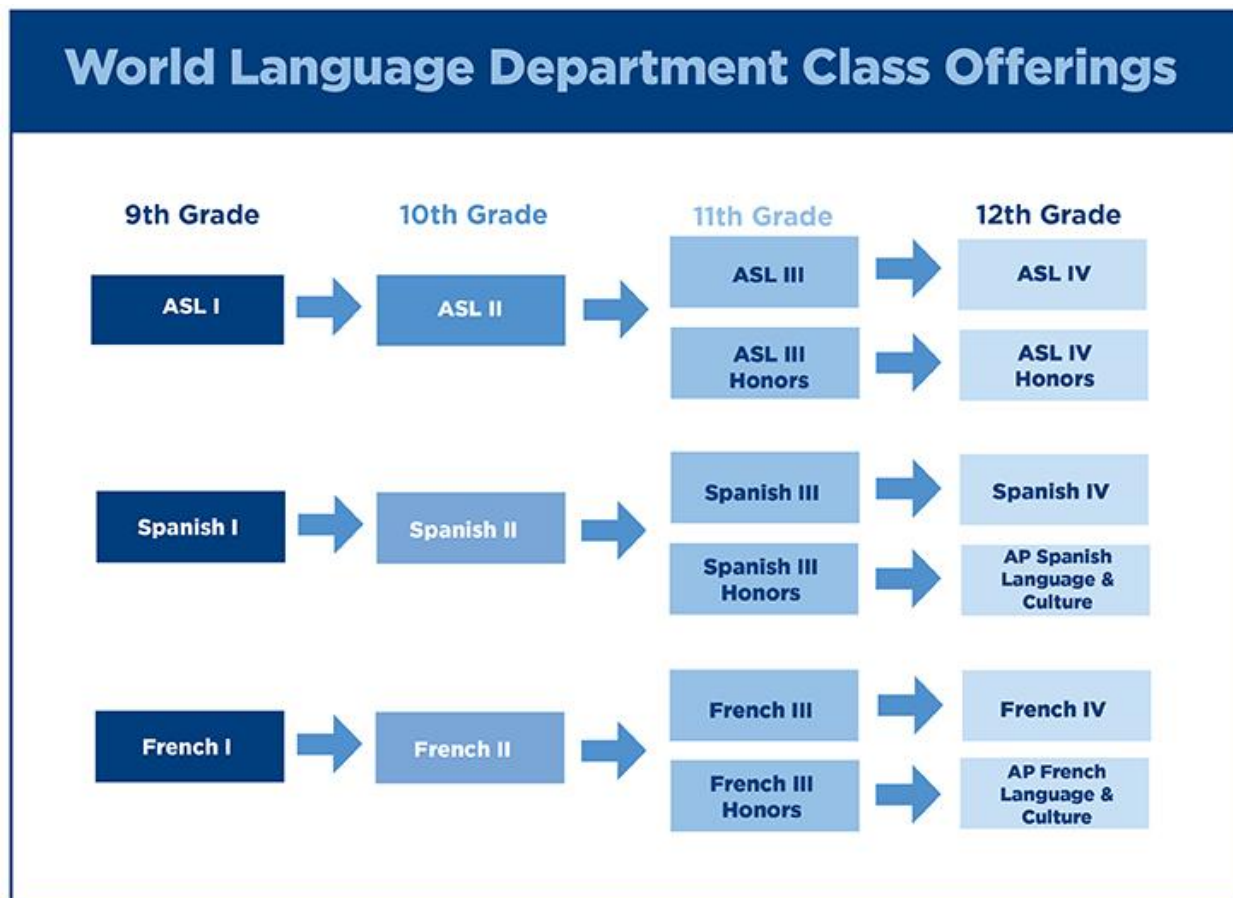
**Level:** 9-12                      **Semester**                      **5 credits**

UC/CSU Approval: Yes

Prerequisite: None

This is a continuation of the introduction class, and is available to students who have completed the first year of Robotics.

## WORLD LANGUAGE DEPARTMENT



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

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

### **Satisfying UC 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 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**

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

UC/CSU Approval: Yes

**Description:** American Sign Language 1 has communication in Deaf culture situations as a primary goal. Toward this end, it is imperative that students be placed in situations where they must interpret whole ideas. Students will learn to communicate appropriately in different situations. This is achieved through learning and practicing such things as vocabulary, ASL Structure, and Deaf Culture. This is best accomplished through the use of the latest technology to learn the most current signs, participation in various interactive activities to reinforce vocabulary, doing individual and group projects and viewing current news articles and videos. The Fall semester project is a combination Deaf History/Person poster and presentation. In the Spring the students complete a group project showing the differences between hearing and Deaf culture. One novel is read during the year.

### **American Sign Language 2**

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

UC/CSU Approval: Yes

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

**Description:** Beginning the second year of American Sign Language, students will continue with their knowledge of vocabulary and Deaf Culture. Real life situations and information sharing will be expanded, and new vocabulary introduced. Students will have more in class ASL presentations, as well as use technology to record and improve their comprehension and expressive skills. The Fall project is an expansion of the ASL 1 Deaf History/Person presentation but completely in the target language. The Spring project is a group activity that involves the making of a Deaf Culture appropriate music video. A novel is read during the year. Deaf events are encouraged.

### **American Sign Language 3**

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

UC/CSU Approval: Yes

**Prerequisite:** Completion of American Sign Language 2 with C or above

Student with a C- in level 2 wishing to challenge entrance to level 3 must pass a proficiency exam for placement in level 3.

**Description:** Students in American Sign Language 3 will increase their vocabulary and have more opportunity to create and express themselves in ASL. Classes are more interactive, with group and individual work and presentations being the main focus of increasing the fluidity of the language. Expanding on information sharing, students will share various stories and narratives either in class presentations or through video recordings. The Fall project is an ASL research and presentation of a De'VIA artist. The Spring project is interpreting an ASL poem. A novel is read during the year. Deaf events are strongly encouraged.

### **American Sign Language 3 Honors**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		
Prerequisite:	Completion of American Sign Language 2 with B+ or above, and be recommended by your teacher		

American Sign Language 3 Honors expands on the ASL 3 course. This includes more detailed presentations, and a higher expectation of signing fluidity and comprehension. In addition to the ASL 3 projects, ASL 3 Honors students are required to do a Fall presentation to the class and an additional poem in the Spring. One novel is required for Fall. One novel is required for the Spring. To graduate with ASL Honors, students are required to participate in a Deaf Event. Students must be recommended by their ASL teacher to ASL 3H.

### **American Sign Language 4**

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

**Description:** Students in American Sign Language 4 continue with vocabulary expansion and expressing their language skills. Students' work is focused on refining these skills. Current Deaf news, signs and information are explored and expanded upon. More in class presentations are expected to share interesting facts, telling about accidents, talking about money and making major decisions. The use of classifiers and Gloss are expanded and included in presentations. The Fall project is an in class Health presentation. The Spring project is interpreting a fairy tale or children's book. Students are expected to produce an ASL poem in the Spring. A novel and Deaf Culture book are read during the year. Deaf events are encouraged to continue the growth of the students language skills and Deaf Culture experience.

### **American Sign Language 4 Honors**

<b>Level:</b>	<b>11-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Yes		

American Sign Language 4 Honors expands on the ASL 4 course. This includes more detailed presentations, use of ASL refined presentation skills, incorporating more Classifier and Role Shift use, and a higher expectation of signing fluidity and comprehension. Students in American Sign Language 4 Honors continue with vocabulary expansion and expressing their language skills. Students' work is focused on refining these skills. Current Deaf news, signs and information are explored and expanded upon. More in class presentations are expected to share interesting facts, telling about accidents, talking about money and making major decisions. The use of classifiers and Gloss are expanded and included in presentations. The Fall project is an in class Health presentation. The Spring project is interpreting a fairy tale or children's book. Students are expected to produce an ASL poem in the Spring. Two novels and a Deaf Culture book are read during the year. 100% Language immersion is expected in class. Deaf events are encouraged to continue the growth of the

students language skills and Deaf Culture experience. To graduate with ASL Honors, students are required to participate in a Deaf Event.

## **FRENCH**

### **French I**

**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 a 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 II**

**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 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 French levels 3 and 4, with all the supports in place.

### **French III**

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

UC/CSU Approval: Yes

Prerequisite: Completion of French II 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 the ability to convey and understand ideas in French 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 BIEN DIT 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 III Honors**

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of French II with B or above plus passing Challenge Exam

**Description:** 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 BIEN DIT 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 IV**

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

UC/CSU Approval: Yes

Prerequisite: Completion of French III 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 the 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 III 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 a Life Member in the National Société Honoraire du Français

## SPANISH

### Spanish 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** Spanish I is a 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 2 Advanced**

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

**Prerequisite:** Completion of Spanish I with B+ or above. Mid-year Transfer Students must take a placement test to determine accurate placing.

**Description:** Spanish 2 Advanced continues with the level I format but delves into themes at a much faster pace and wider breadth of grammar and vocabulary use. Students are exposed to more advanced reading and writing strategies, expand their learning through frequent presentations through the use of multidimensional projects. Presentational speaking activities incorporate a vast variety of themes which lead to exploration of Pre-AP issues. This course will require students to develop projects that encompass global issues found in the Mercy Critical Concerns. A variety of text materials will be incorporated to afford students broader exposure to both linguistic and cultural Spanish language sources.

### **Spanish 3**

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

**UC/CSU Approval:** Yes

**Prerequisite:** 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 the 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. Students that did not complete previous levels at Mercy must pass a Placement 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 for 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 a 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 2 with B or above. Students that did not complete previous levels at Mercy must pass a Placement Exam. Students 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 the 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 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.

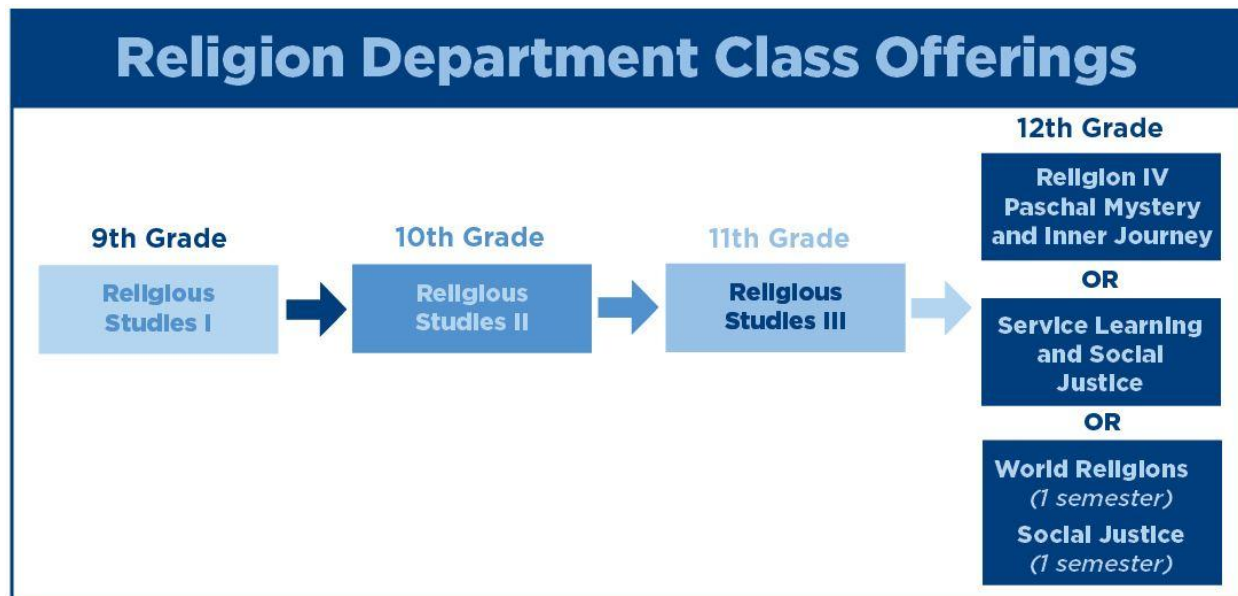
#### **AP Spanish Language and Culture**

<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 a 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: Hebrew Scriptures and Introduction to Catholicism**

**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: Introduction to the Christian Testament and the life of Jesus**

**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: Sacramental Theology and Personal Morality**

**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.

### Senior Religion Electives

**Note for seniors:** Seniors may choose from one of three course progressions:

- Service and Social Justice is a year-long service class with social justice content integrated.
- Inner Journey and Paschal Mystery are two semester courses taken consecutively.
- Social Justice and World Religions are two semester courses taken consecutively.

### **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 2020-2021 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 and World Religions**

**Level:** 12 **Year (two consecutive semesters)** **10 credits**

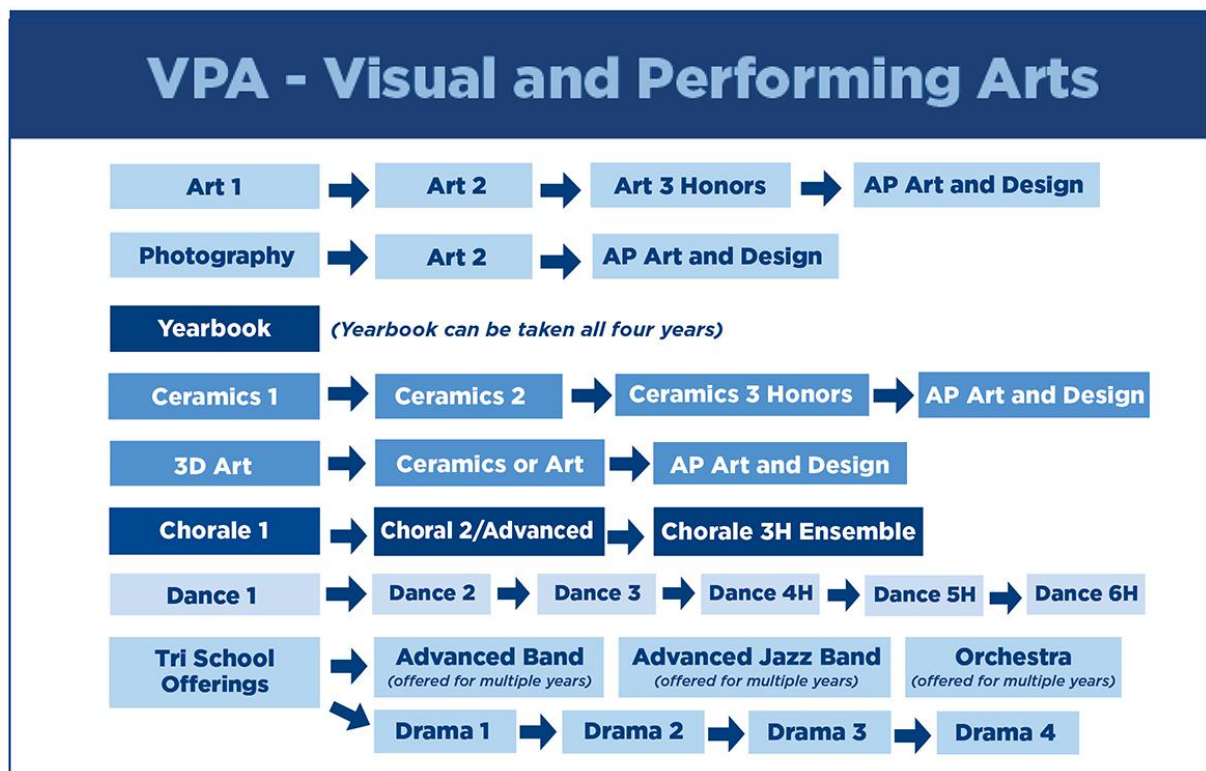
UC/CSU Approval: Not applicable

Prerequisite: None

**Description for Social Justice:** 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.

**Description for World Religions:** 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. There is a required student exhibition in May.

### 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. There is a required student exhibition in May.



### **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. Advanced Students are inducted into the National Art Honor Society. Materials fee required. There is a required student exhibition in May.

### **AP 2D Art and Design**

**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 the techniques learned in graphic design, illustration, printmaking, painting, and art history to create their portfolio. Students create a digital portfolio. There is a required student exhibition in the spring. Students complete the requirements of the National Art Honor Society. Materials fee required. There is a required student exhibition in May.

### **AP 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 the techniques learned in graphic design, illustration, printmaking, painting, and art history to create their portfolio. Students create a digital portfolio. There is a required student exhibition in the spring. Students complete the requirements of the National Art Honor Society. There is a required student exhibition in May. 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 work. Methods of glazing and firing techniques are learned. A variety of styles of ceramic and sculpture works are explored and encouraged. Physical requirements, must be able to lift 25lbs. There is a required student exhibition in the spring. Materials fee required.

### **Ceramics 2**

**Level:** 10-12 **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. Physical requirements, must be

able to lift 25lbs. There is a required student exhibition in the spring. Materials fee required.

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

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

UC/CSU Approval: Yes

Prerequisite: B+ average in Ceramics 2

Incoming transfer students are subject to testing on wheel techniques and depth of previous Ceramics knowledge.

**Description:** Ceramics 3 Honors will focus on various methods of glazing and personal exploration of forms. Research of different glazing and hand building techniques is required. Weekly written reports and reflection papers are included. Sculpture will be introduced with projects each semester. Physical requirements, must be able to lift 25lbs. Student exhibition in May. Advanced students are inducted into the National Art Honor Society. There is a required student exhibition in May. Materials fee required.

### **3D Art**

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

USC/CSU Approval: Yes

Prerequisite: None

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

### **AP 3D Art and 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. Students complete the requirements of the National Art Honor Society. There is a required student exhibition in May. Materials fee required.

### **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 a cappella, 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.

### **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 a formal dance performance at the end of the year. Shoes or specific attire needed. Materials fee required.

### **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 beginning and intermediate 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 to familiarize students with the current dance trends. Dance 2 culminates in a formal dance performance at the end of the year. Shoes or specific attire needed. Materials fee required.

### **Dance 3**

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

**UC/CSU Approval:** Yes

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

**Description:** Dance 3 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 to familiarize students with the current dance trends. Dance 3 culminates in a formal dance performance at the end of the year. Shoes or specific attire needed. Materials fee required.

### **Dance 4H**

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

**UC/CSU Approval:** Yes

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

**Description:** Dance 4H 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 a formal performance, as well as perform in other dance venues as they present themselves. Shoes or specific attire needed. Materials fee required.

### **Dance 5H**

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

**UC/CSU Approval:** Yes

**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 Spring Dance concert, as well as perform in other dance venues as they present themselves. Shoes or specific attire needed. Materials fee required.

### **Dance 6H --Choreography and Performance**

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

**UC/CSU Approval:** Yes

**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. Materials fee required.

**Dance 6H --Choreography and Performance**

Level: 9-12 Year 10 credits  
UC/CSU Approval: In process  
Prerequisite: Completion of Dance 2 with a B or by audition

This class is designed to introduce beginning level techniques in basic dance partnering. Students will learn how to move synchronously, improve core strength and safely perform lifts with their partner through various dance styles. Dance styles may include swing, musical theater, modern and ballet. Participation at the end of the semester performance is required.

**Digital Photography**

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

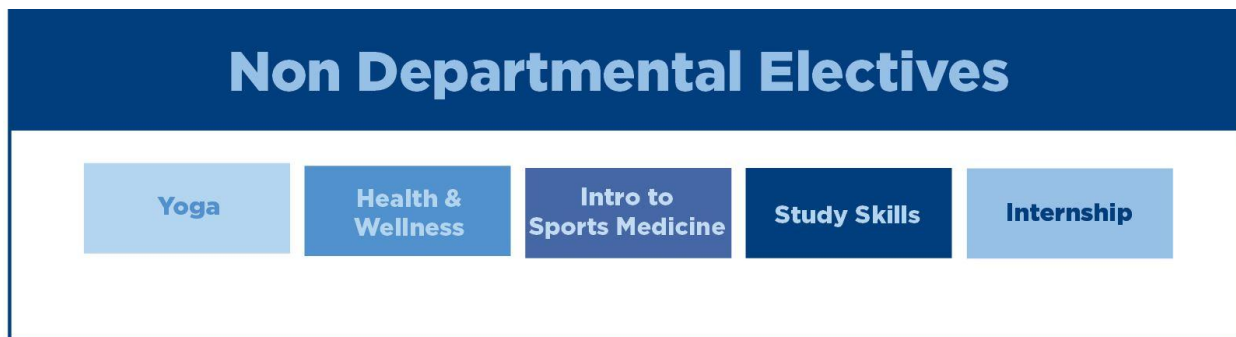
**Description:** This is a beginning level, non-darkroom, art photography course intended to help students develop the ability to take, manipulate, print, and alter their photography through their understanding of visual perception and personal experience. Using digital cameras and professional photo editing software, students learn the basic elements of art photography, develop observational skills and the ability to discuss and critique their experience. Throughout 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. A digital camera is required for this course, as well as a student exhibition in the spring. Materials fee required.

**Design and Publication/Yearbook**

Level: 9-12 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.

## NON-DEPARTMENTAL CLASSES



### **Creative Problem Solving**

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

UC/CSU Approval: Not applicable.

Prerequisite: None

**Description:** Creative Problem Solving is an elective class that builds students' confidence in making practical solutions to problems. With a focus on the five Critical Concerns of the Sisters of Mercy, students will learn about the Design Thinking method, and build skills in electronics, 3D printing, sewing, and robotics. The final project will take on a real world problem, and utilize the skills and techniques students have learned to develop a physical artifact to solve it.

### **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. Students will also engage in physical activity and a developing physical education unit. This is a pass/no pass class.

### **Internship**

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

UC/CSU Approval: Not applicable

Prerequisite: None

**Description:** Students may register for a course called "Student Intern." Student Interns earn valuable work experience and excellent references for college applications, letters of recommendation, and job resumes. Students provide service to the school while earning 5 elective credits. Students are assigned a course grade, but this grade is not averaged into the GPA. Students should register as an intern and meet with the teacher or participating staff member (who will act as her supervisor) to arrange for the internship. The student will obtain the paperwork in the guidance department or front office which you will sign agreeing to be her supervisor. In addition to assisting teachers, students may apply to intern in the Guidance Department, Library, Advancement Office, Main Office, Arts Department, Athletics Department, Yearbook, and Technology Department. *May be repeated for credit.* This is a pass/no pass class.

## **AMES Department**

### **CORE**

<b>Level:</b>	<b>9</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Not applicable		
Prerequisite:	None		
Description:	CORE is a class where students learn skills and strategies necessary for success in high school and beyond: organization of information and materials, self-advocacy, time management, note-taking, test-taking, reading, and memory. Each student has an Educational Plan that is individualized and outlines her unique strengths, challenges, and accommodations. Students spend half of the class time working on study skills, and the other half of the time working on content area homework or studying. The grade for this course is not factored into the GPA, but it does count for graduation credit.		

### **AMES**

<b>Level:</b>	<b>10-12</b>	<b>Year</b>	<b>10 credits</b>
UC/CSU Approval:	Not applicable		
Prerequisite:	None		
Description:	Sophomores, Juniors, and Seniors are in mixed-grade level, directed-study classes where they have opportunities for small-group and individual support on assignments. The grade for this course is not factored into the GPA, but it does count for graduation credit.		

## TRI-SCHOOL OFFERINGS 2022-2023

### *Junipero Serra High School Classes*

#### **Concert Band**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
Time:	3rd period Serra High School		
UC/CSU Approved:	Pending		
Prerequisite:	None		

#### ***Description:***

This is a course for students wishing to learn the basics of a band instrument such as the flute, clarinet, saxophone, trumpet, trombone, baritone, tuba or percussion. This course is specifically designed to inspire students who have never played a band instrument to learn here at Serra. After a year of this band, students will be invited to join the Symphonic Band. Students will supply their own instruments (rent or buy) or will use a school instrument on occasion. Once you sign up for this class, you'll receive a notice of an Instrument Selection Day where students will be invited to try all the instruments to pick one that they like.

**Fees may apply:** Students will need to rent or purchase an instrument. Students will also need to buy a Serra performance polo (\$50).

#### **Symphonic Band TRI SCHOOL**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
Time:	1st 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 Ensemble TRI SCHOOL**

<b>Level:</b>	<b>9-12</b>	<b>Year</b>	<b>10 credits</b>
Time:	0 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.

#### **Mandarin I TRI SCHOOL**

<b>Level:</b>	<b>9</b>	<b>Year</b>	<b>10 credits</b>
Time:	2nd period 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 II TRI SCHOOL****Level:** 10-12 **Year** 10 credits**Time:** 1st period Serra High School**UC/CSU Approval:** Yes**Prerequisite:** C- in Mandarin I

**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 III TRI SCHOOL****Level:** 10-12 **Semester** 5 credits**Time:** 3rd period Serra High School**UC/CSU Approval:** Yes**Prerequisite:** C average in Mandarin II

**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 IV TRI SCHOOL****Level:** 10-12 **Semester** 5 credits**Time:** 3rd period 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.

**AP Mandarin (AP Chinese) TRI SCHOOL****Level:** 10-12 **Semester** 5 credits**Time:** 3rd period Serra High School**UC/CSU Approval:** Yes**Prerequisite:** A - both semesters in Mandarin III or B - both semesters in Mandarin 7-8

**Description:** This course is a continuation of Mandarin 8. Content and themes of the first semester are expanded and enhanced.

**Virtual Enterprise TRI SCHOOL****Level** 10-12 **Year** 10 credits**Time:** 2nd period 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.

**DRAMA 1: INTRODUCTION TO PERFORMANCE (9th-10th Grade)****Duration:** Year

UC/CSU Approved: Yes  
Time: 1st period Serra High School  
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.

### **DRAMA 1: INTRODUCTION TO PERFORMANCE (10-12 Grade)**

Duration: Year  
UC/CSU Approved: Yes  
Time: 3rd period Serra High School

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.

### **DRAMA 2: ACTING FOR THE STAGE**

Duration: Year (Offered Block TBD)  
UC/CSU Approved: Yes  
Time: 2nd period Serra High School  
Level: 9-12  
Prerequisite: Successful completion of Drama 1 or by audition  
Description: This full-year course builds on the foundations learned in Drama 1 and focuses on the practical application of acting methods and theories. The course will include ensemble acting, movement, mask work, improvisation, vocal technique, and scene study. Students will complete in depth textual analysis and will learn about the evolution of acting techniques and their creators. This course will center on discerning objectives, obstacles, actions when approaching a performance, as well as touch upon inner monologue, power dynamics, behavioral observation, and emotional truth. Students will watch and critique plays and complete one scene study per term.

### **DRAMA 3: ADVANCED ACTING AND PRODUCTION**

Duration: Year (Offered Block TBD)  
UC/CSU Approved: Yes  
Time: 4th period Serra High School  
Prerequisite: Successful completion of Drama 2 or by audition  
Level: 9-12  
Description: This advanced course focuses on each student's individual artistic growth as both an actor/performer and a director designer by alternating curriculum year to year.\* Example of year one: In the first semester, students will perform in depth scene studies that concentrate on 21st Century theater and classical Western Theater (Shakespeare, Marlowe, Goethe etc). They will learn how to integrate elements of theatrical design (lighting costume, scenery) with staging and theme to create artistically intriguing performances. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester. Example of year two: Scenes in the

first semester will focus on World Theater (Non-Western) and American Musical Theater with the aid of a live accompanist of recorded tracks. Students will focus on developing audition skills for both plays and musicals. In the second semester, they will learn how to approach a text from a production point of view, culminating in a one-act play. Students will watch and critique plays outside of class once a semester. \*Curriculum is determined yearly based on enrollment, current and recent production seasons, and may change to best fit the education of the students enrolled.

#### **DRAMA 4: ADVANCED ACTING AND PERFORMANCE**

Duration: Year (Offered Block TBD)  
UC/CSU Approved: YEs  
Time: 4th period Serra High School  
Level: 9-12  
Prerequisite: Drama 3

#### **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 (1st period)  
Anatomy and Physiology (1st period)  
Forensic Biology (2nd period)  
AP Psychology (1st period)  
Photography (1st period)  
3D Art (1st period)  
Partner Dance (2nd period)

## 2022-2023 Tri-School Policies

### **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. 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.