



MERCY HIGH SCHOOL
2026-2027
COURSE CATALOG



March 2026

Dear Students and Parents:

Mercy High School is pleased to present the 2026-2027 Course Catalog to you. 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 March 12th to March 31st. 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 April 1 at which point our master scheduling begins..

Students requesting an AP course should carefully complete the [AP Contract and Acknowledgement Form](#) and share it with their counselor after registration is completed. Students requesting an off-campus Tri-School class should complete the [Tri-School Acknowledgement Form](#) by April 1. Please contact your academic counselor if you have any questions about the process.

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We, the community of Mercy High School, Burlingame, a Catholic College Preparatory school sponsored by The Institute of the Sisters of Mercy of the Americas, educate young women of diverse religious, ethnic, social and economic backgrounds to reverence and foster the dignity of each human person; to create a community of hospitality; to lead with integrity and compassion; to strive for excellence; and to proclaim Gospel values in word and action.

**Mercy High School
Course Catalog 2025-2026
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COURSE LIST 2026-2027

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)
International Relations Honors (11-12)
Sport Psychology (10-12)
AP African American Studies (11-12)

MATH

Teacher Led Algebra
Student Driven Algebra
Teacher Led Geometry
Teacher Led Honors Geometry
Student Driven Geometry
Student Driven Honors Geometry
Teacher Led Algebra II
Teacher Led Honors Algebra II Student Driven Algebra II
Student Driven Honors Algebra II
Teacher Led PreCalculus
Student Driven PreCalculus
AP PreCalculus (Teacher Led)
Calculus Honors (Teacher Led)
AP AB Calculus (Teacher Led)
AP BC Calculus (Teacher Led)
Statistics (Teacher Led)
AP Statistics (Teacher Led)
AP Computer Science Principles (Teacher Led)
AP Computer Science A (Teacher Led)

SCIENCE

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

Chemistry Honors (10-11)
AP Chemistry (11-12)
Sports Medicine (10-12)
Physics (11-12)
Honors Physics (11-12)
AP Physics C (11-12)
Anatomy and Physiology (11-12)
Anatomy and Physiology Honors (11-12)
AP Environmental Science (10-12)*
Introduction to Engineering Design (9-12)
Aerospace Engineering (10-12)
Biomedical Engineering(10-12)
Medical Interventions (11-12)
Medical Interventions Honors (11-12)

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 Honors (9-12)
Spanish 3 (11-12)
Spanish 3 Honors (11-12)
Spanish 4 (11-12)
AP Spanish Language & Culture (11-12)
Mandarin 1 (9-12)
Mandarin 2 (9-12)

RELIGION

Religious Studies 1 (9)
Religious Studies 2 (10)
Religious Studies 3 (11)
Religious Studies 4: Women's Studies in Religion(12)
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 (10-12)

AP 2D Art and Design (11-12) AP Drawing (11-12)
Ceramics 1 (9-12)
Ceramics 2 (10-12)
Ceramics 3 Honors (11-12) 3D Art (9-12)
3D Art Honors (9-12)
AP 3D Art and Design (11-12) Choir 1 (9-12)
Choir 2 (9-12)
Choir 3H (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 (10-12)
Visual Literacy and Media Design (9-12)
Musical Theatre Workshop (9-12)

NON-DEPARTMENTAL CLASSES

Health & Wellness (9) (required)
Internship (11-12)
AP Seminar (11-12)
AP Research (11-12)
Introduction to Leadership (9-12)

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)
AP Chinese Language & Culture
Philosophy (.5 credit–open to 11-12)
Honors Philosophy (.5 credit–open to 11-12)
Creative Solutions for the Global Good (offered Zero Period, Tuesday and Thursday)
Honors Advanced Solutions for the Global Good (offered Zero Period)
Foundations of Sports Medicine (11-12)
Sports Management (10-12)
AP Art History (10-12)
Video Production (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

Religion 4 years / 40 credits <i>Religion must be taken each semester</i>	Science 3 years / 30 credits <i>One year of physical science, one year of biological science*</i>
English 4 years / 40 credits <i>English must be taken each semester</i>	World Language 2 years / 20 credits <i>Two consecutive years of the same language, three recommended</i>
Social Studies 3 years / 30 credits	Health & Wellness .5 year/ 5 credits
Mathematics 3 years / 30 credits <i>Algebra, Geometry, and Algebra 2 required</i>	Visual & Performing Arts 1 year / 10 credits
Elective Courses 75 credits	

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

COURSE REQUEST REQUIREMENTS

- All students must request nine classes per term/year: seven preferred classes and two alternate selections in case the requested courses are unavailable.
- Full-time students take seven 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 March 31, 2025, and turn it into Ms. Sahourieh.
- 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 they select unless they do 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

March 12: Course Catalog released. Student eligibility for honors/AP courses released.

March 12-31: Course requests are completed with students/Academic Counselors.

March 31: AP Contracts due by 3 p.m. Students should share a copy with their last name in the document's name this year. Share with your academic counselor. Please name the document "Last Name AP Contract 2026-27."

April 1: Close of any change requests prior to Master Scheduling

GRADES

Only grades earned at Mercy High School are included in the GPA. Only classes taken at Mercy are listed on the transcript. The Assistant Head of School for Academics or Director of Counseling and Academic Support must approve classes taken elsewhere. These courses must be submitted to colleges separately by the student. Honors and High Honors are determined by the Mercy Weighted GPA.

Honors: 3.0 - 3.49

Head of School List: 4.0 and above

Highest Honors: 3.50 - 3.99

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 before the scheduled exam. Requesting an earlier final does not guarantee an earlier accommodation 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 on time.

REMEDICATION OF COURSES: Students who earn a D in a semester/year are strongly encouraged to remediate the course. Students earning an F in a semester/year must remediate the course 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: Christina McMorro or emailed to 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, without the consent of the Assistant Head of School for Academics.

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. Email the counselor to request a meeting to discuss the continued concern.
3. 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 SUPPORT PROCESS

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

- **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 2.0 at the end of two consecutive quarter grading periods.

ACADEMIC WARNING

Academic Warning is a designation for students whose grades show two Ds, one F, or a GPA that falls below 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.

Academic Warning requires a student to:

- Meet with her academic counselor to discuss a plan moving forward and go over the academic contract.
- When necessary, meet with the Wellness Counselor at the beginning of the probationary term.
- Attend at least two office hour sessions per week in the classes she is struggling in. Students on Academic Warning are required to have teachers verify attendance by signing an attendance sheet. The attendance sheet will be turned in every Monday to Ms. Gogna.
- At the Assistant Head of School's discretion, attend two hours of tutoring per week either at or outside of Mercy High School and submit a record of tutoring when asked by the Assistant Head of School for Academics.
- Meet with her Mercy counselor weekly to review her grades, discuss her current academic standing, and develop an academic plan for successful improvement.
- Schedule appointments with teachers, study center support personnel, 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.

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. Any student who wishes to attend a Mercy High School-sponsored dance while on Academic Probation is required to write a letter to the Assistant Head of School for Student Life.

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 Warning or Academic Probation by a letter or email 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. The Ds and Fs remediation should occur the semester or summer following the grade report.

Student-athletes that have an F or multiple D's at the four-week grade check will be required to sit out of athletic practices and games for a minimum of one week in order to bring up their grades. Once the grades improve, students can return to athletic participation. A one-time waiver may be used at the discretion of the Athletic Director and the Assistant Head of School for Academics.

MERCY ELIGIBILITY AND RECOMMENDATION PROCESS 2026-2027

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. Their current teacher will notify students of their eligibility for the next year in February. 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 families, 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 completing the re-registration process. 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 March 12-31, 2026. 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 April 1, 2026.

Students requesting an AP class must submit their AP contract to their academic counselors by March 31, 2026. 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 the provided due date. 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 offered in February. No challenge process is necessary for **VPA or Religion** classes.

Course changes before April 1

Course requests are finalized on April 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 April 1

Course requests made after April 1 are highly discouraged and cannot always be honored. The process is designed so that families have time to make these decisions with input from counselors and teachers ahead of Mercy's master scheduling. 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 occur within the first two weeks of the semester and require the Add/Drop form and the Assistant Head of School for Academics and/or the Director of Counseling for Academic Support approval.

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.

2026-2027 Course Planning Tool

	9th Grade	10th Grade	11th Grade	12th Grade	Total Credits
English	English 1 English 1H	English 2 English 2H	English 3 AP English Language	English 4 AP English Literature	40 (4 years)
Religion	Religion 1	Religion 2	Religion 3	Service and Social Justice World Religions and Social Justice Women's Studies in Religion	40 (4 years)
Math	Algebra 1 Geometry Geometry H AP Computer Science Principles	Geometry Geometry H Algebra 2 Algebra 2H AP Computer Science Principles AP Computer Science A	Algebra 2 Algebra 2H Precalculus AP Precalculus AP Computer Science Principles AP Computer Science A	Precalculus AP Precalculus Calculus H AP Calculus AB Statistics AP Statistics AP Computer Science Principles AP Computer Science A	30 (3 years)
Science	Biology Biology H AP Biology Engineering Design	Conceptual Chemistry Chemistry Chemistry H Forensic Science AP Environmental Science AP Biology Engineering Design Aerospace Engineering Sports Medicine	Conceptual Chemistry Chemistry Chemistry H Physics Honors Physics Forensic Science AP Env. Science Anatomy/Physiology Anatomy/Physiology H AP Biology Engineering Design Aerospace Engineering Biomedical Engineering Medical Interventions Medical Interventions (H) Sports Medicine	Physics Honors Physics AP Physics C Anatomy/Physiology Anatomy/Physiology H Forensic Science AP Environmental Science AP Biology Engineering Design Aerospace Engineering Biomedical Engineering Medical Interventions Medical Interventions (H) Sports Medicine	30 (3 years)

Social Studies	No requirement	World History AP World History Sport Psychology	US History AP US History AP Psychology International Relations H Sport Psychology AP African American Studies	Government and Economics AP Government AP Psychology International Relations H Sport Psychology AP African American Studies	30 (3 years)
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World Languages	ASL 1 French 1 Spanish 1 Mandarin 1	ASL 2 French 2 Spanish 2 Spanish 2H Mandarin 2	ASL 3 ASL 3H French 3 French 3H Spanish 3 Spanish 3H	ASL 4 ASL 4H French 4 French 4 AP Spanish 4 Spanish 4 AP	20 (2 years)
Visual and Performing Arts	3D Art Art 1 Dance 1 Ceramics 1 Choir 1 Drama 1 Yearbook Musical Theater	Art 2 Dance 2 Ceramics 2 Choir 2 Drama 2 Yearbook Musical Theater	Art 3 H Dance 3 Ceramics 3H Choir 3H Yearbook Musical Theater	AP Studio Art:2D AP Studio Art:3D AP Studio Art:Drawing Dance 4 Dance 5 Dance 6 Yearbook Musical Theater	10 (1 year)
Non-Department Electives	Health/ Wellness (required)		AP Seminar (10 credit course)	AP Seminar (10 credit course) AP Research	
One Semester Electives	Contemporary World Issues Introduction to Leadership Literacy and Media Design	Contemporary World Issues Introduction to Leadership Literacy and Media Design	Contemporary World Issues Introduction to Leadership Visual Literacy and Media Design	Contemporary World Issues International Relations Introduction to Leadership Visual Literacy and Media Design	

ENGLISH DEPARTMENT

English Department Course Offerings



Courses in the English Department enable students to develop literacy and language arts skills, 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

Level:	Freshmen	Year	10 credits
UC/CSU Approval:	Yes		
Prerequisite:	None		

Description: English 1 is a genre course designed to familiarize students with the various major literary forms. The novel, short story, drama, mythology, and poetry are introduced, and their elements are 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. Reading comprehension and vocabulary development begins. Creative writing and enrichment activities are also included.

English 1 Honors - Introduction to Literary Analysis

Level:	Freshmen	Year	10 credits
UC/CSU Approval:	Yes		
Prerequisite:	Students are placed by the admissions team based on HSPT scores, 7th and 8th-grade English grades and teacher recommendations.		

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, 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. Reading comprehension and vocabulary development begins. Creative writing and enrichment activities are included.

English 2 - World Literature

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

UC/CSU Approval: Yes

Prerequisite: English 1

Description: English 2 is a world literature survey focusing on classic and contemporary works. The course gives students the opportunity to experience many cultures through select pieces of fiction and nonfiction. Reading comprehension and vocabulary development is continued from freshman year. Concentration on analytical and argumentative writing skills helps students gain proficiency in writing the multi-paragraph essay.

English 2 Honors - World Literature

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

UC/CSU Approval: Yes

Prerequisite: Completion of English 1 Honors with a B or higher; or English 1 with an A average or higher, and teacher recommendation.

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

English 3 - Multicultural American Discourse

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

UC/CSU Approval: Yes

Prerequisite: English 2

Description: English 3 is a study in the varied textual representations of the diverse American experience. Students analyze multiple nonfiction and fiction readings, all of which focus on critical thinking and close reading skills. There is also an emphasis on argumentation, research, and rhetorical analysis. 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

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of English 2 Honors with a B or higher, or English 2 with an A average or higher, and teacher recommendation.

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

English 4 - Contemporary Prose / Advanced Literary Analysis

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

UC/CSU Approval: Yes

Prerequisite: English 3

Description: This course provides a rigorous review of all writing styles, including career/business writing, important grammar practices, as well as literary analysis with a base in British

literature. Thematically related nonfiction and research essays focused on contemporary issues serve as development of more advanced writing, and reading skills are integrated into the curriculum.

AP English Literature & Composition

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

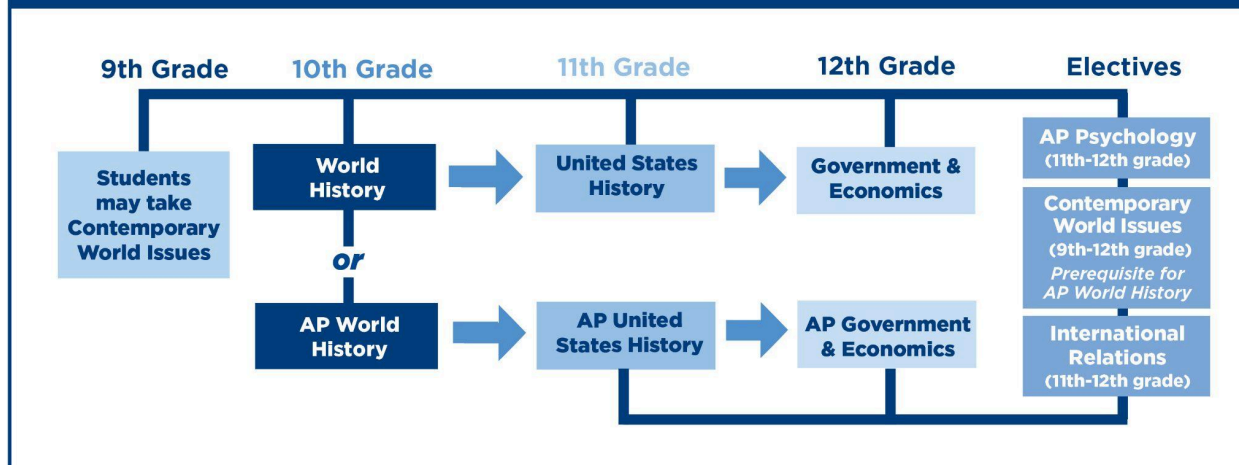
UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of AP English Language with a B or higher, or English 3 with an A average or higher, and teacher recommendation.

Description: AP English IV is designed for seniors who have demonstrated superior ability in English. The course focuses on in-depth discussion and composition related to the survey of major authors and literary movements from the Anglo-Saxon period to the present. Emphasis is given to the 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 Course 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. Students develop an understanding of and respect for different opinions and cultures through debates, group projects, and simulations. 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 students' 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: Completion of Contemporary World Issues with a grade of B+ or higher;
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 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 reading a college text, organizing and writing analytical essays, interpreting historical perspectives, analyzing and discussing primary sources, and participating 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 focuses 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 highlighting major historical, social, and economic trends from colonial to modern times. Students rigorously study those defining moments in American history that have led our country to its current state. Students analyze the governmental system's development, the expanding court's role, 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 our American political system's origins, functions, strengths, and weaknesses. 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 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, a 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.

Sport Psychology

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

UC/CSU Approval: Yes

Prerequisite: NA

Description: This course introduces students to the foundational principles of sport psychology, exploring how psychological factors influence athletic performance and how participation in sport and exercise affect psychological well-being. Students engage with theories and real-world applications related to motivation, confidence, focus, group dynamics, arousal regulation, and mental toughness. Through a combination of readings, lectures, group activities, reflective journaling, and research-based projects, students build both analytical skills and practical tools for understanding performance and behavior in sports contexts. This course integrates critical thinking, scientific inquiry, and self-reflection to prepare students for future academic and professional studies in psychology, kinesiology, and related fields.

AP Psychology

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

UC/CSU Approval: Yes

Prerequisite: Overall unweighted GPA of 3.5 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.

International Relations

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

UC/CSU Approval: Yes (G-Elective)

Prerequisite: Completion of World History or AP World History.

Description: This international relations course will focus on theory, history, current events in regions of the world, globalization and global challenges, and world order to provide context for research and argumentation. In short, this course will make students more globally literate to identify problems and provide solutions to the most important issues of the day. Even if we want to ignore what goes on elsewhere in the world, it will not ignore us.

AP African American Studies

Level: 11-12

Year

10 credits

UC/CSU Approval:

Yes

Prerequisite:

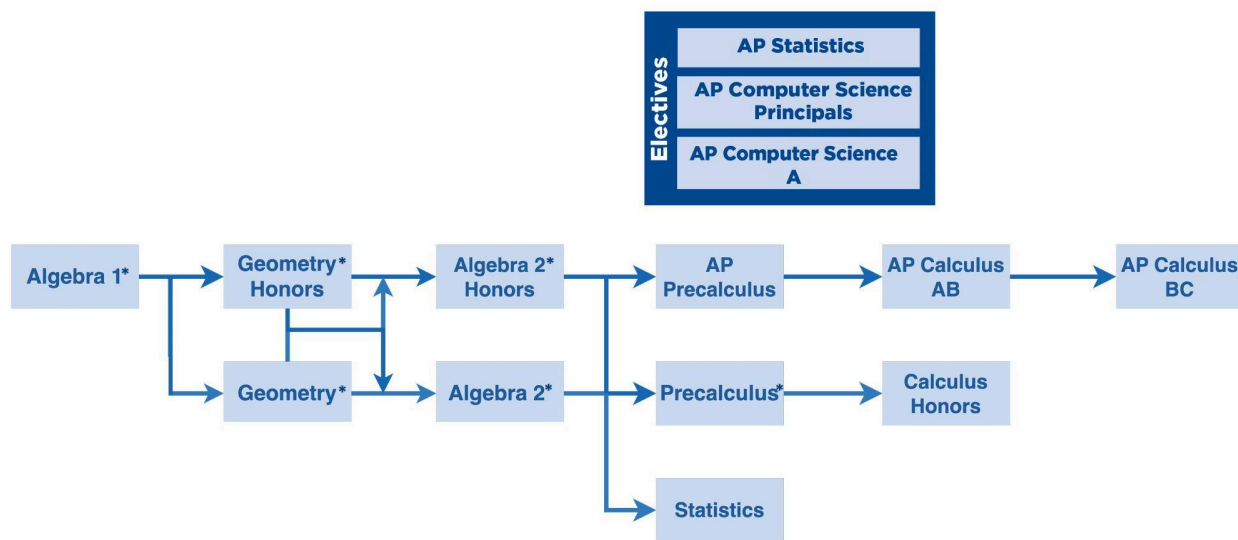
Recommendation of current English and History teacher

Description:

In AP African American Studies, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. The course provides students with a strong foundation in facts and evidence about African American history and culture, offering an immersive survey course that is not currently available in most American high schools.

MATHEMATICS DEPARTMENT

Math Department Course Offerings



* All courses are available to students as teacher-led and student-driven.

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

Algebra 1

Level: 9 **Year** 10 credits

UC/CSU Approval: Yes

Prerequisite: None

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

Geometry

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

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

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

UC/CSU Approval: Yes

Prerequisite: Minimum B+ in Algebra 1 while staying on pace 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.

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

Algebra 2

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

UC/CSU Approval: Yes

Prerequisite: Geometry

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

Algebra 2 Honors

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

UC/CSU Approval: Yes

Prerequisite: Students in Geometry Honors must maintain a minimum grade of B+ in both Geometry Honors and Algebra 1 while staying on pace with the course requirements. Students in Geometry CP must have a minimum grade of A- in Geometry, B+ on Algebra 1 and stay on pace with the course requirements. Placement may also consider standardized test math scores, a placement test, and the recommendation of the Math Department.

Description: This accelerated course 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

Level:	9-12	Year	10 credits
UC/CSU Approval:	Yes		
Prerequisite:	Minimum B+ in Algebra 2, Minimum B- in Algebra 2 Honors, or teacher recommendation.		

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, geometric sequences, series, and complex numbers. Critical thinking and real-world problems are emphasized.

AP Precalculus

Level:	9-12	Year	10 credits
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Minimum B+ in Algebra 2 Honors and A in Algebra 2 or recommendation of the Math & Science Departments.		

Description: AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for mathematics, physics, biology, health science, social science, and data science careers. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

Calculus Honors

Level:	11-12	Year	10 credits
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Minimum B average in Precalculus, or minimum C+ in AP Precalculus or 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 AP Precalculus course 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 AP Precalculus with a minimum B or Precalculus with an A- or 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 (when offered)

Level:	11-12	Year	10 credits
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Passing Mercy's AP Calculus BC entrance exam or completing 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:	11-12	Year	10 credits
Credits:	10		
UC/CSU Approval:	Yes		
Prerequisite:	Minimum C- in Algebra 2 11th and 12th grade only.		
Description:	This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions, estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. This course's central themes are measuring the probability of an event, interpreting probability, and using probability in decision-making. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. The use of modern statistical computing technology will be emphasized throughout the course.		

AP Statistics

Level:	11-12	Year	10 credits
Credits:	10		
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	Minimum B+ in English and minimum B+ in Algebra 2 Honors or Precalculus or B in AP PreCalc or B+ in Calculus Honors, or a minimum A in Algebra 2, or recommendation of the Math Department. 11th and 12th grade only.		
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 Principles (Elective)

Level:	9-12	Year	10 credits
UC/CSU Approval:	Yes (weighted), college prep G elective (does not take the place of Algebra or Geometry)		
Prerequisite:	Minimum C+ in math classes or placement based on standardized test Math scores, placement test, and recommendations of the Math Department.		
Description:	This course is designed to offer an introduction to computer science and the fundamentals of computer programming. Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation.		

AP Computer Science A

Level: 10-12

Year

10 credits

UC/CSU Approval:

Yes (weighted)

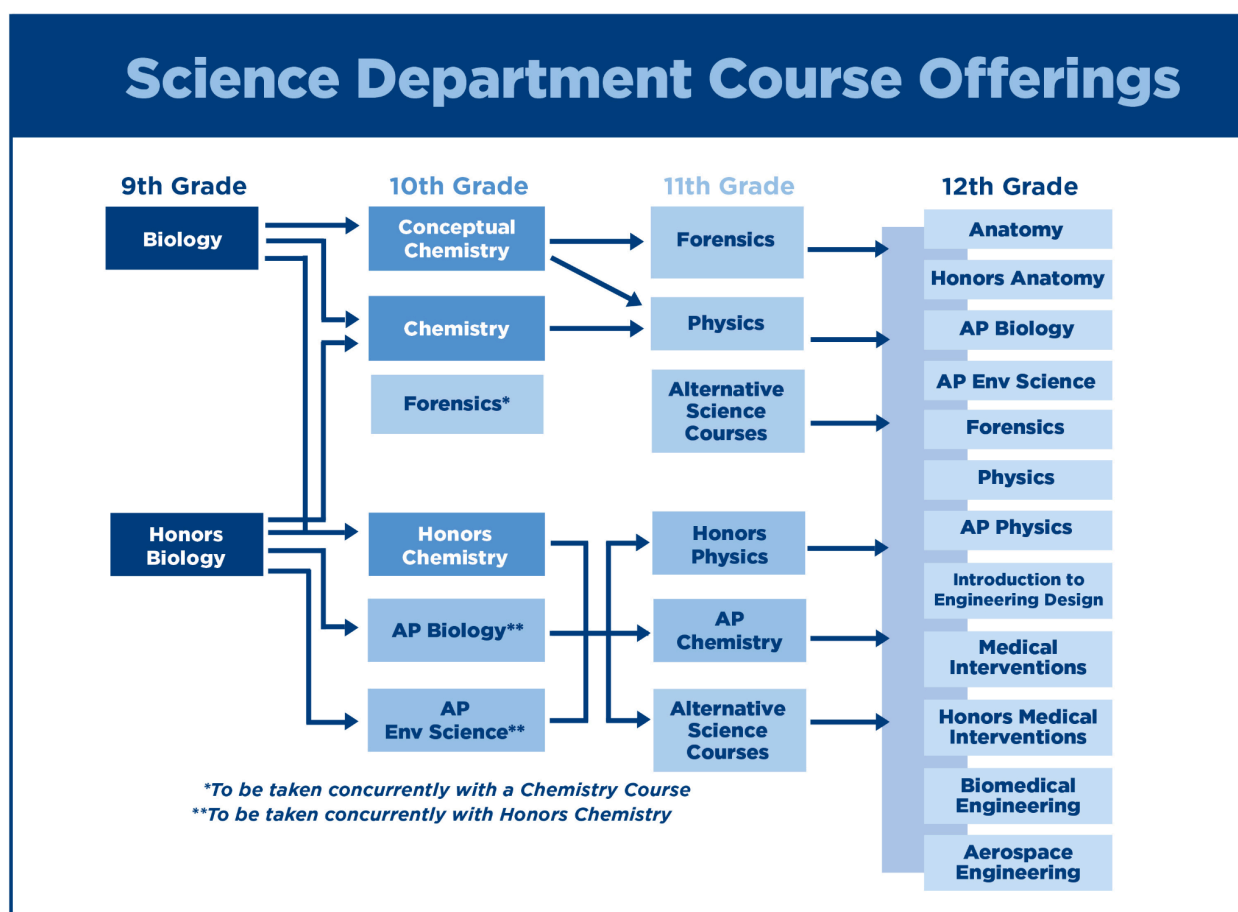
Prerequisite:

Minimum B+ in Algebra 2, minimum B- in Algebra 2 Honors or placement based on standardized test Math scores, placement test, and recommendations of the Math Department.

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
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UC/CSU Approval:	Yes
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Prerequisite:	None
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Description: Biology is the study of life, from the molecular level to the ecosystem level. In this survey course, we emphasize the interconnectedness of life and highlight unifying themes relevant to the interactions of an organism's internal and external environment. We also investigate the ethical and social implications of scientific issues. Topics include molecular and cellular biology, genetics, human reproduction, ecology, and evolution. These concepts are presented through scientific investigation, simulations, readings, videos, and discussion. They are reinforced with questions, examples, analogies, and applications. Laboratory work encourages a sense of inquiry, organization, and interpretation while building collaboration skills. In this course, students will work on becoming discerning creators and consumers of scientific findings and identify reliable sources for scientific information.

Biology Honors

Level:	9-10	Year	10 Credits
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UC/CSU Approval:	Yes
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Prerequisite:	Admissions Committee review, standardized test scores, and 7th & 8th grade Science grades
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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 Science

Level:	10-12	Year	10 Credits
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UC/CSU Approval:	Yes
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Prerequisite:	Biology, Algebra 1, Chemistry (if 10th grader, must take Chemistry concurrently)
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Description: Students will connect concepts from multiple science disciplines (including Biology, Chemistry, and Physics) to solve real life problems within the realm of criminal justice and forensics. All labs will be age-appropriate with simulated evidence. Forensics is a UC approved lab science course that will cover theory, concepts, and techniques relative to a full-service crime laboratory. Quantitative and qualitative analysis skills, including graphical interpretation, error discussion, and experimental design will be integrated into the curriculum. Example units may include crime scene investigation, fingerprinting, blood spatter, document analysis, ballistics, DNA, toxicology, serology, and arson. Case files will be used throughout each unit to show how forensic analysis has helped to solve crimes.

AP Biology

Level:	10-12	Year	10 Credits
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UC/CSU Approval:	Yes (weighted)
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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.
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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.

Conceptual Chemistry

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

UC/CSU Approval: Yes

Prerequisite: Completion of Biology.

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; the fundamental concepts of atomic theory and structure; the periodic table; chemical bonding; writing chemical formulas and equations; and the properties of gases. Each unit will focus on investigating a chemical reaction in the laboratory along with the application of the scientific method. The course stresses the continued development of science skills including graphing, data analysis, and measuring. There will be very little computational work in this class and the emphasis will be on understanding the chemical phenomenon through visuals and laboratory investigations.

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 (weighted)

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 your science teacher. If coming from a different class, a challenge test may be 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, electricity, and magnetism. Classroom activities will include laboratory experiments, classroom discussions/lectures, readings, design projects, and assessment activities.

Honors Physics

Level:	11-12	Year	10 Credits
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	B average in Honors Chemistry and current honors math class. The recommendation of previous science and math teachers will be taken into account. Students in College Prep-level math or science may take a challenge test.		

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, 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 C: Mechanics

Level:	11-12	Year	10 Credits
UC/CSU Approval:	Yes (weighted)		
Prerequisite:	A- average in Honors Math and current honors science course, and recommendation of science and math teachers. Concurrent enrollment in AP pre-calc or Calculus.		

Description: This course will explore the concepts of kinematics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, oscillations, and gravitation. Students will learn to apply differential and integral calculus in order to solve problems associated with these concepts. These calculus concepts will be taught as part of the course for the students

who have not yet taken calculus. Students will build understanding and critical thinking skills through inquiry-based, laboratory investigations that explore these physics concepts.

Anatomy and Physiology

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

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

Prerequisite: C average in English and prior science courses.

Description: This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

Honors Anatomy and Physiology

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

UC/CSU Approval: Yes (weighted)

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

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

AP Environmental Science

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

UC/CSU Approval: Yes (weighted)

Prerequisite: B average in previous honors level science and honors 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.

Introduction to Engineering Design

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

UC/CSU Approval: Yes

Prerequisite: None

Description: This course will introduce students to the engineering design process. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

Aerospace Engineering

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

UC/CSU Approval: Yes

Prerequisite: Successful completion of Introduction to Engineering.

Description: Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

Introduction to Biotechnology and Biomedical Engineering

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

UC/CSU Approval: Pending

Prerequisite: Successful completion of Anatomy.

Description: This is a high school course providing foundational knowledge and skills in biology, anatomy & physiology, genetics, microbiology, and epidemiology; it engages students in applying knowledge and skills to real-world situations, cases, and problems. Students will be modeling biological systems and design experiments to test those models. They will be introduced to engineering principles to solve design problems that are biological, physiological, and/or medical. They will also be learning basic biotechnological techniques such as bacterial transformations, using PCR, ELISA's, as well as running several PAGE gels.

Honors Introduction to Biotechnology and Biomedical Engineering

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

UC/CSU Approval: Pending

Prerequisite: Successful completion of Anatomy and B or above in current Honors Science course.

Description: This is a high school course providing foundational knowledge and skills in biology, anatomy & physiology, genetics, microbiology, and epidemiology; it engages students in applying knowledge and skills to real-world situations, cases, and problems. Students will be modeling biological systems and design experiments to test those models. They will be introduced to engineering principles to solve design problems that are biological, physiological, and/or medical. They will also be learning basic biotechnological techniques such as bacterial transformations, using PCR, ELISA's, as well as running several PAGE gels. 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.

Introduction to Sports Medicine

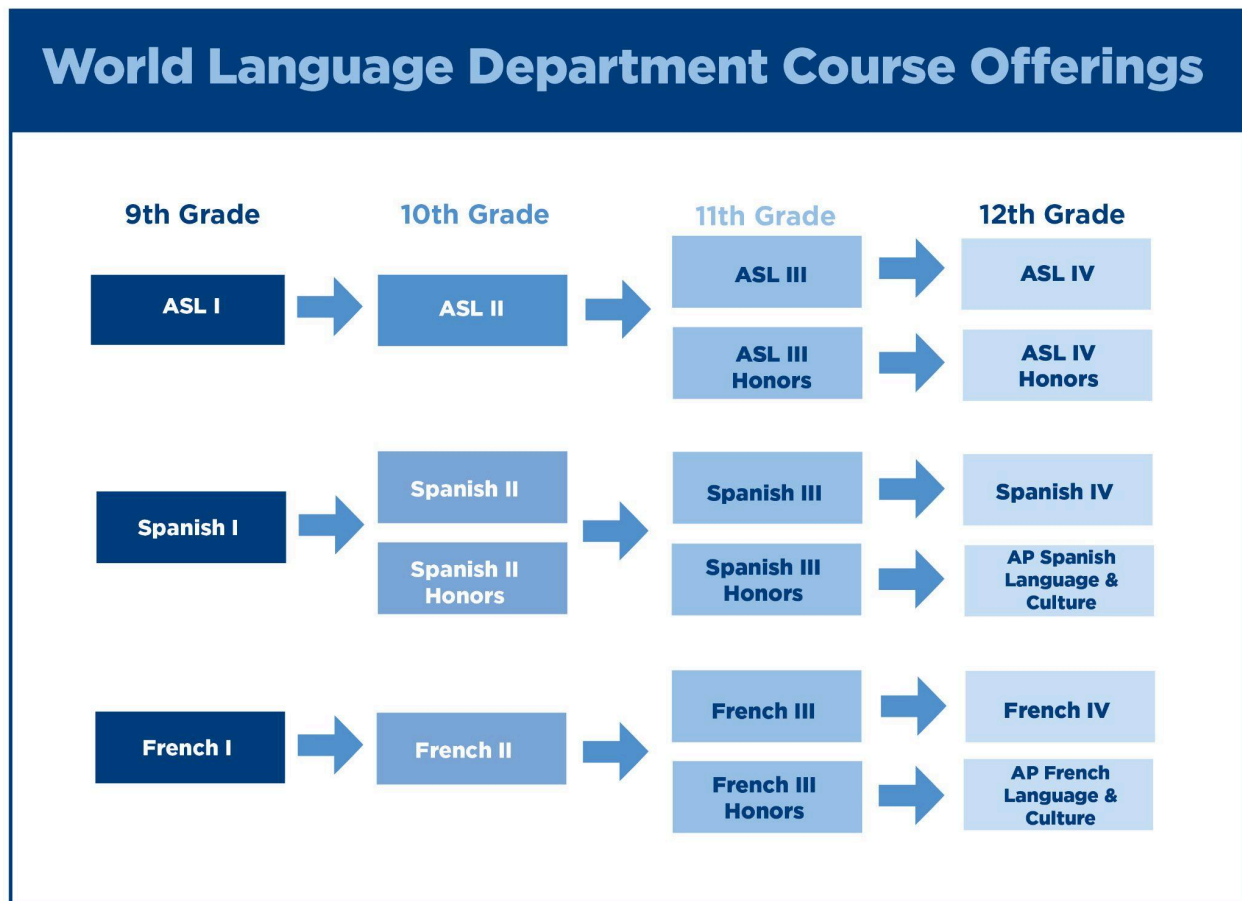
Level: 10-12 **Year** 10 Credits

UC/CSU Approval: Yes

Prerequisite: 2 years of science including Biology with a minimum of a C. Anatomy and/or Physiology recommended but not required.

Description:

This course offering is designed to introduce human anatomy and physiology as it applies to athletic movement and injury, which lays the foundation for further study of Kinesiology. This is an introduction to the field of Sports Medicine and is designed for students who are interested in athletic training, physical therapy, exercise physiology, or other healthcare professions. Students will develop knowledge of anatomy, physiology, and anatomical terminology. This knowledge will be applied to the current techniques in the prevention, treatment, and rehabilitation of athletic injuries. Specific topics include first aid/emergency care, concussions, and taping for preventative measures.

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 the second semester of Level 1 with C- (70%) or above. Students with a 70-72% in Level 1 are strongly encouraged to seek remediation during the summer. A student continuing to level 2 who does not meet the course prerequisites must seek remediation during the summer and have proficiency reevaluated 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 the second semester of Level 2 with a C (75%) or above, or by placement. Students with below a 75% in the second semester of Level 2 wishing to take Level 3 must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.

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.

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

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 2 with B+ (87%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 3H must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.

Description: 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

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 3 or 3H with a C (75%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 4 must pass a proficiency exam for placement in Level 4 prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in Level 3 or 3H.

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

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 3 Honors with a B (85)% or above, or the second semester of Level 3 with A- (90%) or above, or by placement, PLUS a recommendation/evaluation of writing proficiency from the student's current English teacher. Students who do not meet the course prerequisites but wish to take Level 4H must pass a proficiency challenge prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in Level 3.

Description: 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 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 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 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 *Reporters Francophones* textbook series is a proficiency-based, innovative, ACTFL standards-based French program that speaks to today's young learners. It follows a communicative, task-based approach to learning through projects inspired by real-world scenarios. A program offering authentic, engaging content that awakens students' curiosity about the French-speaking world!.

French 2

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 1 with C- (70%) or above. Students with a 70-72% in Level 1 are strongly encouraged to seek remediation during the summer. A student continuing to level 2 who does not meet the course prerequisites must seek remediation during the summer and have proficiency reevaluated before entering level 2 in order to determine the need for additional support.

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 1, 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 continues 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 on the exciting language and cultural travel material of upper division work in French levels 3 and 4, with all the supports in place.

French 3

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 2 with a C (75%) or above, or by placement. Students with below a 75% in the second semester of Level 2 wishing to take Level 3 must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.

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

French 3 Honors

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of the second semester of Level 2 with B+ (87%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 3H must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.

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 *Reporters Francophones* 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.

French 4

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 3 or 3H with a B (80%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 4 must pass a proficiency exam for placement in Level 4 prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in Level 3 or 3H.

Description: French 4 is geared for students wishing to continue improving their listening, speaking, writing, and reading skills and solidify their proficiency in French. The course is centered around 6 themes:

Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and Global Challenges. Exceptional work in this level 4 course makes students eligible for life membership in the Mercy Chapter of *La Société Honoraire du Français*.

AP French Language and Culture

Level:	11-12	Year	10 credits
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UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of the second semester of Level 3 Honors with A- (90%) or above, or by placement, plus recommendation from the current language teacher, AND a recommendation/evaluation of writing proficiency from the student's current English teacher. Students who do not meet the course prerequisites but wish to take AP French have the option to take the course after level 4 if they have a B (85%) or above upon completion of their second semester. All AP students are required to submit an AP Contract.

Description: AP French Language and Culture is equivalent to a college level course and is conducted in a seminar learning environment. The course is centered around the 6 AP French themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and Global Challenges. Students will be refining their reading, writing, listening, and speaking skills to prepare them for the AP exam in May. Students in this course are expected to: consistently perform at the intermediate proficiency level, put in practice outside of class, complete all assignments, attend required collaboration review sessions, take mock exams, and push themselves to use their best French at all times, even when not explicitly asked by the teacher. Exceptional completion of this course makes students eligible for initiation as a Life Member in the *Société Honoraire du Français*.

SPANISH

Spanish 1

Level:	9-12	Year	10 credits
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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 until the production skills are comparable to students already enrolled.

Description: Spanish I is a college preparatory course which introduces students to learning the Spanish language through a variety of language and cultural lessons simulating an immersive journey through various Spanish speaking 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 -Senderos 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 the textbook to real participation in the language.

Spanish 2

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

Prerequisite: Completion of the second semester of Level 1 with C- (70%) or above. Students with a 70-72% in Level 1 are strongly encouraged to seek remediation during the summer. A student continuing to level 2 who does not meet the course prerequisites must seek remediation during the summer and have proficiency reevaluated before entering level 2 in order to determine the need for additional support.

Description: Spanish 2 builds on the foundational skills developed in Spanish 1, introducing a broader range of vocabulary and more complex grammar to help students express their thoughts comfortably, read with greater understanding, and articulate their ideas in writing. Throughout the second year, students deepen their engagement with cultural topics and experiences, enriching their language learning journey. At this level, students begin to apply the learning strategies introduced in Spanish 1 more efficiently and creatively as they engage in the three modes of communication: interpretive, interpersonal, and presentational. The grading system continues to focus on assessing students' progress toward stated learning targets, emphasizing formative assessments that provide ample opportunities to "try on" the language with the necessary support to build confidence and success. Workbooks and online resources remain integral, reinforcing the skills and knowledge developed in Spanish 1. These tools are accessible both at school and at home, providing flexibility and continued support.

By the end of Spanish 2, students will be well-prepared to embark on the exciting challenges of upper-level Spanish courses (Levels 3 and 4), where they will further explore language and culture with a strong foundation and comprehensive support systems in place.

Spanish 2 Honors

Level:	9-12 Year	Year	10 credits
Prerequisite:	Completion of Spanish I with B+ (87%) or above. Mid-year Transfer Students must take a placement test to determine accurate placing.		
Description:	Spanish 2 Honors 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 the second semester of Level 2 with a B (80%) or above, or by placement. Students with below a 75% in the second semester of Level 2 wishing to take Level 3 must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.		
Description:	Level 3 continues the easy and intentional articulation of material begun in Levels 1 and 2 of the Senderos 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 the second semester of Level 2 with B+ (87%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 3H must pass a proficiency challenge exam prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in all previous levels.		

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 Senderos 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 Spanish 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

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

UC/CSU Approval: Yes

Prerequisite: Completion of the second semester of Level 3 or 3H with a B (80%) or above, or by placement. Students who do not meet the course prerequisites but wish to take Level 4 must pass a proficiency exam for placement in Level 4 prior to the beginning of the new school year. Proficiency here is defined as the ability to convey and understand ideas in the target language using skills practiced in Level 3 or 3H.

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 Senderos 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. 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

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

UC/CSU Approval: Yes (weighted)

Prerequisite: Completion of the second semester of Level 3 Honors with A- (90%) or above, or by placement, plus recommendation from the current language teacher; AND a recommendation/evaluation of writing proficiency from the student’s current English teacher. Students who do not meet the course prerequisites but wish to take AP Spanish have the option to take the course after level 4 if they have a B (85%) or above upon completion of their second semester. All AP students are required to submit an AP Contract.

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.

Mandarin I

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

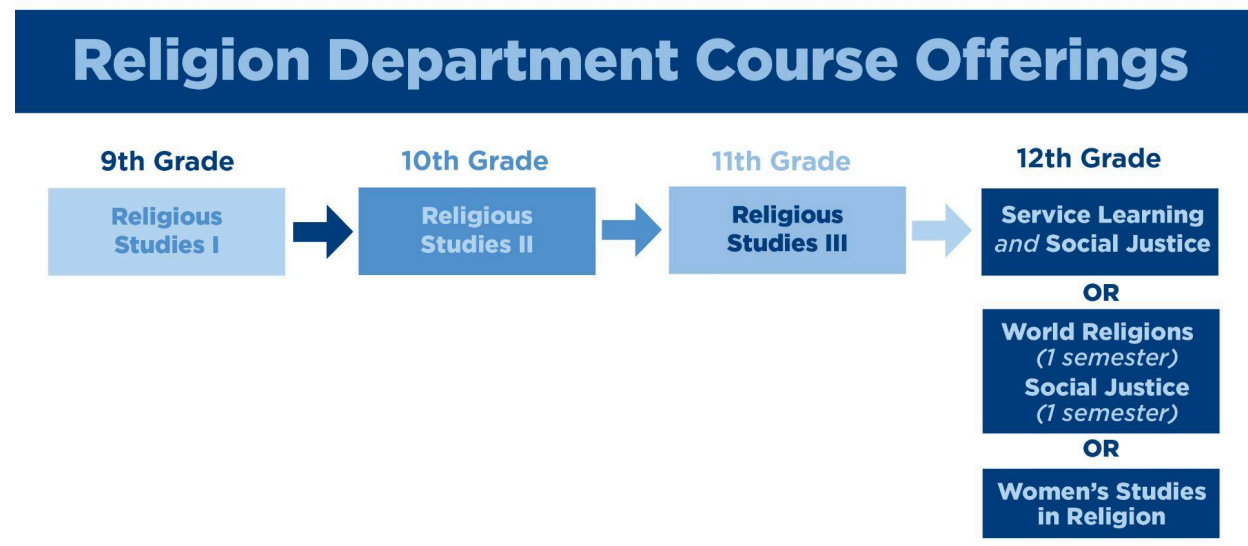
Level:	10-12	Year	10 credits
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UC/CSU Approval:	Yes
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Prerequisite:	C- in Mandarin I
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Description: This is a second-year course of Mandarin. A continuation 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.

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.
- Social Justice and World Religions are two semester courses taken consecutively.
- Women in Religion Studies is a year-long course; students enrolled in the Women's Studies Pathway must take this class.

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** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: None

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

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

Religious Studies 4: Women's Studies in Religion

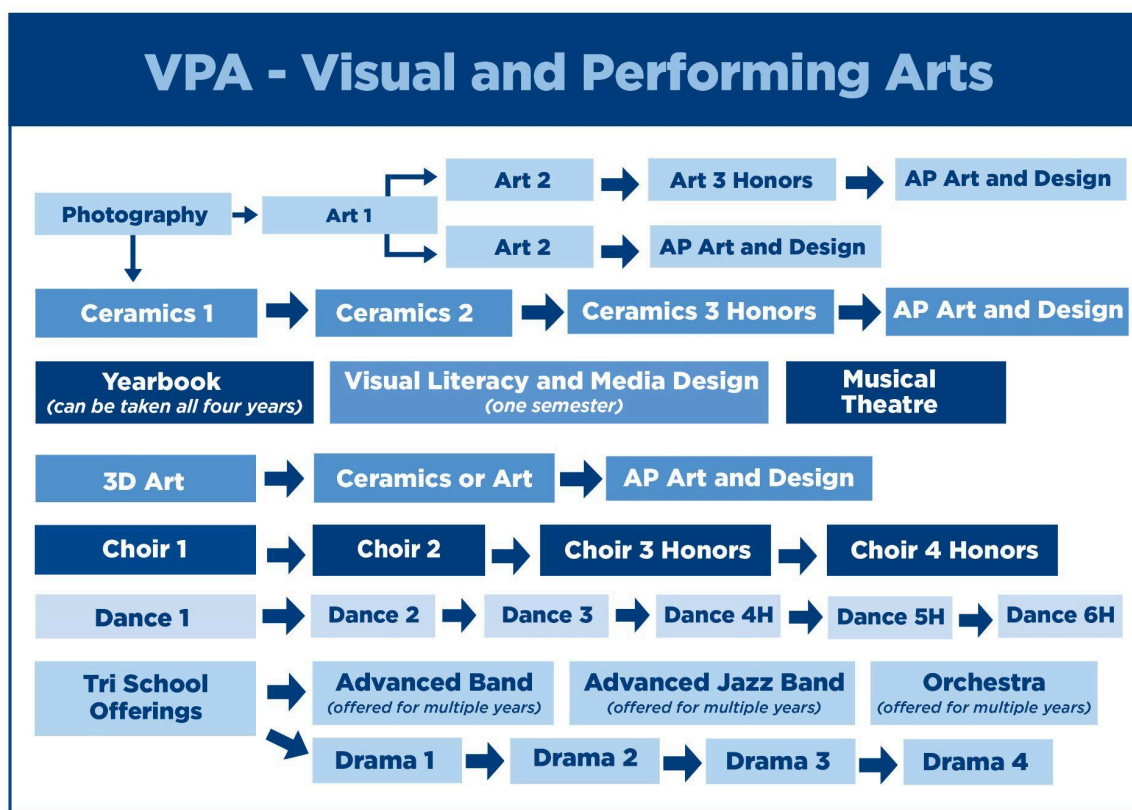
Level: 12 **Year** 10 credits

UC/CSU Approval: Not applicable

Prerequisite: None—Required for Women's Studies Pathway Participants

Description: Women's Studies in Religion looks at the ways in which women are portrayed in Scripture and religious art, especially examining cultural constraints on women's actions and moments where women broke with societal norms. The course then explores influential women from across many faith traditions, looking at how their faith and beliefs influenced their actions and work. Throughout the course, students incorporate both intersectionality and the tenets of Catholic Social Teaching, helping them understand the multiple identities of all persons and how they interact with faith.

VISUAL & PERFORMING ARTS DEPARTMENT



Mercy High School • 2750 Adeline Drive • Burlingame • CA 94010 • 650.343.3631 • www.mercyhsb.com

Be Known • Be Challenged • Be Transformed

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.

Choir and Visual Literacy and Media

Visual Literacy and Media Design

Level: 9 **Semester** 5 Credits

UC/CSU Approval: Yes

Prerequisite: None

Description: This is a foundational visual arts course that introduces students to the principles and creative processes of graphic design as a form of visual communication. Students learn how typography, color theory, message, layout, and composition are used to convey meaning and influence audiences while developing design-thinking and problem-solving skills. Using Canva as a primary design platform, students apply industry-relevant design concepts through hands-on projects such as posters, logos, propaganda, and infographics. The course emphasizes analysis of professional and historical design examples, critique and revision, and the use of design vocabulary to evaluate visual work. By the end of the course, students produce a final Mercy-themed project demonstrating creativity, technical skill, and an understanding of graphic design as an artistic discipline.

Choir 1

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

UC/CSU Approval: Yes

Prerequisite: None

Description: In Choir 1, a performance class, freshman 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 genres. 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. Advanced students expectations include: advanced rehearsal techniques, independent practice, critical self-assessment, and leadership within the ensemble.

Choir 2

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

UC/CSU Approval: Yes

Prerequisite: Choir 1, equivalent, or by audition

Description: The student must have had one year of choir or comparable experience. Focusing 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. Besides the two concerts at school, students perform for occasional functions and outside engagements and to possibly participate in a music festival in the spring.

Choir 3 Honors

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

UC/CSU Approval: Yes

Prerequisite: Choir 2, equivalent, and 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 be required to audition for at least one solo per semester, complete occasional assignments in music history and vocal history, tackle more advanced repertoire, do independent listening assignments, and be required to attend two outside musical performances during the year as an audience member and write a detailed performance critique. Besides the two concerts at school, students perform for occasional functions and outside engagements and to possibly participate in a music festival in the spring.

Choir 4 Honors

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

UC/CSU Approval: Yes

Prerequisite: Choir 3, equivalent, and 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 be required to audition for at least one solo per semester, complete occasional assignments in music history and vocal history, tackle more advanced repertoire, do independent listening assignments, and be required to attend two outside musical performances during the year as an audience member and write a detailed performance critique. Besides the two concerts at school, students perform for occasional functions and outside engagements and to possibly participate in a music festival in the spring.

Dance

Dance 1

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

UC/CSU Approval: Yes

Prerequisite: None

Description: This course introduces students to foundational dance techniques through the exploration of multiple dance genres, including jazz, hip-hop, modern, social, cultural, African-based, and other contemporary dance styles. Instruction emphasizes core principles of dance such as strength, coordination, balance, flexibility, musicality, and safe movement practices, as well as basic anatomy of the human body as it relates to dance. Students learn general dance terminology, basic steps, and introductory choreography while gaining an understanding of dance history and its role across world cultures. Through rehearsal and performance, students develop physical wellness, artistic expression, and confidence while discovering dance as a creative outlet and resource. The course culminates in a formal dance performance at the end of each semester. Shoes or specific attire required. Materials fee required.

Dance 2 and 3

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

UC/CSU Approval: Yes

Prerequisite: Beginning Dance or audition

Description: Intermediate Dance I builds upon foundational skills acquired in Beginning Dance, with expanded study of modern, jazz, African-based, and contemporary dance styles. Students develop increased technical proficiency through more complex movement sequences, improved alignment, strength, coordination, and expressive performance quality. The course introduces basic choreographic concepts through structured improvisation and guided composition assignments. Dance vocabulary and history continue to be emphasized, along with exposure to current dance trends through readings and dance film viewings. Students regularly rehearse and perform choreographed works, culminating in formal performances at the end of each semester. Shoes or specific attire required. Materials fee required.

Dance 4H

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

UC/CSU Approval: Yes

Prerequisite: Dance 2, 3 or By audition

Description: Intermediate Dance II is designed for students ready to further refine their technical skills and artistic expression. Building on prior training, students engage in more advanced movement vocabulary, increased speed and complexity, and greater control, musicality, and performance presence across modern, jazz, African-based, and contemporary styles. Students deepen their understanding of choreography through expanded improvisation, composition projects, and peer collaboration. Greater emphasis is placed on critical thinking, self-assessment, and dance analysis through written reflection and discussion of live and recorded works. Performance expectations increase as students participate in ensemble choreography presented in formal concerts at the end of each semester. Shoes or specific attire required. Materials fee required.

Dance 5H

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

UC/CSU Approval: Yes

Prerequisite: Dance 4H or By audition

Description: Advanced Dance is an elective course designed for students at Mercy High School who have prior dance experience and are prepared to deepen their technical skills, creative expression, and artistic independence. Building upon the foundational and intermediate techniques developed in Beginning and Intermediate Dance, this course emphasizes mastery of modern, jazz, hip-hop, ballet, African-based, cultural, and contemporary dance styles through rigorous daily physical training. A strong focus is placed on choreography creation, composition, and improvisation. Students explore advanced movement vocabulary, musicality, performance quality, and partnering skills while developing their individual artistic voice. Through both individual and group choreography projects, students collaborate with peers, analyze and critique dance works, and gain experience with dance production elements. The course culminates in student-choreographed works and ensemble performances presented in formal concerts and additional performance venues. Shoes or specific attire required. Materials fee required.

Dance 6H -Choreography and Performance

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

UC/CSU Approval: Yes

Prerequisite: Dance 5H or By Audition

Description: Advanced Dance II is an upper-level course for experienced dancers who demonstrate advanced technical skill, artistic maturity, and the ability to work independently and collaboratively. Building on the training and creative foundations established in Advanced Dance, students continue to refine performance quality and stylistic versatility across modern, jazz, hip-hop, African-based, cultural, and contemporary dance forms. Students focus on advanced choreography, improvisation, and composition, exploring thematic development, musicality, spatial design, and expressive intent. Emphasis is placed on collaboration, leadership within the program, and the development of individual artistic voice. Students analyze and reflect on their own work and the work of others through discussion, written reflection, and viewing of live and recorded dance performances. The course culminates in multiple performance opportunities, including student-choreographed works and ensemble pieces presented in formal concerts and additional performance venues. Shoes or specific attire required. Materials fee required.

2D Arts

Art 1

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

UC/CSU Approval: Yes

Prerequisite: None

Description: This introductory course focuses on developing skills in 2D art. Students learn the elements and principles of design through drawing and painting while exploring composition, technique and creative expression. Additional media such as ink, printmaking and collage are used. Students study art history and learn to analyze their work. Students build a digital portfolio. A materials fee is required as well as a student exhibition in May.

Art 2

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

UC/CSU Approval: Yes

Prerequisite: Completion of Art 1 or instructor approval

Description: This course builds on the skills and principles learned in Art 1, with a continued focus on drawing and painting techniques. Students will explore portraiture, still life and mixed media and start to build a high quality portfolio. Students will study art history and careers in art as well as building a digital portfolio. A materials fee is required as well as a student exhibition in May.

Art 3 Honors

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

UC/CSU Approval: Yes

Prerequisite: Completion of Art 2 or instructors approval

Description: This course is for juniors and seniors and focuses on advanced studio work in drawing, painting, digital art, printmaking, art history and art careers. All work is portfolio quality and can be used for AP Art. Students will reflect on their work using art terminology. Students are inducted into the National Art Honor Society. A materials fee is required as well as a student exhibition in May.

AP Drawing

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

UC/CSU Approval: Yes (weighted)

Prerequisite: B+ or higher in Art 3 or instructors approval.

Description: This is a college level studio course for highly motivated students. Students develop a cohesive body of work based on personal idea development using advanced skills in 2D media concentrating on rendering in drawing and painting. Work will be submitted for the AP Studio Art exam in May as a digital portfolio. Students should be prepared to work outside of class. Students complete the requirements of the National Art Honors Society. A materials fee is required as well as a student exhibition in May.

AP 2D Art and Design

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

UC/CSU Approval: Yes (weighted)

Prerequisite: B+ or higher in Art 3 or instructors approval.

Description: This is a college level studio course for highly motivated students. Students develop a cohesive body of work based on personal idea development using advanced skills in 2D media concentrating in design. Work will be submitted for the AP Studio Art exam in May as a digital portfolio. Students should be prepared to work outside of class. Students complete the requirements of the National Art Honors Society. A materials fee is required as well as a student exhibition in May.

Digital Photography

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

UC/CSU Approval: Yes

Prerequisite: None

Description: This introductory course is designed to teach visual skills in developing composition, learning the manual functions of the camera and how to edit and manipulate photos in Photoshop. Students also learn about photographers in history and how to critique and discuss their photos. Students may bring their own digital camera or use one provided by the school. Students will create a digital portfolio as well as have written assignments. A materials fee is required as well as a student exhibition in May.

3D Arts

Ceramics 1

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

UC/CSU Approval: Yes

Prerequisite: None

Description: Ceramics 1 introduces students to the design and creation of three-dimensional forms using a range of hand-building techniques, with an emphasis on foundational wheel-throwing skills. Students learn basic glazing methods and firing processes while exploring a variety of ceramic styles and sculptural approaches. Creative experimentation and personal expression are encouraged throughout the course. Due to the physical nature of the studio environment, students must be able to safely lift up to 25

pounds. Students participate in a required exhibition in the spring. A materials fee is required.

Ceramics 2

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

UC/CSU Approval: Yes

Prerequisite: B+ or higher in Ceramics 1. Incoming students require instructor approval.

Description: Ceramics 2 emphasizes advanced wheel-throwing techniques with a focus on increasing scale, consistency, and technical control. Students refine their skills by producing multiples of functional forms, including the creation of a cohesive dinner service for four. Exploration of a range of glazing techniques is an essential component of the course, supported by select written assignments and reflective practice. Due to the physical nature of the studio environment, students must be able to safely lift up to 25 pounds. Students participate in a required exhibition in the spring. Materials fee is required.

Ceramics 3 Honors

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

UC/CSU Approval: Yes

Prerequisite: B+ or higher in Ceramics 2. Incoming students require instructor approval.

Description: Ceramics 3 Honors emphasizes advanced exploration of form, surface, and glaze through hands-on studio practice. Students investigate a range of glazing methods and hand-building techniques while developing a personal approach to ceramic design, supported by research, written reflections, and process documentation. Sculptural concepts are introduced through focused projects each semester. Due to the physical nature of the studio environment, students must be able to safely lift up to 25 pounds. Advanced students are inducted into the National Art Honor Society and participate in a required student exhibition in May. Materials fee is required.

3D Art

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

USC/CSU Approval: Yes

Prerequisite: None

Description: Students will explore foundational concepts, processes, and techniques used across a range of contemporary 3D art practices. Through hands-on projects, students will create both functional and decorative works while developing strong design thinking and problem-solving skills. Concept development will be informed by each student's knowledge, experiences, and creative perspective, guided by the principles of effective design. Learning is supported through lectures, demonstrations, digital resources, and studio practice. Students will participate in a required exhibition in May. A materials fee is required.

Honors 3D Art

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

USC/CSU Approval: Yes

Prerequisite: None

Description: This is a pre AP 3D class that cultivates a rigorous, independent studio environment where dedicated student artists pursue self-selected media and personally meaningful themes. Throughout the year, students develop a cohesive, concept-driven body of work that demonstrates advanced technical skill, critical thinking, research, and creative risk-taking. The course culminates in a professionally presented portfolio and participation in multiple exhibitions, showcasing both finished pieces and the artistic process behind them. Students are expected to maintain an ongoing sketchbook, actively engage in individual and group critiques, and create a comprehensive digital portfolio documenting the evolution of their work. This honors-level course is designed for highly self-motivated artists prepared for sustained inquiry and conceptual depth. Completion of all projects, the final portfolio, and the exhibition is mandatory; portfolio deadlines are firm and non-negotiable, and the final performance assessment may not be made up. Materials fee is required.

AP 3D Art and Design**Level:** 11-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: A in Ceramics 3H or by teacher approval.

Description: Building upon prior experiences in art and design, this AP 3D Art and Design course emphasizes inquiry-based investigation of materials, processes, and ideas. Students develop a sustained body of work that demonstrates thoughtful and intentional decision-making, guided by a self-selected inquiry. Through the exploration of form, space, and structure, students apply the Principles of Design and Visual Elements to create resolved 3D artworks. Ongoing critique, reflection, and revision are essential components of the course. Students prepare a portfolio aligned with AP expectations, complete National Art Honor Society requirements, and participate in a required student exhibition in May. A materials fee is required.

Musical Theatre Workshop**Level:** 9-12 **Year** **10 credits**

UC/CSU Approval: In Progress

Prerequisite: None

Description: The Musical Theatre Workshop course offers students the opportunity to explore and develop skills in acting, singing, and dance through hands-on performance experiences. This interdisciplinary course focuses on building creativity, collaboration, and communication as students work together to rehearse and perform musical theatre pieces from a variety of genres and time periods culminating in two showcases that would act as their final exams. Students will learn the fundamentals of stage presence, vocal techniques, choreography, and character development, while also gaining confidence and emotional intelligence. The course provides a supportive environment for students to express themselves artistically, enhancing their public speaking, leadership, and teamwork abilities, and prepares them for future opportunities in both the arts and other fields.

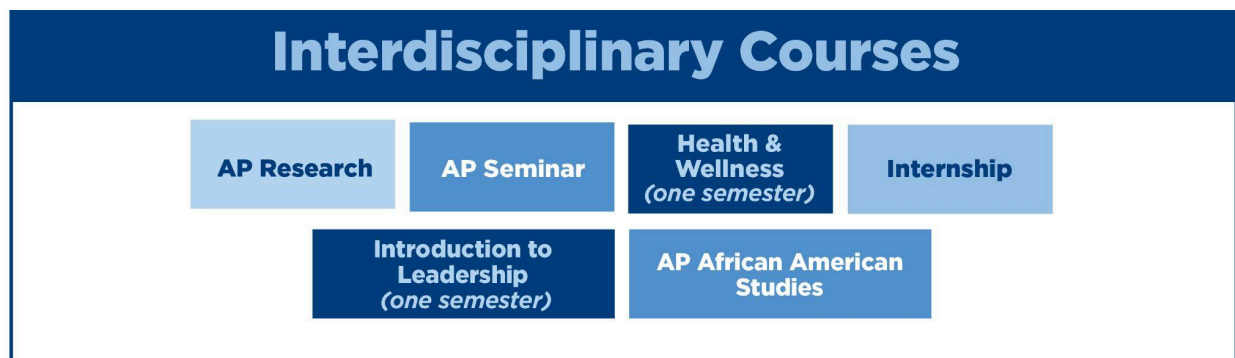
Design and Publication/Yearbook**Level:** 10-12 **Year** **10 credits**

UC/CSU Approval: Yes

Prerequisite: Application and Instructor Approval

Description: Design and Publication/Yearbook students will produce our school yearbook. This is an interdisciplinary course combining writing, computer page design, photography, art, information graphic skills, and current events. Students explore each of these areas and develop their areas of interest. 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.

INTERDISCIPLINARY COURSES



AP Seminar

Level: 11-12 Year-long 10 credits

UC/CSU Approval: Yes

Approval of English Department Chair and Assistant Head of School for Academics

Prerequisite: None

Description: AP Seminar is a college-level course in which evaluating literary and informational texts is essential to understanding and addressing real-world issues.

Students are required to undertake team and individual research projects in which they gather relevant information from print and digital sources, analyze and evaluate sources for credibility and accuracy, consider multiple points of view on an issue, develop evidence-based arguments to convey their own perspective, and communicate their findings.

Written communication skills are emphasized through tasks such as summarizing texts, synthesizing ideas and viewpoints from multiple sources into reports, and developing robust and persuasive arguments based on credible evidence.

Oral communication skills are emphasized through debates, Socratic seminars, and team and individual multimedia presentations and oral defenses.

The AP Seminar assessment includes an end-of-course exam as well as written and presentation performance tasks completed throughout the year and scored using College Board AP Seminar evaluation rubrics.

AP Research

Level: 11-12 Year-long 10 credits

UC/CSU Approval: Yes

Approval of English Department Chair and Assistant Head of School for Academics

Prerequisite: Completion of AP Seminar with a B or better

Description: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

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 Freshmen students. The

46 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.

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.

Introduction to Leadership

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

UC/CSU Approval: Yes

Prerequisite: None

Description: In this course, students will learn how to step up to Leadership. Good leadership is open to influence and motivation. Students who understand this simple truth and know how to apply it are the ones who generate results in today's organizations. Great leaders develop high-performance teams that get results because they know how to lead a team, not just manage it. This course will smooth the students' transition from individual contributors to supervisors to leaders. The course will teach basics and gain insights into the more advanced aspects of leadership needed to inspire and motivate teams by having students complete a leadership project.

AP African American Studies

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

UC/CSU Approval: Yes

Prerequisite: Recommendation of current English and History teacher

Description: In AP African American Studies, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. The course provides students with a strong foundation in facts and evidence about African American history and culture, offering an immersive survey course that is not currently available in most American high schools.

AMES Department

CORE

Level:	10-12	Year	10 credits
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.		

Junipero Serra High School Classes

Concert Band

Level:	9-12	Year	10 credits
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

Level:	9-12	Year	10 credits
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

Level:	9-12	Year	10 credits
Time:	0 period Serra High School		
UC/CSU Approval:	Yes		
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 performances. 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**Level:** 9 **Year** 10 credits**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:** 4th 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 Chinese Language and Culture TRI SCHOOL**Level:** 10-12 **Semester** 5 credits**Time:** 4th period Serra High School**UC/CSU Approval:** Yes**Prerequisite:** A both semesters in Mandarin III or B both semesters in Mandarin IV

Description: AP Chinese is an advanced Mandarin Chinese course that prepares students for the Advanced Placement Exam in May. Students will be able to successfully communicate both linguistically and culturally in Chinese within and beyond the school setting. The course content includes authentic sources such as Chinese newspapers, radio broadcasts, video clips, and literary texts. Students will be able to demonstrate their Chinese proficiency across three communicative modes (interpersonal, interpretive, and presentational.) This course will be conducted entirely in Mandarin with an emphasis on active student participation in the target language. All students are required to take the AP exam in May.

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 the 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
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, and 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: 2nd 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 Cer with the side 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: 2nd period Serra High School
Level: 9-12
Prerequisite: Successful completion of Drama 3 or by audition

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 Theatre (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 Theatre 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 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.

*Curriculum is determined yearly based on enrollment, current and recent production seasons and may change to best fit the education of the students enrolled.

Special Note: This Tri-school course meets during the fourth period. This course meets concurrently with Drama 3.

PHILOSOPHY

Duration: Semester
UC/CSU Approved: Yes (Area G – Elective)
NCAA Core Course: Yes
Prerequisite: Upper Division

Description: This course introduces students to the discipline through discussing and critiquing texts, problems, and thought experiments from thinkers from Socrates, Plato, and Aristotle to contemporary philosophers. Students help choose the focus of the course, but areas of coverage could include applied ethics & bioethics, philosophy of science, philosophy of mind, and free will. The primary objective is to enable students to think critically about complex problems from a variety of angles and generate creative solutions, which they are also able to criticize; this is done both in writing and in discussion. In a world where technology often renders traditional job training obsolete, critical and creative thinking skills are the ultimate portable skills.

Special Note: This Tri-school course meets during first period, Spring semester.

HONORS PHILOSOPHY

Duration: Semester
UC/CSU Approved: Yes (Area G – Elective)
NCAA Core Course: Yes
Prerequisite: Upper Division. Concurrent enrollment in Honors or AP English or Social Studies courses OR A- or higher in Philosophy.

Description: Honors Philosophy develops the same skills as Philosophy, and has the same emphasis on discussing and critiquing texts, problems, and thought experiments from thinkers from Socrates, Plato, and Aristotle to contemporary philosophers. The Honors course does this in greater depth with more complex readings, more frequent writing assignments with higher standards of logical rigor, and greater student participation in discussions. Students need not take Philosophy before Honors Philosophy. As in

Philosophy, students choose the focus of the course; areas of coverage may include personal identity, cosmology, ethics, philosophy of science, or political philosophy. This course is equivalent to a college-level Introduction to Philosophy.

Special Note: This Tri-School course meets during the first period during Fall semester.

CREATIVE SOLUTIONS FOR THE GLOBAL GOOD

Duration: Year

UC/CSU Approved: Yes (Area G – Elective)

NCAA Core Course: No

Prerequisite: Successful completion of Design Thinking OR Program Director Approval

Description: This course will focus on students applying their knowledge of Design Thinking to a yearlong project. The project must focus on community and/or service and should be centered on a topic that the student is personally interested or passionate about - such as recycling, cancer awareness, or teaching digital citizenship skills to young children. Students will be paired up with both an on-campus mentor as well as an expert mentor in the project field to support them in the project. Students will be responsible for creating a timeline for their project, meeting with both mentors regularly (which may be outside of the regular school day), and executing the project. Students will present their final project at the end of the year to a panel of teachers, mentors, students, and/or parents.

Special Note: This Tri-school course meets Tuesdays and Thursdays during zero period.

HONORS ADVANCED SOLUTIONS FOR THE GLOBAL GOOD

Duration: Year

UC/CSU Approved: Yes (Area G – Elective)

NCAA Core Course: No

Prerequisite: Approval of Director of Design-Led Innovation

Description: This course will focus on continuing the student project from the Creative Solutions for the Global Good class. The project must focus on community and/or service and should be centered on a topic that the student is personally interested or passionate about - such as recycling, cancer awareness or teaching digital citizenship skills to young children. Students will be responsible for creating a timeline for their project, meeting with project contacts on a regular basis (which may be outside of the regular school day) and executing the project. Students will present their final project at the end of the year to a panel of teachers, mentors, students, and/or parents. Depending on the scope and existing progress of the project, students may take this class in place of Creative Solutions for the Global Good. This is a nontraditional class, and students are expected to be organized self-starters.

Tri-School Special Note: This course meets during zero period once or twice a week.

Notre Dame Belmont High School Classes (Transportation is student responsibility)

Foundations of Sports Medicine

Duration: Year

UC/CSU Approved: Yes (Area G – College Prep Elective)

Grade Level(s): 11, 12

Prerequisite: 2 years of science including Biology with a minimum of a C. Anatomy and/or Physiology recommended but not required

Description: This Tri-School course offering is designed to introduce human anatomy and physiology as it applies to athletic movement and injury, which lays the foundation for further study of Kinesiology. This is an introduction to the field of Sports Medicine and is designed for students who are interested in athletic training, physical therapy, exercise physiology, or other healthcare professions. Students will develop knowledge of anatomy, physiology, and anatomical terminology. This knowledge will be applied

to the current techniques in the prevention, treatment, and rehabilitation of athletic injuries. Specific topics include first aid/emergency care, concussions, and taping for preventative measures.

Special Note: This Tri-School course is tentatively scheduled to meet during Block 2 on NDB campus.

KP300 Sports Management

Duration: Year

UC/CSU Approved: Yes (Area G – College Prep Elective)

Grade Level(s): 10, 11, 12

Prerequisite: Completion of Physical Education I and Health (or equivalent at home campus)

Description: This Tri-School course offering is available to students interested in a variety of professions in sports that include jobs working in: athletic programs at the collegiate, high school and interscholastic levels; youth, recreational and professional sports organizations; sports marketing and advertising; radio and television broadcasting and events management. Upon completion of the course, students will better understand the required knowledge and expertise involved in the administration, operations, and management of sports organizations. This course will provide students experience and insight to continue further studies in the field of Kinesiology and other related disciplines.

****Internship/Service Hours:** Students can earn internship hours assisting the NDB athletic staff with operations of home competitions and tournaments to include on their resumes.

Special Note: This Tri-School course is tentatively scheduled to meet during Block 1 on NDB campus.

AA700 Advanced Placement Art History

Duration: Year

UC/CSU Approved: Yes (Area F – VPA)

Grade Level(s): 10, 11, 12

Prerequisite: 3.0 GPA,

English and/or Social Science teacher recommendation required for Grade 10 students

Description: AP Art History is an image-based subject, and what better way to learn about history than through images of art, discovering artists, understanding their processes, and with hands-on projects?

In the Tri-School offering of AP Art History, students are given control of their learning through lectures that are exciting and discussion-based, hands-on projects that show the process of how artists think, and collaborative research. Students will learn the material instead of just memorizing it and will gain a deeper appreciation for the history of art by being challenged to think about it in different, creative ways. By the end of the course, students will be able to analyze and discuss art from Pre-historic through Contemporary. This course is recommended for motivated students who are self-directed learners. Students completing this course are well prepared to be successful when taking the exam in the Spring.

Special Note: This Tri-School course is tentatively scheduled to meet during Block 1 on NDB campus.

AV700 Video Production

Duration: Year

UC/CSU Approved: Yes (Area F – VPA)

Grade Level(s): 10, 11, 12

Prerequisite: None

Description:

In the Tri-School offering students will learn and apply the basic artistic skills in cinematography (rule of thirds, panning, framing, lighting, etc.) with post-production skills using Adobe Premiere Pro. This entry-level class will explore concepts such as storyboarding, composition, shot angles, point of view, transitions, and

continuity. In class, discussions will cover various aspects of digital video, which include multiple media formats, cameras, lenses, lighting, sound recording, and editing to develop an understanding of film language and grammar. Students will complete several short, silent, and sync sound videos, as well as several individual short personal, and group projects.

** This course may be repeated for credit as it is offered in varying levels I, II, III

Special Note: This Tri-School course is tentatively scheduled to meet during Block 2 on NDB campus.

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)

American Sign Language 1

AP Psychology

AP Seminar

AP Research

International Relations

Photography (1st period)

3D Art (1st period)

2026-2027 Tri-School Policies

No Drop Policy:

Due to the interdependence of the three schools,– students and their parents/guardians need 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 outlined 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.

We, the community of Mercy High School, Burlingame, a Catholic College Preparatory school sponsored by The Institute of the Sisters of Mercy of the Americas, educate young women of diverse religious, ethnic, social, and economic backgrounds to reverence and foster the dignity of each human person; to create a community of hospitality; to lead with integrity and compassion; to strive for excellence; and to proclaim Gospel values in word and action.