



MERCY HIGH SCHOOL  
Course Catalog  
2023-2024

1300 E. Northern Parkway  
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[www.mercyhighschool.com](http://www.mercyhighschool.com)



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**ACADEMIC PROGRAM  
COURSE OUTLINE  
2023–2024**

**Class of 2027**

Religious Studies  
Language and Literature I  
Mathematics  
Chemistry  
United States History  
French or Spanish  
Design: Technology  
Fine Arts Elective

**Class of 2026**

Religious Studies  
Languages and Literature II  
Mathematics  
Introductory Physical Science or Introduction to Physics (Honors)  
Modern World History  
French or Spanish  
Physical and Health Education

**Class of 2025**

Religious Studies/Service Learning  
Language and Literature III or AP Language and Composition  
Mathematics  
American Government and Global Politics  
Science  
Elective (World Languages Recommended)

**Class of 2024**

Religious Studies  
Language and Literature IV or AP Literature and Composition  
Mathematics  
Elective #1  
Elective #2  
Elective #3

## **GRADUATION REQUIREMENTS**

The following are requirements for graduation from Mercy High School:

Religious Studies	4.00 credits <u>plus</u> 0.50 credit Service Learning
English	4.00
Mathematics	4.00
Science	3.00
Social Studies (including 1.00 U.S. History plus 0.50 American Government)	3.00
World Language (two consecutive years of one language)	2.00
Fine Arts*	1.00
Physical and Health Education**	1.00
Electives***	3.00
Total:	25.50

Transfer students into Mercy after 9th grade who did not have Religious Studies courses in their previous schools are not required to make up those credits in Religious Studies.

\*Students may apply only 0.50 credit from participation in Fine Arts co-curricular activities toward satisfying the Fine Arts requirement.

\*\*Except for students in PLTW, the Physical Education graduation requirement cannot be met by applying credits from sports.

\*\*\*The electives requirement may not be met by credits earned through sports or co-curricular activities.

## **SPECIAL PROGRAMS**

### **The Catherine McAuley Honors Program**

The Catherine McAuley Honors Program provides the opportunity for students to meet rigorous academic challenges, building confidence as scholars and thinkers. McAuley Scholars are required to develop their leadership skills by participating in at least one extracurricular activity each year and achieve an overall B average or better for final grades in all courses each year.

McAuley Scholars complete the program with a Capstone Service Project in senior year. The service project is linked to one of the Critical Concerns of the Sisters of Mercy and is designed to ensure that McAuley Scholars research causes of an identified problem, generate insights into possible solutions, and develop a deeper understanding into its complexities. The experience culminates in responsible community action and reflection on both the process and its results.

### **Requirements:**

#### **9th Grade**

- The Honors sections of the curriculum
- Math courses determined by placement testing
- Language courses determined by placement testing or preference of introductory language course
- Participation in extracurricular activity
- B or better in final grades for each course

#### **10th Grade**

- Students choose Honors study in at least two disciplines: Math, Science, English, Social Studies, and World Language
- Participation in extracurricular activity broadened
- B or better in final grades for each course

#### **11th Grade**

- Students continue in the most challenging courses in disciplines of choice.
- Initiation of Capstone Service Project.
- Participation in extracurricular activities or leadership in one
- B or better in final grades for each course

#### **12th Grade**

- Students continue in the most challenging courses in disciplines of choice.
- Completion of Capstone Service Project
- Participation/leadership in extracurricular activities
- B or better in final grades for each course

## **The Mentor Program**

A signature program of Mercy High School, the Mentor Program allows selected juniors to work with a “wise adviser,” who accepts the student as a protégé, so she can explore an individually chosen field of interest beyond the traditional academic setting. Those in the Mentor Program can conduct an independent study for one semester, with a minimum of thirty hours each quarter to be devoted to it. Research on the outlook for the profession, its current challenges, and the pathway to achieve mastery in it are part of the student’s investigation. A final reflective paper marks the culmination of the course. A proposal outlining the goals of the rising junior and specific plans for her study is required.

## **Project Lead the Way: Biomedical Science (PLTW)**

The PLTW Biomedical Science program comprises a sequence of classes that allows each student to investigate the roles of biomedical professionals as she studies human medicine, physiology, genetics, microbiology, and public health in the context of real-world cases. Students work with one another to understand and design solutions to some of the pressing health challenges facing the world. The project-based aspects of the curriculum give students a chance to identify a problem, apply what they know, and find unique solutions as they lead their own learning. PLTW courses complement the regular sequence of math and science courses required in the curriculum and do not replace them. Students in Project Lead the Way take their required math and science courses in addition to the Project Lead the Way curriculum.

Students in the PLTW Biomedical Science program are exempt from technology requirement of ninth grade. They need to fulfill Physical Education and Fine Arts requirements before graduation. This can be by summer online courses or taking Physical Education and identified arts courses in the junior and senior years. **The PLTW courses do not count toward fulfilling the graduation requirement for science.**

### **Requirements:**

<b>9th Grade</b>	Principles of Biomedical Science
<b>10th Grade</b>	Human Body Systems
<b>11th Grade</b>	Medical Interventions
<b>12th Grade</b>	Biomedical Innovation

## **Visual Arts Program**

Mercy's four-year visual arts program is for students with a serious interest in and talent for developing their artistic skills. Many graduates of the visual arts program pursue the visual arts in college or find a career path in the visual arts.

Art students explore the elements and principles of art and design and the history of art. Students will develop their skills and learn to work in a variety of media. The sequence of classes assists artists in the creation of a portfolio to be submitted for Advanced Placement Studio Art credit in the senior year.

### **Requirements:**

<b>9th Grade</b>	Basic Design (0.50 credit)
<b>10th Grade</b>	Introduction to Drawing (0.50 credit)
<b>11th Grade</b>	Introduction to Studio Techniques: Mark Making (1.00 credit)
<b>12th Grade</b>	Introduction to Painting (1.00 credit); Independent Study Studio Art (optional)

## **Women in Technology**

The four-year program introduces participants to the possibilities of a career in technology. Experience is provided in programming, networking, operating systems, graphics, databases and information retrieval, security, emerging technologies, and design of software, hardware, and websites. The social issues involving internet security, privacy, copyright, and the impact of technology are also explored. Students edit both audio and video material and have opportunities to provide service to the Mercy community using their expertise. Students are also able to explore career paths in technology via networking with women in the field and through field trips.

### **Requirements:**

Design: Technology  
Programming I and II  
AP Computer Science Principles  
Computer Science Independent Study (11th or 12th grade) OR  
any one additional Computer science elective  
Minimum 4 hours of school service per year  
Participation in all field trips and meetings

## **The Law and Social Action Program**

The Law and Social Action program provides students with opportunities to evaluate how interdependence, as well as political, legal, social and economic change, affect all communities, with a focus on both globalization and sustainable development. A study of social change through governance, social and legal policy, and justice provides students with an understanding of both individual and systemic power; she will be encouraged to engage in innovative, responsible action.

### **Requirements:**

#### **Cohort 1:**

- Students are required to attend all field trips and speakers.
- Focus is on the Critical Concerns of the Sisters of Mercy: immigration, women, racism, the environment, and non-violence.
- Students are expected to participate in one or two student clubs.

#### **Cohort 2:**

- Students are required to attend all field trips and speakers.
- Focus is on law and public policy.
- Students are expected to participate in one or two student clubs.
- 10th grade Personal Project should be related to Law and Social Action topics.

#### **Cohorts 3 and 4:**

- Students are required to attend all field trips and speakers.
- Focus is on social action including non-profits, the United Nations, advocacy, and journalism.
- Cohort 3 and 4 students may work in collaboration to present material for Cohort 1 and 2 sessions.
- Students complete applicable and rigorous coursework especially in Social Studies.
  - Coursework:
    - The History of Baltimore City (required)
    - Law and Society (required)
    - Global Issues (recommended)
    - World Language (recommended)
    - Participation in the Mentor Program (recommended)
    - Additional electives that complement the program and student area of focus
- Students are expected to show leadership in one or two student clubs.

## **The Sister Agnese Neumann Scholars Program in Partnership with MedStar Good Samaritan Hospital (Neumann Scholars)**

MedStar Good Samaritan Hospital is recognized for its excellence in the Center for Successful Aging, Occupational and Physical Therapy, Nursing, and Community Health. In the first year of the program, Cohort 1, the Neumann Scholars visit the hospital and learn through expert presentations and departmental visits about various professions, including: nursing; physical, speech, and occupational therapies; physician assistantships; pharmacy; and non-clinical professions such as pastoral care, and social work. In the second year, Cohort 2 Neumann Scholars also visit the hospital to learn about diseases, their warning signs, and ways to prevent their onset. Areas covered include stroke, diabetes, Alzheimer disease, and heart disease. CPR and AED are also taught. In the third year, Cohort 3 Scholars choose a medical profession in which they would like to intern (e.g. physical therapy, nursing, etc.) Students are matched with a medical supervisor at Medstar Good Samaritan Hospital for a 30-hour practicum, which is generally held in the summer following junior year. (Arrangements are adjusted for seniors in Cohort 3.) Afterwards, Cohort 3 Neumann Scholars present their experience to the rising Cohort 3 in the fall.

### **Requirements:**

**Cohort 1:** The highest level of science and mathematics to which one is assigned. Field trips to MedStar Good Samaritan Hospital for rotations and skills training.

**Cohort 2:** The highest level of science and mathematics to which one is assigned. Field trips to MedStar facilities in Baltimore City for skills training and participation in Dine and Discover at MedStar Good Samaritan

**Cohort 3:** The highest level of science and mathematics to which one is assigned. Bi-monthly meetings with mentor at MedStar Good Samaritan to develop and construct an internship practicum project for the following summer.

**Summer of Year 3:** Practicum in Healthcare Careers: 30-hour practicum with mentor in selected discipline

## **Women in Medicine in Partnership with Mercy Medical Center**

Credit .25 yearly

The partnership between Mercy High School and Mercy Medical Center is a unique one and offers Mercy students an unparalleled opportunity to work closely with medical professionals.

During ninth grade, WIM students travel to Mercy Medical Center to explore multiple domains of hospital life through presentation by professionals in a variety of health and health-related fields. During sophomore year, Mercy students visit the hospital rotating through departments like physical therapy, emergency, pharmacy, pastoral care, population health, forensic nursing, lab/radiology, and quality assurance. Junior year focuses on rotations through different departments/offices with an emphasis on those staffed by doctors, physician assistants, nurse practitioners, and nurses. For their senior year, students have the chance to choose an area of interest and to set up a flexible mini-internship (meeting four to six times) with a Mercy Medical Center professional. Juniors and Seniors will have the opportunity to observe a surgery and will be CPR and AED trained.

### **Requirements:**

#### **9th Grade**

- The highest level of Chemistry and Mathematics to which one is assigned
- Field Trips to Mercy Medical Center

#### **10th Grade**

- Introductory Physical Science or Introduction to Physics (Honors) and Mathematics, each reflecting the maximum challenge attainable for that student
- Field trips to Mercy Medical Center

#### **11th Grade**

- Chemistry and Mathematics, each reflecting the maximum challenge attainable for that student
- Field trips to Mercy Medical Center

#### **12th Grade**

- Biology II (Honors) or AP Biology, and Mathematics
- Field trips to Mercy Medical Center

## **Dual Enrollment Program with Notre Dame of Maryland University**

Juniors and seniors who enroll and earn at least a C in identified courses at Mercy High School will, at their completion, be awarded college credit as well as credit to graduate. To participate in this program, students must have an overall GPA of 3.0 or higher. To earn college credit, juniors may take 2 of the courses listed below and seniors may take 3. Each course will earn 3 college credits. Should a student take 5 such courses, she would have earned 15 college credits upon graduation, equivalent to the first semester of college.

Each dual credit course carries a fee determined annually by NDMU. Each Mercy Girl participating in dual enrollment would have a transcript from Notre Dame of Maryland University, listing the courses in which she enrolled and passed, with her Mercy grade on it. The NDMU transcript will be a supplement to the Mercy High School transcript. NDMU will award a maximum of 15 credits.

<b>Mercy Course</b>	<b>Listed on the NDMU transcript</b>
<u>English</u>	
AP English Language and Composition	ENG-101
AP English Literature and Composition	ENG-298
<u>Mathematics</u>	
Pre-calculus (Honors)	MAT-107
AP Calculus AB	MAT-211
AP Calculus BC	MAT-212
<u>Science</u>	
AP Biology	BIO-110
Physics (Honors)	PHY-101
<u>Social Studies</u>	
AP Psychology	PSY-101
Global Issues	POL-103
<u>World Languages</u>	
French 4 Honors/5 Honors	LFR-103
Spanish 4 Honors	LSP-103
Spanish 5 Honors	LFN-201 (The World of Language)

## **Dual Enrollment with Anne Arundel Community College**

Seniors who have demonstrated sufficient academic success can enroll in courses with Anne Arundel Community College. Applications need to be approved in advance. Those who earn a C or better in such a course will receive credit both from AACC and from Mercy High School. Anne Arundel Community College sets tuition and fees which is collected by Mercy High School after the final add/drop period.

### **Introduction to Sociology (online)**

**Grades 11, 12**

**Semester**

**Credit: 0.50**

This course is taught online through Anne Arundel Community College. A student completing this course will earn 0.50 credit through Mercy High School and three college credits through AACC. An additional fee is required. Students will learn sociological principles and perspectives as a way of understanding everyday social life, study meanings and functions of various roles in historical and contemporary societies, and evaluate causes, consequences, and comparisons of social hierarchies. *Prerequisites: administration approval. GPA of 2.75 or above and/or PSAT/SAT verbal score over 500.*

## **SUMMER SCHOOL COURSES FOR ORIGINAL CREDIT**

Any student who would like to take a summer school course for original credit must fill out the appropriate paperwork from the Office of Academic and Student Affairs and procure the permission of the department chair of the course she intends to take and the principal. Mercy Learning Online courses are automatically approved.

### **MERCY LEARNING ONLINE SUMMER COURSES (2023)**

The following online courses are offered to students for original credit through Mercy Learning Online (MLOL). MLOL courses are asynchronous. Students may access and complete material within the course session to accommodate their summer schedule; however, they must adhere to assignment due dates. MLOL instructors will offer an optional live session once each week for students who need assistance with assignments or clarity of material.

Courses earn 0.50 credit and run June 12 – July 14, 2023. MLOL courses may only fulfill 0.50 credits toward graduation requirements. Registration begins April 24th and is open to all Mercy students. Tuition is \$365 per course.

#### **Anatomy**

Lessons include an introduction to anatomy including language, organ systems, and types of tissues; study of the skeletal and muscular systems; study of the cardiovascular and respiratory systems; study of the digestive and nervous systems; and study of the urinary system and reproductive systems. Each lesson includes material to read and web sites to access for information. Assignments require writing, analysis, critical thinking, and demonstration of core knowledge and concepts.

#### **Art History**

Students will study the visual arts in historical and cultural contexts. Study ranges from prehistoric through Egyptian art up to modern art. Each topic includes information on the time period, its characteristics, key artists and key works. Students will further develop their skills of critical analysis and be encouraged to strengthen and deepen appreciation for the arts. (*Can be applied toward the fine arts graduation requirement.*)

#### **Astronomy and Cosmology**

Humans have gazed into the sky for thousands of years pondering how our lives have connected to the sun, moon, and stars. Through the science of astronomy, we now know that our connection to the Universe goes deeper than our ancestors could imagine. From Einstein's theory of relativity to the exploration of the delicate relationship between our Earth and the Sun, this course explores some of the major discoveries in astronomy and cosmology. Topics to be covered include the history of the telescope, The Big Bang Theory, stellar evolution, comets and asteroids, planets and moons, astrobiology, black holes and quasars, and the role of Catholicism in science and the exploration of space.

## **Creative Writing**

Creative Writing is a form of art and personal expression. Writing expands one's understanding of the world, its people, and oneself. This Creative Writing course is designed to aid students in their creative expression, as well as delivery of one's writing. Students will read and engage in activities/assignments about the craft of writing while also creating their own work. This new knowledge will be used to complete the required assignments. This course provides students the opportunity to create original forms of descriptive writing, poetry, drama, fiction, and nonfiction. Creative writing techniques and skills will be explored and applied. (*Can be applied toward the fine arts graduation requirement.*)

## **Digital Marketing**

This performance-based course introduces students to the components of marketing, which utilize internet and online-based digital technologies and platforms to promote products and services. Students will learn the principles and design skills to digitally create advertisement layouts, websites, mobile app design, and social media campaigns. Units of study include: Basics of Marketing and Promotion, Digital Advertising and Ethics, Layout and Page Design, Mobile App Design, Social Media Campaign, and Website Design.

## **Economics**

Students will study basic economic theory. Moreover, they will learn to apply basic economic concepts to real-world issues and problems. Knowledge of fundamental principles and application of theory will be addressed. Through this application, students will further develop their skills of critical analysis.

## **Global Affairs**

Students will explore a number of critical issues that face the global community. Topics will be chosen from historical and current economic, geographic, cultural and political issues. Study will focus on developing critical thinking skills.

## **Health**

Students will learn about and research contemporary health issues. Students will be able to apply practices and habits that will enhance their general health. Using the four domains (physical, social, emotional, and intellectual) of health, students will be able to specify healthy and unhealthy practices within each domain. By recognizing and critically analyzing current health problems for adolescents, students will discover prevention techniques and solutions to implement into their own lives.

## **Introduction to Psychology**

The focus will be on learning basic theories and principles of psychology. Major areas of the study of psychology will be considered. In exploring these areas, students will learn that the study of behavior and mental processes in extensive and interesting relative to everyday life. This course shall consider the areas of: Developmental Psychology, Learning/Cognition, Emotion/Motivation, Abnormal Psychology/Treatments, and Social Psychology. Students will further develop their skills of critical analysis and be encouraged to strengthen and deepen their understanding of the field of psychology.

## **Speech**

Students will study the basic principles, components, and skills of effective speaking and listening. Study will include research, writing, speaking, listening, and evaluating. Students will study effective uses of rhetoric and persuasion.

## **Street Law**

Students will explore the knowledge and skills necessary to live in a lawful society. Topics will include the differences in civil and criminal law. A variety of resources will be used to enhance learning. This course is designed for students with an interest in the law and in a study of society.

# **CATHOLIC VIRTUAL ONLINE SUMMER COURSES (2023)**

The following online courses are offered to students for original credit through Catholic Virtual (CV). CV courses are asynchronous. Students may access and complete material within the course session to accommodate their summer schedule; however, they must adhere to assignment due dates. There are no live sessions. Instructors are entirely virtual.

Courses earn 0.50 credit and are designed to be taken over a semester. **The student needs to be diligent to complete the coursework within a summer.** CV courses may only fulfill 0.50 credits toward graduation requirements. Registration begins April 24<sup>th</sup> and is open to all Mercy students. Tuition is \$310 per course.

## **Accounting**

In this semester course, students explore accounting and accounting careers. They learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. Students also learn how to reconcile a bank statement and to prepare payroll records.

## **Art Appreciation**

Art Appreciation investigates how quality is determined and created by artists, in order to evaluate and appreciate art on a deeper level. Students are introduced to the elements and principles of art and the importance of artists' context and perspective. The course covers different periods in art history, different techniques in art, and how to research and evaluate art, emphasizing why each contributes to valuing a piece of art and provides the necessary knowledge to do so.

## **Cybersecurity**

In the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the

cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

### **Early Childhood Education I**

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

### **Introduction to Network Systems**

This semester-long course introduces students to the fundamental technology and concepts that make networking systems possible. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. The course explores the software and hardware supporting LANs, WANs, and Wi-Fi networks. Students are introduced to the protocols in the TCP/IP stack that are used to communicate across a network, and to networking hardware, including hubs, switches, bridges, routers, and transmission media. Students explore questions of security, network management, and network operating systems.

### **Journalism**

This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group project will also be a part of this class. This course is a project-based course and does not include traditional tests, unit level understanding is assessed through unit projects.

### **Nutrition**

This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

### **Principles of Architecture**

In Principles of Architecture, students review various concepts used in the design and architecture field to learn about basic drafting equipment and how to use and maintain it. They analyze challenges and solutions within the development of

design and learn how to prepare drawings manually and using AutoCAD software. A substantial portion of the course will be spent on sequential processes so that students develop an understanding of creating and annotating drawings as well as how to apply standard rules regarding line types, offset objects, creating layers, and setting up a page for plotting.

### **Study Skills and Strategies**

The Study Skills and Strategies course equips students with skills and understanding critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies, gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.

**The following two courses are for standardized test preparation. They are not awarded credit and they are not included in a Mercy High School transcript.**

#### **Virtual Tutor: ACT® (Not Credit-Bearing)**

This course provides students with the opportunity to prepare to successfully complete the ACT® college-entrance exam. Practice tests diagnose and target areas of opportunity, and students are prescribed individual study paths. The learning experience includes video-based instruction by highly qualified teachers, interactive assignments, and frequent assessment opportunities to track progress.

#### **Virtual Tutor: SAT® (Not Credit-Bearing)**

This test preparation course effectively prepares students for all sections of the SAT® exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

## **JUNIOR/SENIOR REGISTRATION**

**Important:** Given the many elective offerings for juniors and seniors, depending upon enrollment, a course may not be offered if it does not have sufficient numbers. It is **critical** to indicate first, second, third, and fourth choices on your course selection form.

The following credit and course requirements are applicable to **juniors**:

**Credits:** 6.5 minimum

**Courses:** 6 courses each semester

Juniors are required to take Religious Studies, Language and Literature, Mathematics, American Government and Global Politics, Science; a third year of World Language is recommended.

The following credit and course requirements are applicable to **seniors**:

**Credits:** 6.0 minimum

**Courses:** 6 courses each semester

Seniors are required to take Religious Studies, Language and Literature, and Mathematics.

### **Course Registration:**

- Submit re-enrollment agreement by March 15th.
- Discuss your future plans and courses with your parent(s)/guardian(s) and your adviser.
- Of the courses on your course planning sheet, select and check those that are your highest priority.
- Look at the remaining courses on your planning sheet and select those you wish to take, ensuring that both credit and course requirements are being met.
- If course planning sheet requires approval, obtain appropriate signatures.
- Meet with your adviser to check your credits and graduation requirements.
- Obtain signature(s) of parent(s)/guardian(s).
- Submit to adviser to obtain his/her signature and date and time of submission.

### **Exceptions:**

Special requests for exceptions will be handled individually. If you have a serious reason for requesting a course not on your planning sheet:

- Obtain the approval of the department chairperson for the specific course desired.
- If it is necessary to adjust your offerings, see the Director of Scheduling before submitting to your adviser.

### **Changing Courses:**

Any requests for changes in course planning should be handled by the last day of classes. A fee of \$10 will be assessed once school is in session; all course changes initiated by students must be completed within two weeks of the start of the year for year-long or Semester 1 classes or within two weeks of the start of Semester 2 for Semester 2 classes.

## STUDENT SERVICES

### **General guidelines for course planning in preparation for college admissions:**

It is vital to select high school courses that will best prepare you for your future studies. Be sure to note the following points regarding college entrance:

- Academically, admission to college is primarily based on the strength of your academic program in relation to the courses offered (all four years), and your grades in the first three years of high school (9th-11th grade cumulative GPA)
- GPA calculates all final grades in academic subjects based on these numeric values:

Letter Grade	Numeric Value	Unweighted Grade Value	Honors Weighted Value	AP Weighted Value
A	93-100	4.0	4.5	5.0
A-	90-92	3.8	4.3	4.8
B+	87-89	3.5	4.0	4.5
B	83-86	3.0	3.5	4.0
B-	80-82	2.8	3.3	3.8
C+	77-79	2.5	3.0	3.5
C	73-76	2.0	2.5	3.0
C-	70-72	1.8	2.3	2.8
D+	67-69	1.5	2.0	2.5
D	65-66	1.0	1.5	2.0
F	64 and below	0.0	0.0	0.0

- Choose courses that will stretch but not overwhelm you.
- In general, the more selective a college or program is, the stronger and broader your academic preparation must be to gain admission to that school or program.

### **Four-year college or university:**

Admission requirements for four-year programs vary. Colleges rely heavily on the applicant's academic record (grades and rigor); with particular focus on grades in the traditional/core subject areas: Mathematics, English, Science, Social Studies and World Languages.

- While Mercy High School only requires two years of a World Language, some colleges require three years for admission.
- Some out-of-state university systems may have more rigid course requirements, particularly in math, so it's important to review those early in the college search process.

## **Two-year community college:**

In most cases, admission to a two-year college is non-competitive and based primarily on successful completion of high school.

In some circumstances, placement in classes depends on high school performance, as well as college admissions test scores or a placement test. In addition, there may be additional requirements for some programs (ex. Allied Health Field Programs, such as nursing or medical technology). It is important to research admissions policies for specific programs such as these, as they may be more competitive due to limited space availability.

## **NCAA Eligibility**

If you intend to play a college sport participating in the NCAA, be aware of the following NCAA Eligibility Requirements:

### **Division I Qualifier:**

Maintain a minimum GPA of 2.3 in the following coursework:

- Four years English
- Three years Math (Algebra I and higher)
- Two years Science
- Two years Social Science (social studies)
- One additional year of English, Math or Science
- Four years of additional core course credit, which can include World Language

### **Division II Qualifier:**

Maintain a minimum GPA of 2.2 in the following coursework:

- Three years English
- Two years Math (Algebra I and higher)
- Two years Science
- Three additional years in English, Math or Science
- Two years Social Science (social studies)
- Four years of additional core course credit, which can include World Language

### **Division III**

- Meet the admissions requirements of these colleges. If you are looking strictly at Division III schools, you do not need to register with the NCAA Clearinghouse.

## **Mercy High School's Approved NCAA Core Courses:**

- **English:** Language and Literature I, Language and Literature II, Language and Literature III, Language and Literature IV, AP Language and Composition, AP Literature and Composition
- **Mathematics:** Algebra I, Plane Geometry, Algebra II, Introductory Precalculus, Pre-Calculus, Statistics, AP Calculus AB, AP Calculus BC, Finite Math

- **Science:** Biology I, Principles of Biomedical Science, Introductory Physical Science, Introduction to Physics, Human Body Systems, Chemistry, Biomedical Intervention, Environmental Science, Biomedical Innovation, Biology II, AP Biology, Physics, Forensics, Marine Science
- **Social Sciences:** United States History, Modern World History, American Government and Global Politics, AP U.S. History, AP Psychology, Global Issues, Introduction to Sociology (AACC), Law and Society, History of Baltimore City
- **Other:** French I-V Spanish I-V
- **Mercy Summer Online Courses (.50 credit):** Anatomy, Astronomy and Cosmology, Economics, Global Affairs, Introduction to Psychology, Sociology, Speech, Street Law

#### **Additional Information:**

- Ten of the 16 core courses must be completed by the seventh semester (prior to senior year).
- There is a corresponding SAT or ACT requirement to match the student's GPA on a sliding scale, if test scores are submitted. The NCAA has waived the resting requirement for the Class of 2023 and beyond.
- Carefully review information found on the NCAA Eligibility Center website: <https://web3.ncaa.org/ecwr3/>.
- If considering D I or II programs, register through the NCAA Eligibility Center before the end of junior year.
- For Division III, students may create a free profile.

## **SEMINAR PROGRAM**

Every student has Seminar built into her schedule. Each year-level focuses on the following themes:

- Health/Wellness
- Skills for success
- College counseling
- Cultural competence
- Leadership

## **AP COURSE INFORMATION**

Students interested in registering for an AP course next year must review the following information and complete the AP Course Agreement form, which can be located in OASA and on the Mercy website.

### **Benefits of taking an AP Course:**

- AP courses help develop college-level skills: critical thinking, problem solving, and time management.
- Study subjects of interest in greater depth to give a strong foundation for college.
- If students pass the AP exam and the credit is accepted at their college, they can skip introductory level courses and save money.
- Strengthening your transcript and showing colleges that you are willing to challenge yourself academically.

### **Important considerations:**

- Colleges want to see that you are taking challenging courses, however you also want to make sure that you have not overextended yourself. The pace and the workload of AP courses tend to be greater than other classes and will require independent work outside of class time.
- If you are contemplating taking multiple AP courses, make sure you consider your academic schedule and extra-curricular commitments. It is important to be realistic with yourself since AP courses are taught at a faster pace to cover material within College Board's timeline.
- Colleges want to see progress over the course of four years, so just having multiple AP courses on your transcript will not automatically make you a more appealing applicant. Colleges will want to see that you can successfully manage the courses you are taking.
- Each college and university have their own policy for AP credits- some may accept a 3 while others might require a 4 or 5.

### **Mercy's AP Policy:**

- Students enrolled in an AP course are required to take the AP exam in May.
- Families will be billed for each AP exam (2023 fee was \$97)
- AP courses carry an additional weight of 1.0 quality point.
- Should a student decide to withdrawal from the course she may not switch one AP course for another, and the AP designation will be removed from her transcript and she will lose the AP weight.

## COURSE DESCRIPTIONS

**Important:** Given the many elective offerings for juniors and seniors, depending upon enrollment, a course may not be offered if it does not have sufficient numbers. It is critical to indicate first, second, third, and fourth choices on your course selection form.

### COMPUTER SCIENCE AND ACADEMIC TECHNOLOGY

#### **Design: Technology MYP**

**Grade 9**

**Year**

**Credit: 0.50**

Design: Technology is an IB MYP Design course and is a requirement for freshmen. This course explores the tools needed to thrive in our technology-oriented, global society. Students will use the design cycle as a tool to create successful products and develop an understanding and appreciation of the design process. Students will use and apply technology effectively as a means to access, process and communicate information, create solutions, and solve problems. Students will be given opportunities to develop respect for others' viewpoints and appreciate alternative solutions.

#### **Intro to Programming I\*\***

**Grades 10, 11, 12**

**Semester**

**Credit: 0.50**

An interactive introductory course for students interested in programming that teaches the foundations of computer science with an emphasis on the design cycle and computational thinking skills. Not only will this course prepare students for AP Computer Sciences Principles, but it will teach students how to think computationally and solve complex problems.

#### **Intro to Programming II\*\***

**Grades 10, 11, 12**

**Semester**

**Credit: 0.50**

This course is an inquiry-based learning course designed to give students an opportunity to develop the fundamentals of computer programming in a visual context. This course uses Processing, an open-source integrated development environment, to strengthen programming concepts explored in Intro to Programming I, as well as new concepts. *Prerequisite: Intro to Programming I or teacher approval.*

#### **Business Technology\*\***

**Grades 11, 12**

**Semester**

**Credit: 0.50**

This one-semester elective for juniors and seniors gives students the opportunity to develop an understanding of the overview of entrepreneurship and technology skills used in businesses today. Students will use the design cycle as a tool to create solutions and solve problems. The course will also develop skills for branding, marketing, business etiquette, ethics, professional communication, and customer relations. This course will use Microsoft Office and other programs.

**Design: Computer Applications\*\*  
Grades 11, 12****Semester  
Credit: 0.50**

This one-semester elective for juniors and seniors is designed to serve as a preparation for students interested in graphic design and emerging medias. This course will provide a foundation for using the industry-standard design programs as well as explore technologies that are being created in real time. Students will use the design cycle as the tool to prepare, create, and present information that engages a given audience.

**Web Development and Design\*\*  
Grades 11, 12****Semester  
Credit: 0.50**

In this one-semester elective, students will use design thinking to develop ideas, content, and ultimately a web page. Students will use the industry-standard web development software, Dreamweaver. Students will explore how basic design principles influence design decisions and the role technology plays when creating for an online audience.

**Exploring Issues in Technology\*\*  
Grades 11, 12****Semester  
Credit: 0.50**

This one-semester elective course will explore specific issues raised by the ubiquity of computers and information technology in today's society. Students will critically and reflectively assess and argue morally-ambiguous issues in technology. Students can expect to read and respond to personally-relevant content from primary and secondary resources. This course will focus on both current events as well as ongoing issues related to privacy, cybercrime, and intellectual property.

**AP Computer Science Principles\*\*  
Grades 11, 12****Year  
Credit: 1.00**

The AP Computer Science Principles offers a multidisciplinary approach to learning the principles of computation. This course introduces students to the essential ideas of computer science and helps them to understand how computing and technology can influence the world around them. Students will explore the creative aspects of programming, algorithms, the Internet, cybersecurity, and computational thinking. As part of this course, students will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns.

**CS Independent Study\*\*  
Grades 11, 12****Semester  
Credit: 0.50**

Students will submit a proposal outlining their personal learning objectives. This could be learning a new programming language, completing an engineering project, pursuing a certification, or something of similar scope. They can also choose to complete an off-campus mentorship experience. Once the proposal has been approved, students will check in with faculty regularly to ensure that they are meeting their benchmarks. At the end of the project, students will prepare a digital presentation to demonstrate what they have learned. *Prerequisite: Priority given to WIT students; must have taken at least 2 other CS courses, admission by department permission upon review of proposal.*

## **ENGLISH**

### **Language and Literature I MYP\***

#### **Grade 9**

**Year**

**Credit: 1.00**

As students start their high school journey, they will ask themselves “Who am I in this new community?” Language and Literature I students use literary analysis, personal reflection and written expression to explore the concepts of community and identity. Examples of the literary genres (novels, plays, short stories, poetry, and non-fiction) are read and analyzed for structure and content, especially as they pertain to these key themes. This course focuses on learning the basic elements of the genres of literature, the foundation for close reading and literary analysis in subsequent years. Students begin the year by mastering the composition of a strongly structured paragraph and build upon these skills to write a five-paragraph essay by the end of the year. Language and Literature also provides practice in vocabulary and test-taking skills. Honors students receive a challenging list of readings and intense work in the essay form with an eye toward building AP close reading and analytic skills. Because we are an educational ministry of the Sisters of Mercy, special thematic emphasis is placed on their Critical Concerns for women, anti-racism, non-violence, the environment, and immigration.

### **Language and Literature II MYP\***

#### **Grade 10**

**Year**

**Credit: 1.00**

In Language and Literature II, students continue to explore the concept of identity in more complex and mature ways. Texts from a variety of genres are studied as models for expressive, creative, informative, and persuasive writing. Students are encouraged to find their own voices as they continue to work on writing skills such as word choice, style, tone and structure. Additionally, students begin to learn research and presentation skills and apply them to their MYP Personal Project. Students continue to build upon their vocabulary, test taking, and analytical skills. Honors sections include the study of a wider range of novels and essays, as well as more in-depth analytic writing assignments to prepare students for their junior year AP Language and Composition course. Because Mercy is a Sisters of Mercy educational ministry, special emphasis is placed upon their Critical Concerns for women and anti-racism.

### **Language and Literature III**

#### **Grade 11**

**Year**

**Credit: 1.00**

Language and Literature III is a survey course of great literature, enabling students to make connections to their lives both now and beyond high school. This course teaches students to approach a wide range of texts (literary and nonliterary) in various genres and media to build an understanding of the many dimensions of human experience. Furthermore, students will develop a command of language and an appreciation of the richness of literature. The course culminates in a multi-step, research-based paper that will prepare them for the rigors of a college course. The junior year specifically focuses on the Mercy critical concerns of women and non-violence.

**Language and Literature III (Honors)  
Grade 11****Year  
Credit: 1.00**

Language and Literature III Honors is a survey course of a variety of texts from World Literature. It enables students to use their existing knowledge and life experience to explore, analyze, and express their views on a variety of themes found within the texts. Throughout the year, students will hone their critical thinking, analysis, speaking, and writing skills by engaging with a wide range of assessments, texts (literary and non-literary) in various genres, and media to further develop their understanding of the many dimensions of human experience. Students will respond to these varied assessments, texts, and themes both individually and as part of a learning community to make connections to history, their lives, and society to become more competent and thoughtful global citizens. The course culminates in a multi-step, research-based paper that will prepare them for the rigors of a college course. The junior year also specifically focuses on the Mercy critical concerns of women and non-violence.

**AP English Language and Composition  
Grade 11****Year  
Credit: 1.00**

The Advanced Placement English Language and Composition is a university-level course which engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course is designed around the College Board's AP English Language and Composition course description. The course requires narrative, expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Reading both fiction and nonfiction texts and writing in a variety of rhetorical modes and for a variety of purposes, students in AP Language develop awareness of their own writing styles to develop their own inner voices. Students will read primary and secondary sources, both print and non-print text, and synthesize ideas in order to formulate and articulate their own positions in a variety of timed, untimed, and researched persuasive papers. Students will cite sources using MLA format and will revise and edit both timed and out-of-class writing assignments. By responding to both AP style writing prompts and multiple-choice questions, students will become familiar with the rigor of collegiate assessments and the importance of critical thinking.

**Language and Literature IV  
Grade 12****Year  
Credit: 1.00**

Language and Literature IV focuses on the power of individual and societal stories to shape identities and aspirations, beginning with an examination of self-identity as a Mercy senior and college applicant. Students study classical and contemporary literature to determine origins of the concepts embedded in our culture as expressed in fiction, non-fiction, and poetry. The second semester includes rhetorical concepts and media criticism as well as a research paper on a subject of personal interest to each student. By examining communication across literary form and textual type, students will investigate the nature of language itself and the ways in which it shapes and influences identity and culture. Special emphasis will be placed on the Sisters of Mercy Critical Concerns for women, anti-racism, and immigration.

**Language and Literature IV (Honors)  
Grade 12****Year  
Credit: 1.00**

Language and Literature IV Honors is an accelerated senior English course structured around the history and use of narratives. Narratives are the stories developed by cultures, families, and individuals to tell more about who we should and should not be. In this course, students will read many texts, from ancient to modern, to explore the origins of some our common cultural narratives and the way they are expressed in and relevant to contemporary life. Students will also link these texts to philosophy and modern media to interpret and analyze their various inter-textual meanings. Ultimately, students will reimagine the events of their own lives to answer what this education about narrative means to them, why they will be a good fit for the colleges to which they are applying, and to formulate their own conceptions about how to live a meaningful life. The senior year specifically focuses on the Mercy critical concerns of women, anti-racism, and immigration.

**AP English Literature and Composition  
Grade 12****Year  
Credit: 1.00**

Close reading and literary analysis are at the core of this AP course. Works from world literature are read to determine how authors employ individual elements to construct the meanings of the works as wholes. Students examine how nuance of meaning is constructed in language and literature and how a writer uses technical aspects of structure and syntax, diction, detail, allusion, figurative language, symbolism, and tone to create singular and powerful meaning. Students produce a researched literary analysis paper and frequent analytic essays that explicate literary texts and demonstrate rhetorical control in preparation for the AP Literature and Composition exam given in early May.

**Digital Writing & Publication (Shield and Lance)  
Grades 9, 10, 11, 12****Semester/Year  
Credit: 0.50/1.00**

Students in this course will write and edit different forms of imaginative (fiction, poetry) and/or journalistic writing (news, feature, sports, interview, editorial, review, and types of creative non-fiction). Students receive direct writing instruction in these areas with the aims of producing issues of Mercy's newspaper, The Shield and/or literary magazine, The Lance. Although students may choose to specialize in either journalism or imaginative writing (0.50 credit), they can choose to build a substantial, personal portfolio of work in both

areas (1.00 credit). Workshops for peer and teacher feedback will be conducted in-class. Students will also master the technology of various platforms for publication of their work and design and layout their own pages in both digital publications. The majority of this work will be completed during class time, so a student may choose to take these courses as a seventh course elective without overburdening herself. Because this course is publication oriented, students may take it for more than one year. This course also counts as a Fine Arts credit.

## FINE ARTS—VISUAL ARTS

### **Introduction to Art MYP**

**Grade 9**

**Year**

**Credit: 0.50**

This course is designed to introduce students to basic art materials and media, and to familiarize them with the elements and history of art as the first step towards art appreciation and criticism. Students are exposed to a variety of experiences in the areas of drawing, painting, printmaking, three-dimensional construction, and pottery.

### **Basic Design MYP**

**Grade 9**

**Year**

**Credit: 0.50**

This course is an introduction to the fundamental processes, vocabulary and history of art making for students with demonstrated interest in art. Through a sequential series of two and three-dimensional projects, students explore the elements of art and the principles of design as tools for visual communication. Admission to this course is by invitation or teacher approval. This course is not available to students who took Introduction to Art.

### **Introduction to Drawing MYP**

**Grade 10**

**Year**

**Credit: 0.50**

This course is offered to students with demonstrated interest and talent for art. It is a production-oriented course. Its goals are to provide a solid foundation in drawing techniques, to emphasize the development of observation skills, to reinforce student confidence, and to help students initiate a drawing portfolio. *Prerequisite: Teacher approval.*

### **Ceramics I**

**Grades 10, 11, 12**

**Semester**

**Credit: 0.50**

This introductory course in pottery covers the basic techniques and materials available to the ceramic hand-builder. Students are taught the clay-shaping techniques of pinch, coil, and slab building, along with such decorating techniques as texturing, inlay washing, graffiti, and glazing. Students are also encouraged to explore the possibilities of the learned techniques and to create original projects. *Prerequisite: Teacher approval.*

### **Ceramics II**

**Grades 11, 12**

**Semester**

**Credit: 0.50**

This course in pottery expands on the basic techniques of the ceramic hand-builder. Students will utilize the clay-shaping techniques introduced in Ceramics I while envisioning and building more complex projects. Students will have studio time to explore the possibilities of the learned techniques and to create original projects. *Prerequisites: Ceramics I and/or teacher approval.*

**Sculpture  
Grades 11, 12****Semester  
Credit: 0.50**

This introductory course covers basic techniques and materials available to the beginning sculptor including found object and site-specific work. They will understand additive, subtractive, and assemblage techniques. Students will make connections between sculpture and other visual art disciplines. Students are also encouraged to explore the possibilities of the learned techniques and to create original projects. Students who have successfully completed Sculpture I may take Sculpture II with teacher approval. *Prerequisite: Teacher approval.*

**Digital Photography  
Grades 11, 12****Semester  
Credit: 0.50**

This one-semester course will allow students to expand basic digital photography skills into creative artistic photographs. Students will learn f-stops, shutter speeds, basic editing software, file types, basic rules for composition, image capture and transfer. They will also learn to create a digital photography portfolio of their work. Students will need to supply their own digital camera with manual.

**Principles of Design  
Grades 11, 12****Semester  
Credit: 0.50**

This semester long course is offered to junior and senior students who are interested in broadening their skills. The students will study to understand light and how it develops form. The students will participate in peer critiques, study contemporary art, and become comfortable using the language of the elements and principles of art. They will use a variety of drawing materials. *Prerequisite: Introduction to Art or Teacher approval.*

**Introduction to Studio Techniques: Mark Making  
Grades 11, 12****Year  
Credit: 1.00**

This specialized course in drawing and painting techniques is for the serious art student with a clear commitment to art. Students prepare a body of qualified works in the following media: pencil, charcoal, pastel, pen and ink, watercolor, and acrylic. *Prerequisite: Teacher approval.*

**Introduction to Painting  
Grade 12****Year  
Credit: 1.00**

Painting is the leading subject of this course. Students become familiarized with the mechanics of acrylic painting while they learn to interpret still-life, landscape and figure, first as separate areas of art, and later as components of more complex and personal creations. *Prerequisite: Introduction to Studio Techniques preferred or Teacher approval.*

**Studio Art (Independent Study)  
Grade 12****Year  
Credit: 1.00**

This course is offered to students already enrolled in Introduction to Painting, who plan to continue their visual arts education in college. Students are required to prepare a more competitive portfolio by exploring further their technical and creative possibilities in drawing, and painting. *Prerequisite: Teacher approval.*

## **FINE ARTS—THEATRE ARTS**

### **Introduction to Acting\*\* Grades 9, 10, 11, 12**

**Semester  
Credit: 0.50**

This is a laboratory-style course which will introduce students to the basic techniques of acting. Students will participate in scene work, class exercises, and written analyses. Students will learn to develop the emotional aspects of characters and how to combine those aspects with physical action. Students will also learn how to evaluate theatrical products with specific focus on the skills they are learning.

### **Introduction to Theatre Arts\*\* Grades 9, 10, 11, 12**

**Semester  
Credit: 0.50**

This course will serve as an introduction to the theory and practice of the theatre and its arts and crafts (scenic design and production/prop construction/ scene painting). The course will combine background and theory for each area, and each section will entail working on a creative project that will demonstrate and implement what the student has learned. Students will also explore the historical background of Western theatre. This is an introductory course that requires no previous theatrical background or training.

### **Women in Theatre\*\* Grades 9, 10, 11, 12**

**Semester  
Credit: 0.50**

Once, theatre was an all-male profession. This course will introduce students to those women who made free access to the theatre profession possible. The course will examine cultural practices that led to both the inclusion and exclusion of women in theatre. There are two primary aims to this course: First, to provide students with an historical overview of women in playwriting, acting, and directing, and second, to see how contemporary social issues are applied to the practice, texts, and criticisms of the stage.

### **Musical Theatre: History & Performance\*\* Grades 9, 10, 11, 12**

**Semester  
Credit: 0.50**

This course will examine musical theater in its social, historical and creative context, and introduce students to practical skills in performance styles appropriate to this theater form. The focus will be primarily on the stage, but the influence and interplay between Broadway and Hollywood will also be discussed. Coursework culminates in student performances of excerpts from selected musicals. Previous acting or singing experience is not required but would be helpful.

### **Theatre Arts\*\* Grades 11, 12**

**Year  
Credit 1.00**

This course will cover theatre in a multicultural, social and historical context, emphasizing the practical aspect of theatre arts. Students will analyze theatrical design, acting theory, dramatic literature and develop individual performance skills. The class gives students the opportunity to make theatre as creators, designers, directors and performers. Students will engage both individually and collaboratively as part of an ensemble. This course offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. *Prerequisite: Teacher Approval*

## **FINE ARTS—DANCE**

### **Dance Exploration for All Grades 9, 10, 11, 12**

**Semester Credit: 0.50**

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, and hip-hop through both movement experiences and class discussions. Students are exposed to the skeletal and muscular systems and how they are used in all types of movement, including dance, athletics, and everyday activities. Dancers also receive an overview of dance history and explore how dance impacts culture and influences society. By examining dance in both global and local contexts, students move towards a fuller appreciation of the effect of dance on our everyday lives. Students work to increase body awareness, flexibility, muscle strength, sense of rhythm, and overall coordination. No previous dance experience is required.

### **Apprentice Dance Company Grades 9, 10, 11, 12**

**Year Credit: 0.25**

The Apprentice Dance Company is designed for students with a desire, passion, and potential for dance, who have a more limited dance background. The program focuses on developing performance skills in the genres of ballet, modern dance, and jazz dance, with exposure to improvisation, composition, and choreography. Dancers meet an average of one day per week. The Apprentice Dance Company performs several times throughout the year and has the opportunity to work with guest artists. Dancers are highly encouraged to enroll in the Dance Technique course that is held during the school day to further develop their technique. The co-curricular program is by audition, either at the early auditions for 8th graders or in the spring of each school year.

### **Dance Troupe Grades 9, 10, 11, 12**

**Year Credit: 0.50**

The Mercy High School Dance Troupe is a select group who study ballet, pointe, modern, jazz, and choreography/improvisation in a regular regimen of an average of four days per week. Students also have the opportunity to work with guest artists and professionals in the dance profession. The program places dual emphasis on both the technical and artistic training of the students to provide them with not only a solid, comprehensive foundation, but also a stimulating and enjoyable artistic encounter. The co-curricular program is by audition, either at the early auditions for 8th graders or in the spring of each school year. Dance Troupe has several opportunities to perform during the year, including our formal dance concerts in the beautiful setting of the Harry and Jeanette Weinberg Auditorium. Additional school performances and outside school and community events further add to the Dance Troupe performance experience.

### **Dance Technique - Levels I-III Grades 9, 10, 11, 12**

**Year Credit: 1.00**

This course will build on and expand on the skills learned in previous classes, helping dancers to create a strong pedagogical foundation through repetition, vocabulary, discussion, and exploration. Students will work in the dance genres of ballet, modern, jazz, and hip hop, with a focus on creativity and technical

development. Students will perform in Mercy High School dance program concerts. *Prerequisite: Teacher approval.*

## FINE ARTS—MUSIC

### **Introduction to Music MYP Grades 9, 10, 11, 12**

**Year  
Credit: 0.50**

In this course, an introduction to music is studied which includes pitch, melody, rhythm, texture, and instruments. Through text, recordings, and videos, the class will gain an understanding of both the basics of musical construction and the important roles music plays in the lives of people throughout the world.

### **Piano\*\* Grades 9, 10, 11, 12**

**Semester  
Credit: 0.50**

This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing. There will also be time spent in group instruction on musical notation and theory. The purpose of this course is to develop a strong foundation of work habits and basic skills. The course is designed to increase in difficulty with repeated registration.

### **Madrigals Grades 9, 10, 11, 12**

**Year  
Credit: 1.00**

The Mercy Madrigals is our performing vocal group that is open to anyone who wishes to continue their study of vocal music as well as those who have little to no experience singing in a choir but just love to sing! Students will have the opportunity to study and perform various types of choral music including classical, gospel, Broadway, pop, and spiritual music. In addition to performances during the school year, the Madrigals have opportunities to perform during our school liturgies and other events within the community. Participation at the winter and spring concerts, both the evening and in school performance, are a required and graded performance.

### **The Ensemble Players Grades 9, 10, 11, 12**

**Year  
Credit: 1.00**

The Mercy High School Ensemble Players is a unique instrumental ensemble, which showcases all of our students who play wind, brass, string, and percussion instruments. This ensemble is open to anyone who wishes to continue their study of their musical instrument as well as those who have a base knowledge of music and would like to learn how to play an instrument. In addition to performances during the school year, the Ensemble Players have opportunity to perform during our school liturgies, participate in the Footlighters production's pit band, and perform in other events within the community. Participation at the winter and spring concerts, both the evening and in school performance, are a required and graded performance.

## OTHER FINE ARTS OFFERINGS

**Yearbook I\*\*****Grades 9, 10, 11, 12****Year****Credit: 1.00**

Students participate in all aspects of yearbook production. Topics of study include theme selection, graphic design, writing, editing and marketing. Yearbook I is an excellent choice for any student interested in pursuing graphic design, journalism and/or marketing. Editors are selected from returning students. *Prerequisite: Teacher approval.*

**Yearbook II\*\*****Grades 10, 11, 12****Year****Credit: 1.00**

This course is open to seniors who have completed Yearbook I. Editors are peer selected from these students. They develop leadership and mentoring skills, oversee production and manage marketing strategies. *Prerequisites: Yearbook I and teacher approval.*

## MATHEMATICS

**Algebra I MYP\*****Grade 9****Year****Credit: 1.00**

This course is designed to provide students with the mathematical foundation necessary to succeed in their high school mathematics and science courses, and will build on the Algebra skills introduced in middle school. Topics of study include equations, inequalities, exponents, polynomials, radicals, linear functions, quadratic functions, and linear systems. Students will explore each concept, practice the skills, and apply learning to real-world contexts. They will be asked to communicate their findings in both linear models and graphical representations. The Honors section will include the preceding topics, with a more in-depth study of quadratic equations and functions, systems of linear equations, and rational functions. *Prerequisites: Students are expected to have solid skills in real number operations (including fractions, decimals, percentages, integers, order of operations, and evaluating expressions) before taking this course.*

**Plane Geometry MYP\*****Grades 9, 10****Year****Credit: 1.00**

This course develops students' abstract geometric reasoning and real-life problem-solving abilities. Students will: draw and describe geometric figures; reason inductively and deductively using fundamental concepts of point, line, and plane to develop postulates and theorems describing angles, triangles, parallel lines, and quadrilaterals; calculate measures using area, volume, and trigonometric formulas; and investigate spatial relationships through angle and circle constructions, coordinates, and transformations. The Honors curriculum includes the preceding topics and additional material on formal logic, intermediate trigonometry such as the Laws of Sines and Cosines and three-dimensional geometry. *Prerequisite: Algebra I or attaining a passing score on Mercy High School's Geometry qualifying test.*

**Algebra II\***  
**Grades 10, 11****Year****Credit: 1.00**

Second-year Algebra skills and concepts are developed in this course. Students will have an opportunity to increase problem-solving skills, analyze data, solve systems of linear equations and inequalities, solve quadratic equations with irrational and complex solutions, simplify rational expressions, and expand their understanding of exponents, radicals, functions and polynomials. Students will also apply these topics in the context of real-life scenarios. The Honors section will include the preceding topics plus matrices and determinants, and radical, rational, exponential and logarithmic functions.

*Prerequisites: Algebra I and Geometry, or attaining a passing score on Mercy High School's Algebra II qualifying test.*

**Finite Mathematics**  
**Grade 12****Year****Credit: 1.00**

This course is a survey course that includes a review and extension of algebra and geometry topics, an introduction to statistics, sets and probability, mathematics of finance and cryptology. *Prerequisites: Algebra I, Geometry, Algebra II, and department recommendation.*

**Introductory Pre-Calculus**  
**Grades 11, 12****Year****Credit: 1.00**

This course focuses on mathematical functions and their role in problem solving. The properties of polynomial, rational, radical, exponential, and logarithmic functions will be explored using analytical, numerical, and graphical methods. Topics in trigonometry, analytic geometry, and discrete mathematics will also be covered as time permits. *Prerequisites: Algebra I, Geometry, Algebra II, and department recommendation.*

**Statistics\***  
**Grade 12****Year****Credit: 1.00**

As a fourth year math requirement, this course is designed to follow Introductory Pre-Calculus or Honors Pre-Calculus. It may also be taken as an elective. As an elective, the college prep course can be taken concurrently with either Pre-Calculus course. This course focuses on strategies for summarizing, analyzing, and interpreting data using both descriptive and inferential methods. Some topics include: the nature of statistics, unfavorable opinions and bias obstacles, descriptive statistics, probability concepts, probability distributions, and confidence intervals. *Prerequisites: Algebra I, Geometry, Algebra II, and department recommendation.*

**Pre-Calculus (Honors)**  
**Grades 11, 12****Year****Credit: 1.00**

This course focuses on mathematical functions, which are used to model and solve real-life problems. Advanced concepts from Algebra and Geometry are applied to the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. This course will address each family of functions with analytical, numerical, and graphical methods, as well as with technology. Selected topics from analytic geometry and discrete mathematics will be covered as time permits. *Prerequisites: Algebra I, Geometry, Algebra II (Honors), and department recommendation.*

**AP Calculus AB  
Grades 11, 12****Year  
Credit: 1.00**

This course focuses on three major content strands from the Advanced Placement Calculus curriculum: (1) functions, graphs, and limits; (2) derivatives and their applications; and (3) integrals and their applications. The course will address each topic with analytical, numerical, and graphical methods, as well as with technology. Students are provided in-class preparation for the AP Calculus AB examination given in May. *Prerequisites: A grade of "B" or better in Pre-Calculus (Honors) and department recommendation.*

**AP Calculus BC\*\*  
Grade 12****Year  
Credit: 1.00**

This course builds upon and extends the concepts from AP Calculus AB. Topics include additional techniques and applications of integration, infinite series, and other representations of functions (parametric, polar and vector). The course will address each topic with analytical, numerical and graphical methods, as well as with technology. Students are provided in-class preparation for the AP Calculus BC examination given in May. *Prerequisites: A grade of "B" or better in AP Calculus AB and department recommendation.*

**Financial Literacy\*\*  
Grade 12****Semester  
Credit: 0.50**

This elective course will provide experience with and mastery of the mathematics necessary to be financially knowledgeable and responsible. The focus will be on the mathematical content and skills associated with personal and consumer finance topics. These topics will include decision making, earning and budgeting money, paying taxes, banking, saving, investing, spending, and managing credit. This course does not fulfill the four-year math graduation requirement. *Prerequisites: Algebra I, Geometry, and Algebra II.*

**MENTOR PROGRAM****Mentor Program  
Grade 11****Semester  
Credit: 0.50**

Through the direction and encouragement of a Mercy High School-assigned mentor, a "wise adviser" who accepts the student as a protégé, the student is able to explore first-hand an individually chosen field of interest beyond the traditional academic setting. Students carry out their own programs with the assistance of their mentor. Research on the outlook for the profession, its current challenges, and the pathway to achieve mastery in it are part of the student's investigation. There is a mid-term reflection paper and a final presentation to a live audience. The responsibility for the successful development and completion of the program rests with the student. The student must accumulate 30 hours each quarter through visits with her mentor and another 30 hours in independent research assignment completion. *Application including a proposal outlining the goals of the rising junior and specific plans for her study is required.*

# **PHYSICAL AND HEALTH EDUCATION**

## **Physical and Health Education MYP Grade 10**

**Year  
Credit: 1.00**

The focus of Physical and Health Education places an emphasis on the integration of physical fitness concepts and strategies. Students will develop an understanding of the need for being physically fit and will participate in a variety of activities that reinforce the fitness concepts learned in the classroom. Students will complete self-assessments and work towards improving or maintaining individual fitness. Activities will include team sports, fitness games, partner activities and cooperative learning experiences. Fitness testing is administered, and individual fitness evaluations are completed on each student. The health section of class aims to heighten the students' awareness and understanding of current issues specific to adolescence. Topics include reproductive health, healthy relationships, alcohol, body image, and nutrition. Students will also learn the hands-only approach to CPR.

## **Lifetime Fitness Grades 11, 12**

**Semester  
Credit: 0.50**

This Physical Education class is an activity-based course that will introduce students to a variety of sports and fitness activities. Students will learn and practice movement techniques for individual and partner sports. Some activities include Speedminton, backyard games, and wellness walking. There is also a health portion to the class where students will learn about women's health topics. Topics include individual health practices for young women, healthy relationships, and substance abuse.

## **Women and Health Grades 11, 12**

**Semester  
Credit: 0.50**

Health-related topics in the spheres of mental, physical, emotional and social wellness are studied from the woman's point-of-view in order to foster an understanding of general health concepts. Students will gain an understanding of risky behaviors and how they impact all aspects of health. Content will include making responsible decisions, goal-setting, being a health-literate consumer, stress-management techniques, and the importance of lifelong nutrition.

## **Women and Health: Special Topics Grades 11, 12**

**Semester  
Credit: 0.50**

The first half of this course focuses on promoting healthy and safe relationships. Key concepts include proper communication techniques and understanding healthy family and peer relationships. The second half of this course focuses on reproduction, childbirth, and heredity. Current health-related topics related to women will also be studied. Students will be required to research and give an oral presentation on a current women's health topic.

## **RELIGIOUS STUDIES**

*Note: Mercy's Religious Studies curriculum reflects a full implementation of the United States Conference of Catholic Bishops' curriculum framework for secondary religious education.*

### **Introduction to Scripture and Christology MYP**

**Year**

#### **Grade 9**

**Credit: 1.00**

The first semester provides an overview of theological inquiry and the philosophical foundations of religion. Special attention will be paid to the ancient Hebrew Scriptures and the history of the Judeo-Christian worldview. This course will place special emphasis on reading scripture responsibly, using tools of critical analysis to perform Exegesis, and interpretation of ancient text.

In the second semester the person of Jesus Christ will be examined through a study of the Trinity and the mystery of the Incarnation. A special focus will be placed on the teachings of Jesus through the Christian Scriptures and their impact on the lives of modern Christians.

### **The Paschal Mystery and the Church MYP**

**Year**

#### **Grade 10**

**Credit: 1.00**

In the first semester students will examine the mystery of the Incarnation through a close study of the Paschal Mystery. Students will examine God's role in salvation history and God's ultimate decision to take on human form. This course seeks to answer one fundamental question: "Why did Jesus have to die?" Students will delve into the scriptural stories of Jesus' Passion, Death, and Resurrection and their significance to Christian beliefs.

The second semester focuses on the history and mission of the Church as the continuation of Christ's mission on Earth. Through analysis of the historical development of the Church (from the first century CE to today) and its key doctrinal beliefs, students will be challenged to consider their own role within the Church and their responsibility for its future.

### **The Sacraments and Christian Morality**

**Year**

#### **Grade 11**

**Credit: 1.00**

In the first semester students will discuss how they can encounter Christ in a full and real way through the sacraments. Students will examine the scriptural and historical development of the Sacraments of Initiation (Baptism, Confirmation, and Eucharist), the Sacraments of Healing (Reconciliation and Anointing of the Sick), and the Sacraments at the Service of Communion (Holy Orders and Marriage), and how they serve as ongoing opportunities to encounter Christ throughout their lives.

The second semester focuses on Catholic moral teaching. By doing in depth analysis of the basic precepts of a Christian lifestyle, both those found in Scripture (the Ten Commandments and the Beatitudes) as well as those handed down from the Church, students will be able to apply traditional teachings to moral decision making in their daily lives.

**Catholic Social Teaching****Grade 12****Semester****Credit: 0.50**

In this semester long course students will be presented with an exposition of the social teaching of the Catholic Church. This course challenges students to apply gospel values to situations of social injustice. The course will begin with a discussion of God's plan for humanity and the Church's response to its role as promotores of charity and justice. Focus will be placed on the major themes of Catholic Social Teaching, foremost among them the life and dignity of the human person.

**Exploring World Religions****Grade 12****Semester****Credit: 0.50**

In this semester long review of world religions, students will expand their knowledge of global religious traditions. Exploring them both historically and academically, students will engage these traditions through their beliefs and practices as well as their relationships to other global religious traditions and ideas. Beginning with philosophical foundations, the students will examine Judaism and Hinduism and then the future traditions that share foundational elements with them, including Christianity, Islam, Buddhism, and Jainism. The course will incorporate tools to examine and comparatively study religious traditions and culminate in an exploration of a special topic facing the modern religious landscape.

**The Frances Warde Service Learning Program****Credit: 0.50**

As part of The Frances Warde Service Learning Program each student is required to participate in a service learning experience for 50 hours. This is an opportunity for the student to practice her faith by becoming directly involved in the real concerns of her local community. In conjunction with the field work, students will complete a culminating project to reflect on their service experience and its impact on their lives and, as Juniors, will present their projects to the school community during the annual Service Fair. This program provides a unique learning opportunity for understanding the works of mercy as well as the works of justice.

## **SCIENCE**

Beginning in the 2023-2024 academic year with the Class of 2027, the Science department will reorganize the course sequence in the following order.

### **Class of 2027 and beyond**

Chemistry; Physics; Biology; Senior Electives

### **Classes of 2024, 2025, 2026**

Biology; Introductory Physical Science or Introduction to Physics;  
Chemistry or Environmental Science; Senior Electives

#### **Chemistry MYP\***

#### **Grade 9**

**Year**

**Credit: 1.00**

Chemistry is a science course that studies matter and the changes that matter may undergo. This course is intended to help students realize the important role that chemistry will play in their personal and professional lives. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, periodic trends, chemical bonding, the science of chemical reactions, physical chemistry, acid-base chemistry, and environmental and biological chemistry. The course emphasizes the IB Approaches to Learning Skills. Critical thinking (the ability to carry out systematic thought processes in making decisions and solving problems), inquiry (solving problems through scientific investigation) and science ethics and scientific literacy are stressed in this class. Problem-solving plays an essential role in this course, providing students with the opportunity to apply algebraic concepts which they have learned to further investigate the chemical world. Honors Chemistry requires more advanced problem-solving techniques along with graphical and data analysis abilities. Inquiry based activities along with traditional learning approaches help prepare students for future course work in the sciences.

#### **Principles of Biomedical Science**

#### **Grade 9**

**Year**

**Credit: 1.00**

Principles of Biomedical Sciences (PBS) is the first of a series of courses in the Project Lead the Way: Biomedical Science curriculum and is designed to provide an overview of all the courses in the Biomedical Sciences program while laying the scientific foundation for subsequent PLTW courses. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing, and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This course is taught in alignment with the MYP framework. This course is taken in addition to their required science course and does not fulfill the graduation requirement. *Prerequisite: Admission to the PLTW Biomedical Science program.*

#### **Introductory Physical Science MYP**

#### **Grade 10**

**Year**

**Credit: 1.00**

Introductory Physical Science is a course where students study the relationships between matter and energy. This laboratory-based course teaches thinking skills

and fosters student self-confidence in the learning process and the ability to work closely with others. The goal of the course is twofold: to teach students about their world through basic science topics in chemistry and physics and to prepare students for more advanced science courses. The first portion of the year is an introduction to chemistry; students study topics including atoms, the Periodic Table, compounds, and chemical reactions. The second part of the year students learn about basic physics topics, including motion, force, waves, and energy. Because this is a content-oriented and skill-building course, topics are covered with a variety of approaches, including hands-on laboratory work, independent learning, group activities, inquiry based and traditional learning. Also included are problem-solving skills, study and test taking skills, decision-making, and critical thinking. *Prerequisites: Teacher recommendation and department approval.*

**Introduction to Physics (Honors) MYP**

**Grade 10**

**Year**

**Credit: 1.00**

Introduction to Physics is an Honors course for sophomores. Students are introduced to physics through discovery, understanding, and application. Students build an understanding through exploration, developing comprehension through demonstration and thought-provoking questioning, and applying skills and knowledge through a variety of inquiry-based activities and problem-solving. Laboratory work and activities are an essential part of the course. Topics in this Algebra based study include mechanics, Newton's Laws of Motion, energy, work, power, waves, light, sound, electricity, and introductory topics in modern physics. *Prerequisites: Teacher recommendation and department approval.*

**Human Body Systems**

**Grade 10**

**Year**

**Credit: 1.00**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal mannequin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course is taught in alignment with the MYP framework. This course is taken in addition to their required science course and does not fulfill the graduation requirement. *Prerequisite: Principles of Biomedical Science.*

**Environmental Science**

**Grades 11, 12**

**Year**

**Credit: 1.00**

Environmental Science is designed to enable students to explore the interrelationships between the living and non-living components of the environment. Students explore biological, chemical, and physical properties associated with ecosystems and apply these principles to laboratory exploration. The course also explores alternate forms of energy, environmental pollutants, and conservation while also discussing civics, ethical, and social issues associated with these topics. Lab work, projects, and outside readings are also components of this course. *Prerequisites: Biology, Physical Science, teacher recommendation and department approval.*

**Chemistry\***  
**Grades 11, 12****Year**  
**Credit: 1.00**

Chemistry is a science course that studies matter and the changes that matter may undergo. Students are directed to examine the intricacies of chemical composition and reactions while contemplating the balance and order that exist in the universe. Laboratory experiments and discussions provide opportunities to develop skills and techniques to reinforce classroom topics and prepare students for advanced topics in chemistry. Problem-solving plays an essential role in this course, providing students with the opportunity to apply algebraic concepts which they have learned to further investigate the chemical world. Honors Chemistry requires more advanced problem-solving techniques along with graphical and data analysis abilities. *Prerequisites: Biology, Algebra I, a Physical Science, teacher recommendation, and department approval.*

**Medical Interventions**  
**Grade 11****Year**  
**Credit: 1.00**

Medical Interventions (MI) is the third in a series of four courses in the Project Lead the Way: Biomedical Science curriculum. Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are introduced to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is taken in addition to their required science course and does not fulfill the graduation requirement. Prerequisite: Human Body Systems.

**Marine Science\*\***  
**Grade 12****Semester**  
**Credit: 0.50**

Marine Science is a semester course offered as an elective in the senior year. Students explore the biological, chemical, geological, and physical nature of a marine ecosystem. They map the sea floor, investigate marine populations, design aquatic food webs, observe marine invertebrates and research the physiology and anatomy of fish, reptiles, birds, and marine mammals. Laboratory experiments and activities involving ocean tides and waves along with salinity and pH are offered. Anatomy explorations of sample invertebrates and fish are performed. Class discussions, group projects and research into the impact of humans on marine ecosystems are components of this course. Prerequisites: Biology, Physical Science, teacher recommendation, and department approval.

**Forensics\*\***  
**Grade 12****Semester**  
**Credit: 0.50**

Forensics is a semester course offered as an elective in the senior year. Forensic Science focuses on the skills and concepts behind the physical aspects of a crime scene investigation. It includes the investigation of fingerprinting, fiber analysis, ballistics, DNA profiling, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students learn the proper techniques for collection, preservation, and laboratory analysis of various samples. Class discussions, group projects and research into the analysis of crime scene data is a component of this course. *Prerequisites: Biology, a Physical Science, teacher recommendation and department approval.*

**Physics (Honors)\*\*** **Year**  
**Grade 12** **Credit: 1.00**

Physics (Honors) is a one-year college preparatory laboratory course designed for students who plan to pursue science or engineering fields in college, but open to all qualified students. Physics, the study of motion, energy, and forces, is quantitative in character and is closely linked with Mathematics. Considerable attention is given to problem-solving utilizing Trigonometry and Advanced Algebra. Laboratory experiments and reports are completed where students observe and analyze Physics in action. Topics include mechanics, kinematics, work and energy, waves, electromagnetic waves, electricity, magnetism, along with the fundamental topics of modern physics. *Prerequisites: Successful completion of Algebra II or higher; presently enrolled in Introductory Pre-Calculus, Pre-Calculus (Honors) or AP Calculus AB/BC; teacher recommendation; and department approval.*

**Biology II (Honors)** **Year**  
**Grade 12** **Credit: 1.00**

Biology II (Honors) presents to the students a greater depth and understanding of major life science concepts. Designed to build upon the basics of Biology, Biology II explores in detail the biochemistry of the cell, the transfer and utilization of energy, cell communication, DNA and RNA, and the mechanisms behind variation. Emphasis is placed on genetics and biotechnology along with the ethical implications associated with this advancing knowledge. Independent laboratory work, formal laboratory reports, critical-thinking exercises, and outside readings are important components to the course. Prerequisites: Biology and Chemistry with a minimum of a B- average and a cumulative GPA of 3.0, teacher recommendation, and department approval.

**AP Biology** **Year**  
**Grade 12** **Credit: 1.00**

AP Biology enables students to pursue college-level biological studies while still in high school. The content of the course is designed to spend less time on factual recall and more time on inquiry-based learning of essential concepts as identified by the College Board. To foster a deeper level of learning students will be guided in their development of advanced inquiry and reasoning skills along with techniques in collecting data, data analysis and mathematical applications. Independent outside readings, laboratory reports and research will be assigned, and the student should expect additional scheduled times during the school year where they will be asked to meet with the instructor for additional support and lab time. The AP Biology course is equivalent to a two-semester college introductory course in biology. The AP Biology Exam is offered in the late spring and is an expectation of the course. *Prerequisites: Biology and Chemistry with a minimum of a B average and a cumulative GPA of 3.0, teacher recommendation, and department approval.*

**Biomedical Innovation\*\*** **Year**  
**Grade 12** **Credit: 1.00**

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from emergency room design, public health and biomedical engineering to clinical medicine and physiology. They work on an independent project which, if they so desire, offers an opportunity

to collaborate with a mentor of choice. This course is taken in addition to their required science course and does not fulfill the graduation requirement.  
*Prerequisite: Medical Interventions.*

## SOCIAL STUDIES

### **United States History MYP\***

#### **Grade 9**

**Year**

**Credit: 1.00**

U.S. History is a year-long course prepares students to be active, responsible individuals by developing their ability to analyze and evaluate diverse sources of information as well as growing their understanding of the past 150 years of United States history. More specifically, the course explores social, political, and economic trends in the United States from the Civil War to the contemporary era, returning repeatedly to the themes of continuity and change, conflict and compromise, and the evolving rights and responsibilities of members of society.

### **Modern World History MYP\***

#### **Grade 10**

**Year**

**Credit: 1.00**

A year-long course, Modern World History examines the political, economic, cultural, and technological roots of the contemporary world through the exploration of global themes, including trade & commerce, power & sovereignty, conflict & cooperation, and geography & globalization. Through a global perspective, students examine the triumphs and tragedies of the transformative combination of phenomena that created the modern world, including Liberalism, industrialization, imperialism, and nationalism. Students develop skills in analysis, synthesis, and critical thinking while researching, writing, and presenting work as active learners.

### **American Government and Global Politics\***

#### **Grade 11**

**Year**

**Credit: 1.00**

In American Government & Global Politics, a year-long course, students learn the fundamentals of political systems and cultures in the United States and abroad, developing their understanding of the connection between local, national, international, and global political systems and issues. The course prepares students for lifelong civic engagement at all levels, from local to global, by grounding complex, abstract concepts such as power, sovereignty, equality, conflict resolution, and sustainability in real world and contemporary issues. Students will learn the foundational concepts of the American republic, including constitutionalism, federalism, civil liberties and civil rights, and election processes.

### **Global Issues**

#### **Grades 11, 12**

**Year**

**Credit: 1.00**

This year-long course challenges students to explore global trends in the 21st Century from multiple perspectives. Using case studies and current events, students will analyze such topics as globalization, conflict, population growth, resource scarcity and waste issues to order to identify sustainable solutions to these increasingly common problems. This course will look at the role the United Nations and other governmental and non-governmental organizations play in the development and protection of human rights. Students will examine their personal cultural identity while gaining an appreciation for both Western

and non-Western cultures and perspectives. Students also learn to recognize their own roles in creating and preventing some of these current and future problems.

**Law and Society  
Grades 11, 12**

**Semester  
Credit: 0.50**

The Law & Society course examines the dynamic relationship between the legal system and the society in which the legal system operates. Students will learn how legal systems define rights and obligations, resolve disputes, and enforce systems of social control. This course explores how the legal system operates, reflects and enforces the historical values of its host society, and is shaped by society and legal precedent. Students will engage in case studies of landmark and current cases to illustrate topics learned throughout the class.

**The History of Baltimore City  
Grades 11, 12**

**Semester  
Credit: 0.50**

From cosmopolitan port city to manufacturing hub to biomedical powerhouse, with many steps in between, the evolution of the City of Baltimore tracks with both U.S. national history and with global trends. The History of Baltimore course uses the lenses of geography, demography, economics, and politics to examine Baltimore's past, present, and future, with emphasis on contemporary Baltimore. As part of a student-centered learning environment, students will engage in individual research topics and present their findings in a scholarly manner.

**AP Psychology\*\*  
Grade 12**

**Year  
Credit: 1.00**

This course stresses reading, writing and critical thinking within the context of scientific methodology and questioning. It is the equivalent of a college-level introductory psychology course. Students will be introduced to the major topical areas of psychology by studying core concepts and theories and applying relevant vocabulary. A year-long research project relating to adolescence will be a major focus of the course. Preparation for the AP exam is ongoing.  
*Prerequisites: A grade of 90 or above for Semester 1 in Language & Literature III and American Government & Global Politics, or a PSAT verbal score of 500 or higher and teacher approval.*

**AP United States History\*\*  
Grade 12**

**Year  
Credit 1.00**

This course enables students to pursue college-level historical studies while still in high school. Beginning with the foundations of the United States and progressing chronologically, students examine the causes and effects of key events, movements, and turning points. The influences and contributions of women, minorities, and religious groups are stressed. Students are expected to take the AP U.S. History exam at the end of the course and preparation is ongoing.  
*Prerequisites: A grade of 90 or above for Semester 1 in Language & Literature III and American Government & Global Politics, or a PSAT verbal score of 500 or higher and teacher approval.*

## **WORLD LANGUAGES**

At Mercy High School students are required to take two consecutive years of the same language, either French or Spanish. Students are encouraged, but not required, to take a world language each year. If a student's mother tongue is one other than English, and they have attended at least one year at an academic institution in which instruction in the language other than English has occurred, the student is exempt from the world language requirement.

**French I MYP  
Grade 9**

**Year  
Credit: 1.00**

Students practice listening, speaking, reading and writing French. Emphasis is placed on correct pronunciation, acquiring vocabulary, and understanding grammar. Students are introduced to an overview of the geographic, ethnic, and cultural diversity of the contemporary French-speaking world. The course is complemented by a series of video programs, online resources, CDs, DVDs, and TV-5.

**French II MYP  
Grades 9, 10**

**Year  
Credit: 1.00**

This course is an extension of French I; students review the vocabulary and structure previously learned. They become proficient in listening, speaking, reading, and writing the language, extending their vocabulary base and studying new grammar. In addition, the history and culture of French speaking countries will be studied. This course is complemented by a series of video programs, online resources, CDs, DVDs, and TV-5. *Prerequisite: French I or attaining a passing score on Mercy High School's French placement test.*

**French III (Honors)  
Grades 10, 11**

**Year  
Credit: 1.00**

Oral comprehension, speaking, reading and writing are emphasized in the context of new elements of grammar and culture. Readings are based on the history and culture of Francophone countries. This course is complemented by a series of video presentations and TV-5, and online resources. Prerequisites: A final grade of C or better in French II and teacher approval.

**French IV (Honors)  
Grades 11, 12**

**Year  
Credit: 1.00**

Study of grammar continues with the mastery of the subjunctive mood. Oral expression and writing are heavily emphasized within the context of Francophone literature and works of women authors. The course is complemented by TV-5 and online resources. *Prerequisites: A final grade of C or better in French III and teacher approval.*

**French V (Honors)  
Grade 12**

**Year  
Credit: 1.00**

Students read, interpret and analyze selected francophone literary works. Throughout the course, proficiency in speaking, reading and writing are stressed. The course is complemented by TV-5 and online resources. *Prerequisite: Teacher approval.*

**Spanish I MYP\*****Grade 9****Year****Credit: 1.00**

Students will practice listening, speaking, reading and writing Spanish. Emphasis is placed on acquiring vocabulary, understanding grammatical structures, pronunciation, translating and interpreting and making connections with other subjects. Students are introduced to the geographic, ethnic, and cultural diversity of Spain and Latin America. The course is complemented by a series of videos, online resources and current events.

**Spanish II MYP\*****Grades 9, 10****Year****Credit: 1.00**

This course is an extension of Spanish I. Students will continue to learn practical vocabulary needed for conversation. They will be able to express as well as comprehend basic information in both spoken and written form. Their language skills will be strengthened through listening, speaking, reading and writing exercises, and other activities. In addition, the history and culture of Spanish-speaking countries will be studied. The course is complemented by a series of video programs, CDs, DVDs, computer software and online resources to further reinforce audio-oral skills. *Prerequisite: Spanish I or attaining a passing score on Mercy High School's Spanish placement test.*

**Spanish III\*****Grades 10, 11****Year****Credit: 1.00**

Listening, speaking, reading and writing are practiced with vocabulary at the level of information, ideas and opinions. Previously learned grammatical patterns are reinforced, and the subjunctive is introduced and practiced. The course is complemented by a series of video programs, CDs, DVDs, computer software and online resources to further reinforce audio-oral skills. Students study the history and culture of Spain and Latin America. They read and analyze several literary selections covering a variety of topics. *Prerequisites: A final grade of C or better in Spanish II and teacher approval.*

**Spanish IV\*****Grades 11, 12****Year****Credit: 1.00**

Spanish language skills are reinforced through conversation, cultural studies, reading, writing, and listening as well as from the perspective of analysis, synthesis, and evaluation. Grammar review continues including all verb tenses and moods. Students study the history, geography, and culture of Spain and Latin America. Authentic audio, video, and written texts are studied from Spain and all the Spanish-speaking regions: South America, the Caribbean, Mexico, and Central America. Spanish IV Honors moves at a fast pace and requires high-level reading, writing, listening and analytical skills. Spanish IV Honors serves as preparation for the AP Spanish Language and Culture course. *Prerequisites: A final grade of B or better in Spanish III (Honors) and teacher approval.*

**Spanish V (Honors)  
Grade 12****Year  
Credit: 1.00**

This course offers the opportunity to advanced students to maintain and improve their language skills. The student will focus on universal tasks while improving and increasing her ability to understand and discuss current topics in the target language. The student will also further identify, present and debate contemporary issues in order to develop a more meaningful understanding of Spanish and empathy for its speakers and their culture. Students have the option to take the AP Spanish Language and Culture Exam at the end of the course. *Prerequisites: A final grade of B or better in Spanish IV (Honors) and teacher approval.*

**ONLINE LANGUAGE COURSES**

Mercy High School students can enroll in online original credit courses through Educere, a leading K-12 virtual education services organization with school customers across 42 U.S. states and 22 countries. Register online at [www.educere.net](http://www.educere.net) using Educere course number and Mercy High School code V6R6S88V.

**Any registration for a course in Arabic or Chinese must be approved in advance by the chair of the World Languages Department and the Principal.**

<b>Educere ID</b>	<b>Course Name</b>	<b>Cost*</b>	<b>Credit</b>	<b>Schedule</b>	<b>Provider</b>
DCFSP2069	Arabic: Level 1	\$891	Full	Self-Paced	Arab Academy
DCFSP2070	Arabic: Level 2	\$891	Full	Self-Paced	Arab Academy
DCFSP2071	Arabic: Level 3	\$891	Full	Self-Paced	Arab Academy
DCFSP4131	Arabic: Level 4	\$891	Full	Self-Paced	Arab Academy
DCFSP4132	Arabic: Level 5	\$891	Full	Self-Paced	Arab Academy
DCFSP4217	Chinese I	\$549	Full	Self-Paced	FOUNDERS (PS)
DCFSP4218	Chinese II	\$549	Full	Self-Paced	FOUNDERS (PS)
DCFSP4220	Chinese III	\$549	Full	Self-Paced	FOUNDERS (FL)

\*Cost is current at time of printing but may be subject to change

