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Mrs. Pamela Fennell Baker ’74 P’12, President/CEO

Dr. Martin Kilbridge
Principal

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Dean of Middle School

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Dean of Academics

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School Counselor

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School Counselor

Ms. Caitlin Schmalstich
School Counselor

Ms. Jane Searl
School Counselor

Ms. Sara Thomas
School Counselor
Introduction

Our Lady of Mercy’s academic program prepares students with the knowledge and skills needed for success in college and beyond. Our faculty is proud of the broad range of offerings available to our students. This Program of Studies provides you with information that can assist you in your course selections during your time here.

Course descriptions are grouped by departments. Each course description begins with the course title, course number, grade level designation where applicable, and is followed by a paragraph outlining the content of the course. Higher level coursework may require prerequisite courses that will need to be taken in order for you to be successful in the course. In some cases, a teacher recommendation is required. Charts diagramming the curriculum of some departments will be found within their respective sections of the Program of Studies. These charts show recommended sequence of courses within that subject area.

We encourage you to take advantage of the many opportunities available. Be sure to challenge yourself appropriately, while also looking to find balance between your academics, your extracurricular activities, service learning, and your personal interests. The course selection process involves careful and frequent communication among counselors, parents, and students. Parents and students are encouraged to thoroughly review the Program of Studies and contact their counselor with any questions. Contact Curriculum Leaders for more detail about particular courses or programs.

Information about the course selection process is sent to families in mid-February. The process is finalized in the spring. It is important to note that enrollment in any course may be limited, and insufficient enrollment may result in the cancellation of a course. Once course selections are made, only minor changes can be made. Please refer to the Mercy Student Handbook for information on making schedule changes.

Mission Statement

We, the community of Our Lady of Mercy School for Young Women, are animated by the charism of Catherine McAuley, foundress of the Sisters of Mercy and by our motto: “Via, Veritas et Vita” (I am the Way, the Truth and the Life). The school, opened in 1928, remains a sponsored ministry of the Sisters of Mercy.

We are a sixth through twelfth grade all women’s college preparatory school. We are guided by the values of our Catholic identity while respecting and welcoming students of diverse backgrounds.

We empower young women to unleash their potential through a vigorous pursuit of knowledge, service to others, a global perspective and leadership opportunities. This pursuit is guided by a commitment to the virtues of hospitality, compassion, integrity, and respect for the inherent dignity of all.

Our Lady of Mercy School for Young Women encourages students to be pioneers of change. Our mission is to provide an enriching balance of learning, serving, and loving that creates a community of care and sisterhood.
Mercy's Belief Statements

• A caring community for young women is shaped by our Catholic and Mercy identity, rooted in Gospel values, dedicated to the ministry of service, and respectful of cultural and religious diversity.

• An all-girls education empowers young women to unleash their potential through a vigorous pursuit of knowledge, service to others, a global perspective, and leadership opportunities.

• An effective learning environment is created through communication, collaboration, mutual respect, and a deep understanding of our Mission Statement.

• All should be welcomed in a spirit of hospitality, creating a safe environment that allows students, faculty, staff, and parents to feel understood, appreciated, respected, and valued.

• Using the lens of the Critical Concerns as a guide, students make moral decisions and are pioneers of change through their service to others.

• Leaders are empowered, life-long learners who take responsibility, advocate for themselves, embrace the joy of discovery, and are willing to challenge themselves and their peers.

• Wellness begins with 'we,' and that a nurturing culture and climate allow individuals to balance the emotional, spiritual, and mental aspects of their lives.

Profile of a Mercy Graduate

A Mercy graduate...

Is Grounded in Her Faith
• Applies a faith-based discernment to decisions and actions, and in navigating the ambiguities of the world.
• Gives value to and embraces opportunities for service.
• Acts with compassion, respect, and empathy.

Is a Healthy Risk Taker
• Challenges herself to actively seek new opportunities outside of her skill set.
• Acknowledges her shortcomings and is willing to be wrong.
• Explores alternative problem-solving strategies.
• Advocates for others.

Demonstrates a Growth Mindset
• Demonstrates persistence despite setbacks, viewing these setbacks as learning opportunities.
• Is open to diverse perspectives and to new ways of thinking and doing.
• Shows responsibility and self-advocacy.
• Is on a continual quest for knowledge, building on prior learning.

Is Globally Ready
• Recognizes and demonstrates sensitivity to diverse cultures, perspectives, behaviors, and languages.
• Possesses an awareness of how interconnected she is with the local, national, and global communities.
• Adapts to innovations in technology due to her mastery of foundational skills.

Is Resilient
• Understands that success takes time and effort.
• Uses her strengths and actively learns from others with different strengths.
• Demonstrates a positive self-image.

Is a Problem Solver
• Thinks independently and reflectively.
• Uses persistence and resilience to find solutions to real-world problems.
• Examines and solves an issue from multiple perspectives, both independently and collaboratively.

Is a Communicator
• Speaks and writes with clarity, fluency, structure, and command.
• Articulates her passions in a collaborative and flexible manner.
• Actively and respectfully listens when communicating with others.
• Seeks to find her own voice and exercises that voice appropriately.
Academic Program Overview

Middle School (6-8)

Each year, Middle School students take a full year of the following core courses:

- English
- Math
- Science
- Social Studies
- Theology
- Physical Education

In addition, the following courses are taken:

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<th>6th GRADE</th>
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<tr>
<td>Intro to Languages (10 weeks)</td>
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<td>Technology 7 (20 weeks)</td>
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<td>Art (10 weeks)</td>
<td>Health (20 weeks)</td>
<td>Theater or Technical Theater (20 weeks)</td>
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<tr>
<td>Orchestra or Chorus</td>
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*High School credit-bearing courses are available to eligible students beginning in 8th grade. These include Algebra, Biology, and World Languages.*

High School (9-12)

Grades 9 and 10  minimum of 7.5 credits
Grades 11 and 12  minimum of 7 credits

*Seniors taking three Advanced Placement courses have the option of taking a minimum of 6 credits.*

Coursework in each of the following disciplines is required for graduation:

- English: 4 credits
- Mathematics: 4 credits
- Physical Education: 2 credits
- Social Studies: 4 credits
- Theology: 4 credits
- Leadership Studies: 0.5 credit
- Art, Music or Theatre: 1 credit
- World Languages: 3 credits
- Health: 0.5 credit
- Science: 3 credits
- Electives to complete credits needed for graduation

Graduation Requirements:
Total High School credits required for graduation = 29
Students must complete at least one AP or dual credit course.
Seniors must complete the Motto Capstone Project.

*Independent Study is available for some courses. Interested students should contact the Curriculum Leader of that discipline and their counselor.*

The Motto Project

The Motto Project allows students to connect their talents, passions, and interests through a coordinated effort developing and executing action, research, and presentation. It clearly demonstrates the impact of the Mercy Critical Concerns and the Core Values on the students’ action and research. Every graduate completes a Motto project as a culmination of her Mercy experience. For more information, contact Motto Project Coordinator Elizabeth Decosse at edecosse@mercyhs.com.
**Academic Honors**
All credit-bearing courses are considered for the following:
- **Scholarship Roll:** A student must achieve an average of A or above and no grade below B.
- **Honor Roll:** A student must achieve an average of B+ or above and have no grade below C.

Students will be recognized at graduation with the following designation:
- **Summa Cum Laude:** cumulative average of 4.3-4.5 with completion of at least 3 AP or dual-credit courses.
- **Magna Cum Laude:** cumulative average of 3.8-4.2 with completion of at least 2 AP or dual-credit courses.
- **Cum Laude:** a cumulative average of 3.3-3.7 with completion of at least 1 AP or dual-credit course.

**Advanced Coursework**

**Honors and Acceleration**
Students are encouraged to challenge themselves in rigorous coursework at a level that helps them to meet their full potential. Teachers have identified prerequisite skills students will need to be successful in accelerated and honors level courses, and will make recommendations accordingly. These and other measures will be taken into account when determining placement.

**Advanced Placement Courses**
The Advanced Placement Program® gives willing and academically prepared students the opportunity to engage in college-level work while receiving high school support. AP courses can result in students receiving college credit, and can also support students in gaining confidence in their ability to succeed at the college level. Curiosity, creativity, motivation, and commitment are key ingredients for success in AP courses. Students can expect a significant amount of homework in each AP course.

"You don’t need to be top of your class to be an AP student, but you’ll want to be prepared for the AP course you choose. All AP courses require that you come to each class prepared and willing to do your best work. To choose an AP course that’s right for you, talk to your counselor or a teacher about the subjects that interest you and ask about your options for learning the skills to help you succeed."
— The College Board

**Students enrolled in any AP course are required to take the AP exam and pay the exam fee (approximately $100).**

**Dual Credit**
Most Business courses, as well as Calculus, offer students the opportunity to receive college credit through Monroe Community College (MCC). Students who choose the dual credit option pay a fee directly to MCC (approximately $200). This fee includes all required collegiate texts and lab time.

The Global Environment and the Evolution of Human Culture also offer a dual credit opportunity through the State University of New York College of Environmental Science and Forestry (SUNY ESF).

Upon successful completion of the courses, the student earns college credit transferable to most American colleges and universities.
Support Services

Counseling Department
Mercy’s Counseling Department offers a comprehensive approach to the college search and application process, providing resources and expertise to support our students on their way to finding the right fit for college. School counselors work closely with each student to empower her to take the lead in the process, with the common goal that her search will ultimately result in an enriching college experience. We partner with parents/guardians, faculty and administration in pursuit of this objective, sharing enthusiasm and encouragement throughout the process.

Students begin this process by examining their personal interests, focusing on self-discovery to eventually answer the question, “What is a good fit?” Students have access to Naviance, a college and career planning software throughout their years at Mercy. At every grade level, school counselors deliver related curriculum through individual meetings with students, classroom lessons, and evening workshops for students and parents. The Mercy Counseling Department offers one-on-one support to guide students with the course selection process. Counselors work together with teachers to help students select a well-balanced course load that will prepare them to meet their goals for college and in the future.

Library Media Center
The Mercy Library Media Center and its faculty support the ministry of the Sisters of Mercy by creating and maintaining an environment of hospitality, integrity, and respect. Working in conjunction with the school’s Mission Statement to unleash the potential of young women through a vigorous pursuit of knowledge, the Library Media Center contributes to lifelong, 21st century learners. It stimulates interest in reading, viewing, and using information and ideas for academic and personal growth, as well as provides opportunities for students to become ethical digital citizens when using technology for academic and personal use. The librarian and support staff collaborate with teachers to develop authentic learning experiences that embody the traits of a world-class learner and leader.

Academic Achievement Support
Academic Achievement Support offers our students targeted interventions and supports to help them grow their confidence and abilities to achieve academic success at Mercy and in the future. This support will work to improve student skills in literacy or mathematical numeracy. Students’ will receive interventions targeted to their area of academic need. An after school tutoring program is also offered to students that need support in the coursework they are taking.
Co-Curricular Opportunities

Leadership
Our Lady of Mercy has been transforming young women into world class leaders for over 90 years. The communication, decision making and community building skills that young women need to make a difference in the world are integrated throughout the Mercy curriculum. In addition, we have identified courses that both emphasize leadership skills and allow students to put them to use. These courses are found throughout the Program of Studies, and are identified with a Leadership symbol.

Clubs
Participants in our nearly 50 clubs have been invited to compete regionally, nationally, and internationally... bringing home international Top 10 placements and recognition to our Mercy community. But it’s not just the awards and accolades that make Mercy Clubs so popular – it’s the sense of community, sisterhood, and achievement these clubs give our students. Many clubs meet before the school day begins, or after it ends. They could meet during Advisement or homeroom. Some even meet on weekends and over summer break. Regardless of when Mercy Girls get together to celebrate common interests, their passionate commitment to these extracurricular activities is inspirational. Each club receives the full support of Mercy leadership and our faculty/staff. They are a wonderful way to grow friendships, stay healthy and physically fit, serve others, and excel in academics.

Service
The Mercy Service program educates young women in the Mercy tradition of service instilled in us through the work of Catherine McAuley. The program provides compassionate service opportunities for interested high school students to learn about and help serve the needs of others in our Rochester community, as well as provide weeklong service trips nationally and internationally. Mercy Service is voluntary; the school does not require mandatory service hours for graduation. Even though it is not a requirement, students happily contribute their time to helping others.

It is not uncommon for Mercy Girls to volunteer at Cameron Community Ministries and provide homework assistance to children who live in poverty. The girls also play games and help seniors at The Legacy and Fairport Baptist Homes, cook meals for families who stay at the Ronald McDonald House, cook and clean for women and children at Bethany House, and bake cookies and learn about end-of-life care at The Hildebrandt Hospice Care Center.
6300 ART 6
This course gives students numerous opportunities to develop their self-expression. Students are introduced to a variety of materials and mediums and encouraged to experiment with them as they create their art projects. There is particular focus on helping students make connections between art and their other courses, such as Social Studies and English. The aim of the course is to engage students in critical thinking and problem-solving as they build their appreciation for and knowledge of art.

0180 ART 8
Art 8 is a semester course in which students develop an awareness of and appreciation for the world of art. They become acquainted with art terminology and develop methods of self-expression through activities in a variety of media and techniques.

0110 STUDIO IN ART (9-12)
This full-year course offers students an opportunity to learn the elements of art (color, value, etc.) and the principles of design (balance, unity, etc.) through a variety of 2-D and 3-D media and techniques. Students also examine various movements and trends in the history of art. They learn to respond critically to a variety of artworks and to analyze their own pieces. This is a foundation course and is a recommended prerequisite for most additional art classes. Lessons include drawing, painting, printmaking, and ceramics.

0120 DRAWING AND PAINTING (10-12)
In this full-year elective course, students will explore a variety of drawing and painting methods from both traditional and contemporary perspectives. Students are encouraged to develop individual subject matter and interpretation, strengthening and broadening their approach to art production. A strong emphasis will be placed on critical discussion and analysis of personal and historical artworks in a group critique setting.
Prerequisite: Studio in Art or teacher recommendation

0122 ADVANCED ART STUDIO (11-12)
Advanced Art Studio presents students with an opportunity to explore a wide variety of 21st century creative skills. This course will include projects in 3D printing, animation, digital design, film production, medical illustration, graphic design, web design, photography, and mixed-media art. Students will also be able to hone their traditional drawing and painting skills throughout the course. At the end of the course, each student will present their artwork in Mercy's art gallery, as well as in a web site of their own design.
Prerequisite: Drawing and Painting, Digital Photography or teacher recommendation

0123 CERAMICS (10-12)
Ceramics is a full-year course designed for the student who is interested in working with clay. The forming and finishing of ceramic objects is the main focus of this course. The student learns how to plan and visualize a complete 3-D object. Students study the history of ceramics as well as contemporary styles.
Prerequisite: Studio in Art
0127 ADVANCED CERAMICS (11-12)
Ceramics is a full-year course designed for the student who is interested in working intensely with clay. The forming and finishing of ceramic objects is the main focus of this course. The student learns how to plan and execute a body of work focused on their area of ceramic interest.
Prerequisite: Ceramics

0125 POTTERY 1 (10-12)
This semester course is offered for students who want a clay experience using the potter’s wheel. Students will learn how to use the potter’s wheel to create thrown clay pieces. Students will produce a variety of useful pottery items which will then be fired and glazed in the kiln.

0126 POTTERY 2 (10-12)
This semester course is a continuation of the Pottery 1 experience. Students will continue to develop their skills on the potter’s wheel to create clay items. Students will produce a variety of useful pottery items which will then be fired and glazed in the kiln.
Prerequisite: Pottery 1

0135 CONTEMPORARY APPLIED ARTS (10-12)
A semester course for students who desire an art experience exploring traditional crafts skills and techniques, as well as contemporary materials and attitudes. Students will develop an appreciation of fine crafts, as well as express themselves through designs and construction. A variety of creative experiences may include functional pieces, jewelry, papermaking, fiber arts, printmaking, or painting.

0136 INTRODUCTION TO DIGITAL PHOTOGRAPHY (10-12)
This semester course provides students with an introduction to Digital Photography as both an art and a science. While establishing technical skills, students will discover the possibilities for visual communication and personal expression through digital imaging. Students will study photography from both historical and contemporary perspectives, while gaining an extensive knowledge of image editing programs such as Adobe Photoshop.

0138 ADVANCED DIGITAL PHOTOGRAPHY (10-12)
This semester course provides students with an opportunity to expand their creative and technical skills honed in the introductory photography course. In addition to traditional digital photography, students will discover and explore new programs within Adobe Creative Suite through projects involving graphic design, animation, and video production. Students will also be encouraged to pursue their own artistic vision through independent research projects.
Prerequisite: Digital Photography

0124 AP STUDIO ART: DRAWING, 2D, OR 3D DESIGN
This program is available for motivated art students to initiate and plan the experience of a college-level art course on an individual basis (students will receive support and approval from the Art Department before signing up). Critique and a sustained workload will be included for this college-level course. Please seek out your current art teacher for information.
Prerequisite: Advanced Art Courses or teacher recommendation
ART COURSE SEQUENCE

Grade 6 → Art 5
Grade 8 → Art 8
Grade 9 → Studio in Art
Grade 10 → Drawing And Painting → Ceramics
Grade 11 → Advanced Art Studio → Ceramics
Grade 12 → Advanced Ceramics → AP Art 2D/3D

Semester Electives – Grades 10 – 12
The following do not require any previous Art classes.

- Pottery 1 → Pottery 2
- Intro to Digital Photography → Advanced Digital Photography
- Contemporary Applied Arts
LEADERSHIP STUDIES (9)
This is a required course for all 9th graders. Students will focus on the study of women who are in leadership positions—the habits of mind and dispositions they possess, the perseverance and grit they have shown when overcoming obstacles to leadership, the executive functioning skills that have helped them on their journey to leadership, and the choices they have made when pursuing their education. Students will have opportunities to reflect on how they might integrate these attributes into their own lives, as they grow into leaders at Mercy and in their communities.

PRINCIPLES OF BUSINESS (10-12)
(MCC-BUS 104, 3 college credits)
This semester course will introduce students to the career planning process as they are guided through a series of technology-based personal assessments. This is followed by the opportunity to explore various career interests while fine-tuning their resume writing and interviewing skills. Students will also receive an overview of relevant business concepts and be connected to the changing world around us. Students will develop a foundation in a variety of business topics such as leadership, social responsibility, finance, marketing, and human resource management via independent research, class discussion, and team projects.

ACCOUNTING (11-12)
(MCC-ACC 101, 4 college credits)
This full-year course introduces the language of business used in all careers and includes the basic principles of financial accounting with an emphasis on the valuation of business assets, measurement of net income, and double-entry techniques for recording transactions. Accounting examples and concepts are illustrated through the use of a sole-proprietor service business and a retail merchandising corporation. Coursework is completed through the use of an on-line textbook and workbook.

PERSONAL FINANCE (10-12)
(MCC-ECO 103, 3 college credits)
This semester course targets the essential information and skills required for lifelong financial literacy. Class discussions, personal research, and realistic applications will provide students with a clear understanding of many topics related to financial decision-making. This knowledge will build their confidence and help them feel empowered to make wise financial choices and achieve financial freedom. Students will learn how to successfully budget their money and create a financial plan to realize their future goals. They will be taught how to build and maintain positive credit, manage debt, assess financial instruments and investments (stocks and bonds), and grow to understand the financial industry.

VIRTUAL ENTERPRISE (11-12)
(MCC-BUS 110, 3 college credits)
The Virtual Enterprise classroom is a full-year course designed to simulate an authentic business environment with traditional business equipment, furniture, and accessories. This course is designed for the student who demonstrates an interest and/or ability in owning, operating, or managing a business. Their business enterprise can be in any line of business from service to manufacturing, wholesale to retail. Attendance at the Virtual Enterprise Trade Show is required.
6000  **ENGLISH 6***
The 6th grade English course aims to strengthen students’ skills in reading and writing by integrating reading strategies, utilizing organizational tools such as graphic organizers, and conducting vocabulary study of Greek and Latin roots. As a whole class, students will read novels on various themes which include growing up, persevering through challenges, developing a voice, being a member of a community, and solving problems. The students will also develop expressive and analytical writing skills in the genres of memoir, persuasive essay, and poetry. The 6th grade course lays a strong foundation for literacy skills needed at Mercy in 7th grade and beyond.

0370  **ENGLISH 7***
This course integrates the standards of reading, writing, listening, and viewing. Literature is thematically arranged around the concept of the transformation of the individual through a physical or emotional journey. It assists students in sharpening their critical thinking and writing skills, focusing on annotating the text and developing a thesis-driven response through the study of novels, short stories, poetry, nonfiction, and drama. Vocabulary and grammar skills are continually reinforced through these units. Students will complete a portfolio which documents their growth as a reader, writer, and thinker as a final assessment.

0380  **ENGLISH 8***
This course integrates the standards of reading, writing, listening, and viewing. Literature is thematically arranged around the concept of developing compassion for the outsider through novels, short stories, non-fiction pieces, and drama. It continues to reinforce the critical thinking and writing skills begun in seventh grade with emphasis placed on annotation, sentence revision, grammar enrichment, and the thesis-driven response. Students will complete a portfolio which documents their growth as a reader, writer, and thinker as a final assessment.

0310  **ENGLISH 9***
This course is set up as a survey of Western literary culture focusing on the following literacy strands: reading, writing, listening, speaking, and viewing. The literature genres include the novel, Greek epic, Shakespearean drama, modern short story, and poetry. The reading curriculum focuses on annotation strategies, comprehension, and analytical skills, while the writing curriculum emphasizes logical organization and proper citation in paragraphs, expository essays, and research. Writing skills, including creative writing, are enhanced through a study of basic grammar, Greek and Latin roots, and vocabulary in context. The students will engage in the research process.

0311  **ENGLISH 9 HONORS***
This course is designed for the student whose aptitude for language arts enables her to work independently as a critical thinker. In addition to reading the same texts as English 9, the students are expected to read supplemental texts independently. This course moves at an accelerated rate that requires intrinsically motivated readers and writers. Students maintain a reader response journal with an emphasis placed on poetry and dialectical techniques. A research paper and other critical and creative writing assignments are integrated with the study of literature and nonfiction. **Recommendation:** Teacher recommendation or performance on entrance exam

0320  **ENGLISH 10***
The study of the elements of literature based upon the reading and critiquing of short stories, poetry, plays, and novels forms the foundation for literary analysis and writing assignments. Students practice the research skills necessary to write a thesis-driven cultural context paper. Additional components of the curriculum include speaking, listening, reading, grammar, and usage with an emphasis on Latin and Greek vocabulary study and practice.
0321 **ENGLISH 10 HONORS***
This course is designed for students who have successfully completed English 9 Honors. Students should be intrinsically motivated scholars. Study includes the consideration of historical, political and cultural texts within the following literary traditions: African, mid-Eastern, North and South American, and European. Students practice techniques of literary criticism and research. Class discussion, literary essays, creative writing, public speaking, and language arts practice are all included in the curriculum.
Recommendation: Teacher recommendation

0330 **ENGLISH 11***
This is a survey course with emphasis on major movements in American literary life. The chronological approach to literature clearly establishes the relationship between the historical development of our country and the literature produced from the changing cultural context. Students completing this course will know how to: perform a close reading, compose a critical analysis that delineates how an author conveys meaning through his/her craft, articulate the purpose and effectiveness of works of nonfiction, and synthesize themes from works of nonfiction with works of fiction. Students benefit from close teacher guidance in reviewing and practicing critical thinking, reading, and writing skills.

0351 **AP LANGUAGE & COMPOSITION***
AP Language and Composition is designed as a writing-focused college-level course to prepare students for the AP Language and Composition exam, to increase the cultural and historical awareness needed for that exam, and to develop skill in analyzing the use of rhetorical and literary devices in written and visual works. A significant portion of the course reading material comprises works of nonfiction. In addition, the course focuses on the major American literary movements. Students will independently read and write about several major works. A significant amount of homework is required for this class.
Prerequisite: English 10 or English 10 Honors
Recommendation: Teacher recommendation

0340 **ENGLISH 12***
In this college preparation course, students will examine a variety of literary genres, including novels, drama, poetry, essays, and film. The literature includes texts from different cultures, with an added emphasis on women and cultural diversity. Students will write a number of essays, short answer, and reflection pieces, and will produce a group research project that also follows a genre study approach. The course also includes writing exercises, grammar and vocabulary work, and peer critiquing. The college essay and application process are critical components of this course.

0350 **AP LITERATURE & COMPOSITION***
This is a full-year course for seniors seeking a college-level literature and writing seminar. Students study works from the early 17th century to the present and refine skills such as performing a close reading and explication of a text, preparing that text for discussion, and responding to complex literature through the writing of analytical and evaluative essays. Students will also keep a dialogical journal, learn to lead Shared Inquiry, and maintain a working portfolio from which exemplary samples will be selected for the final Senior Portfolio Exam. Early in the year, each student will also select an author from a list provided by the College Board, become conversant with that author and write a thesis-driven paper that demonstrates the student’s knowledge of her subject. This independent reading project will be a significant part of the course.
Prerequisite: English 11 or AP Language and Composition
Recommendation: Teacher recommendation

*These courses include a summer reading assignment.
0334 WRITERS’ WORKSHOP (11-12)
This semester elective is for students who wish to become more creative and intentional writers. Students will explore approaches and techniques used by published writers, experimenting with devices and methods to hone their own writing skills. They will engage in small writing exercises as well as more extensive works in genres including memoir, short fiction, drama and poetry. This course is ideal for practicing and perfecting college application essays as well as creating work for submission to Mercedes, contests, or even wider publication. Emphasis is on process writing, especially the revision component of the process, sharing in small and large groups, and offering constructive peer critique, both online and in the workshop setting.

0341 MEDIA LITERACY (11-12)
This semester course is for students who wish to develop an informed and critical understanding of the increasingly complex and dominant digital and mass media in their lives. Students will examine, interpret, and evaluate the personal, social, cultural, economic and political implications of media messaging. They will better understand the resulting power of media in the manipulation of human behavior and the dissemination and reception of information. Students will seek to become more responsible world citizens by becoming better consumers and creators of media content. The course will emphasize critical thinking skills and will include informational, reflective, analytical, argumentative writing, and presentations. The final project will entail the creation and analysis of original digital media content.

0336 SPEECH (11-12)
This semester elective is for those with a growth mindset, who are eager to explore proper techniques of public speaking. Our explorations will include methods of drafting and crafting content, as well as psychological and physiological factors important to speech delivery. Students will explore model speeches and write and deliver their own original speeches, including informational, persuasive, motivational, demonstration, and debate. Informal pursuits include current events discussions, interview prep, social interaction dynamics, and “the elevator pitch.” This course can provide valuable and lasting skills applicable in other courses, the senior MOTTO project, and life beyond high school.

0339 JUNIOR/SENIOR SEMINAR - LEADERSHIP IN THE COMMUNITY (11-12)
Be a leader in the community! In this semester course, learn how to be a servant leader and incorporate the Critical Concerns of the Sisters of Mercy in various service opportunities. This course will allow students to get a jump start on the Motto capstone project including planning for a successful Motto action, developing effective research strategies and sharpening public speaking skills. A final project will include a reflection on service actions and their impact on the Critical Concerns. 10 hours of community service is required for this course. Available to seniors in the Fall semester only.

0337 SENIOR SOCRATIC SEMINAR: HOW DO WE KNOW WHAT WE KNOW? (12)
Course Emphasis – A Critical Thinking Journey for World Citizens and Future Leaders. This semester course is a discussion-heavy Socratic seminar, encouraging highly curious and motivated students to explore the essential question: “What do we know & how do we know it?” Students will become well-versed in the Socratic discussion approach where questions spawn more questions. We will read heavily across an array of disciplines, exploring ways of knowing (e.g. perception, language, reason/logic, emotion, memory, imagination, faith, intuition) and areas of knowledge (e.g. ethics, arts, history, mathematics, natural sciences, social sciences, religious knowledge systems, indigenous knowledge systems). Through all our explorations, we will ask how beliefs and claims of knowledge can be justified and scrutinized, and what barriers may impede our quest for knowledge and understanding.
This course, assessed through a standards-based approach, is designed for students to grow and strengthen problem-solving and fluency skills. After reviewing essential 5th grade topics at the beginning of the year through a problem-solving lens, major emphases in this course include ratios and rates, fractions, decimals and percents, expressions and equations, geometry, and statistics. In an effort to improve fluency skills, students will not use a calculator for this course.

For the following Math courses, a TI-30XIIIS scientific calculator is required.

0570 MATH 7
This course covers a development of the rational and irrational number systems with applications in areas such as pre-algebra, geometry, graphing, probability, statistics, and measurement. Fluency with number facts and computations is built without dependence upon calculators. Logical reasoning and problem-solving are emphasized.

0571 MATH 7/8
This course, for the accelerated 7th grader, is designed to develop student mastery of the real number system (perform rational number operations and analyze proportional relationships). It provides further development of concepts in algebra, geometry, and statistics/probability.

0580 MATH 8
This course is designed to develop student mastery of the real number system (perform rational number operations). It provides further development of concepts in algebra (specifically in regards to proportional relationships and lines), geometry (congruence and similarity), statistics, and trigonometry. Practical applications and problem-solving are strongly emphasized.

0515 ALGEBRA 1 (8 HONORS)
This course is organized around families of functions (define, evaluate, and compare), with an emphasis on linear and quadratic functions and the ability to represent them in multiple ways, as well as model relationships. In addition, data analysis, and geometry topics will be covered. Throughout the course, an emphasis on reasoning and problem-solving will be stressed. Required: B+ in Math 7/8 or A+ in Math 7 with additional out-of-class instruction and teacher recommendation

0516 ALGEBRA 1 (9)
This course is organized around families of functions (define, evaluate, and compare), with an emphasis on linear and quadratic functions and the ability to represent them in multiple ways, as well as model relationships. In addition, right triangle trigonometry, data analysis, and geometry topics will be covered. Throughout the course, an emphasis on reasoning and problem-solving will be stressed.

0524 GEOMETRY (9-10)
This course extends the topics in geometry taught in Algebra 1, and introduces locus, circles, right triangle trigonometry, and Euclidean proofs. The ability to produce a formal proof is developed. Successful completion of this course prepares students for Algebra 2/Trig. Prerequisite: Algebra 1
0525 GEOMETRY HONORS (9-10)
This course extends the topics in geometry taught in Algebra 1, and introduces locus, circles, right triangle trigonometry and Euclidean proofs with a high degree of rigor. The ability to produce a formal proof is developed. Successful completion of this course prepares students for Algebra 2/Trig Honors.
Prerequisite: A in Algebra I or B+ in Algebra 1 Honors with teacher recommendation

0532 ALGEBRA 2/TRIG (10-12)
This rigorous course is a continuation of our three-course curriculum, and includes an in-depth study of algebra and trigonometry. Topics include: functions, polynomials, radicals, logarithms, exponentials, conics, regression, and circle and analytical trigonometry. Probability and statistics may be studied, if time permits.
Prerequisites: Algebra 1, Geometry
Recommendation: B average in Algebra 1, Geometry

0530 ALGEBRA 2/TRIG HONORS (10-11)
This course is for students who have a thorough understanding of basic algebra and are ready for extra challenges. This rigorous course is a continuation of our 3 course curriculum and includes an in-depth study of algebra and trigonometry. Topics include real and complex number systems, functions, polynomials, radicals, logarithms, exponentials, conics, regression, and circle and analytical trigonometry. Probability and statistics may be studied, if time permits.
Prerequisites: Geometry Honors
Recommendation: A in Geometry or B+ average in Geometry Honors with teacher recommendation

0531 FOUNDATIONS OF ALGEBRA 2/TRIG YEAR 1 (11)
The emphasis of this course is to examine and reinforce the basic topics of intermediate algebra and to introduce Algebra 2 topics, including: functions, polynomials, radicals, logarithms, exponentials, complex numbers, and regression.
Prerequisite: Geometry

0556 FOUNDATIONS OF ALGEBRA 2/TRIG YEAR 2 (11-12)
This course prepares the student for college level mathematics. The student is given the opportunity to review, strengthen, and examine areas of study including advanced topics in algebra, geometry, statistics and probability, and trigonometry.
Prerequisite: Algebra 2/Trig or Foundations of Algebra 2/Trig Year 1

0534 PRECALCULUS (11-12)
This is a course in elementary functions (linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined) with an emphasis on modeling, problem-solving, and critical thinking. It also includes study of other topics — matrices, vectors, conic sections, complex numbers, polar coordinates, and sequences and series as time allows. Throughout, emphasis is on exploration using the “Rule of Four:” analytical, numerical, graphical, and verbal methods, and their inter-relationships. This course is designed in pace, scope, and rigor to prepare the student for a first course in calculus.
Prerequisite: Algebra 2/Trig
Recommendation: B average in Algebra 2/Trig
0533  **PRECALCULUS HONORS (11-12)**
This is fundamentally a course in elementary functions (linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined) with an emphasis on modeling, problem-solving, and critical thinking. It also includes study of other topics useful in higher mathematics: conic sections, polar coordinates, parametric representations of functions, matrices, vectors, and sequences and series, as time allows. Throughout, emphasis is on exploration using the “Rule of Four:” analytical, numerical, graphical, and verbal methods, and their inter-relationships. This course is designed in pace, scope, and rigor to prepare the advanced learner for AP Calculus or its equivalent.
**Prerequisite: Algebra 2/Trig Honors or Algebra 2/Trig**
**Recommendation: B+ average in Algebra 2/Trig Honors or teacher recommendation**

0551  **CALCULUS (12)**
This is an introductory course covering basic concepts of differential calculus, with emphasis on applications. Students explore the calculus of polynomial, rational, radical, trigonometric, exponential, and logarithmic functions using a four-pronged approach — analytical, graphical, numerical, and verbal — with the expectation that they will be able to demonstrate an understanding of calculus beyond the manipulation of symbols. The option of dual credit with Monroe Community College is offered [approximately $200] when demand requirement is met.
**Requirement: Monroe Community College requires a B+ average in Pre-Calculus or Pre-Calculus Honors to enroll in its dual credit program.**

0554  **AP CALCULUS (BC)**
This is a college-level course that covers the AP Calculus BC syllabus as prescribed by the College Board. The core of differential and integral calculus as it applies to elementary functions is covered, including limits, derivatives and their applications, integrals and their applications, and simple differential equations. In the second semester, calculus topics of sequence and series, and polar and parametric equations are covered. A four-pronged approach is used with the goal of having students incorporate the analytical, graphical, numerical, and verbal points of view. This course prepares students to take the AP Calculus BC exam in May. Please note that this class meets 9 times in every 8-day cycle. A significant amount of homework is required for this class.
**Prerequisite: Pre-Calculus H or Pre-Calculus**
**Recommendation: B+ average in Pre-Calculus or teacher recommendation**

0555  **AP STATISTICS**
This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical Inference.
**Prerequisite: Algebra 2/Trig**
A Mercy graduate is a healthy Risk Taker. All prerequisites are listed in the Program of Studies.
6th Grade Sinfonietta
This ensemble is available for any student with at least one year of study on their instrument. A Sinfonietta is a musical ensemble that is larger than a chamber orchestra, yet smaller than a symphony. Instruments accepted are: violin, viola, cello, string bass, flute, clarinet, oboe, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, percussion, and piano. Students will rehearse standard orchestral music to build foundational instrumental skills. 6th Grade Orchestra will perform two concerts during the school year. Students are responsible for providing their own instrument with the exception of French horn, trombone, baritone, and tuba. Private lessons are strongly encouraged but not required.

Middle School Sinfonia (7-8)
This ensemble is available for any student with at least one year of study on their instrument. The Middle School Sinfonia is comprised of 7th and 8th grade students and performs two concerts per year. This ensemble will enjoy a challenging classical, contemporary, and spiritual repertoire to continue building foundational instrumental music technique. Instruments accepted are: violin, viola, cello, string bass, flute, clarinet, oboe, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, percussion, and piano. Students are responsible for providing their own instrument with the exception of French horn, trombone, baritone, and tuba. Private lessons are strongly encouraged but not required.

Choir 6/7
Participants in this performance group learn how to sing as a member of a large ensemble and to present themselves in a composed and professional manner in front of an audience. No prior experience is necessary. The ensemble rehearses and performs two-part choral arrangements in various styles for two concerts a year. Basic vocal technique, essential music theory, and history are incorporated into the curriculum. Daily participation and concert attendance are mandatory.

Choir 8
Participants in this performance group learn how to sing as a member of a large ensemble and to present themselves in a composed and professional manner in front of an audience. The ensemble rehearses and performs two to three part choral arrangements in various styles for two concerts a year. Basic vocal technique, essential music theory, and history are incorporated into the curriculum. Daily participation and concert attendance are mandatory.

MS Instrumental Music Lessons for the Beginner/Orchestra
This year-long experience is for the student interested in learning to play an orchestra instrument. No prior experience is necessary. Weekly 30 minute lessons will teach the student fundamental playing techniques, note-reading skills, and basic ensemble playing. Instruments accepted are: violin, viola, cello, string bass, flute, clarinet, oboe, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, and percussion. Guitar, piano, harp, and ukulele are not offered at this time. Please consult with Mrs. Amy Marron, Director of Instrumental Music, for assistance in renting/purchasing an instrument.

Theatre Arts 8
This semester course is an option for students not taking Technical Theater. The course focuses on the development of public speaking and dramatic interpretation skills. Students will experiment with various types of performance art including mime, pantomime, improvisation, dialogue and monologue analysis, vocal and movement techniques, as well as script writing.
0611  THE MCAULEY SINGERS - SINGERS IN SERVICE (9-12)
This performing group is open to all students in grades 9-12. The mission of this exciting class is to bring awareness to the Mercy Critical Concerns and Core Values by performing in outreach programs in the community (some short after school or evening commitments with possible daytime outreach). Students with piano, percussion, and guitar skills welcome. Travel opportunity in spring semester for national competition. There will be opportunities to perform all styles of music as a choir, soloist, or in a small group. Students are required to take part in the planning, publicity, and execution of all performances. There are four leadership positions available: Manager, Secretary, Treasurer, and Librarian. Assessments will be based not only on performance, but on the process: the organization, facilitation, and execution of the events. This class can be taken for a full year for 1 credit or by semester for ½ credit.

0613  HIGH SCHOOL ORCHESTRA (9-12)
High School instrumental music students in this performance-based group will be challenged with more advanced level music and several performances throughout the year. Repertoire will include larger classical orchestral works, pops, contemporary works, and sacred works with a large focus on ensemble playing and individual musical technique. Performing opportunities include: a Christmas concert, a spring concert, community outreach concerts, school masses, school concerts, music festivals, and competitions. Instruments accepted are: violin, viola, cello, string bass, piccolo, flute, clarinet, bass clarinet, oboe, bassoon, saxophone, French horn, trumpet, trombone, baritone, tuba, percussion, and piano. Students are responsible for providing their own instrument, with the exception of trombone, baritone, and tuba. Private lessons are strongly encouraged but not required.

0620  SHOW CHOIR (9-12)
This select performance ensemble combines choreography of all styles with challenging four to eight part harmony to create unique, upbeat performances. The repertoire includes, but is not limited to: Musical Theatre, Jazz, and Pop styles. Daily class, some after school rehearsals, participation in performances, and participation in the McAuley Choir (combined Show Choir and McAuley Singers) are requirements of this ensemble. The group performs in the Rochester community and travels to annual music festival competitions. Participants will supply their own costumes, dance shoes, and makeup. Enrollment is limited to 25 students.
Requirement: Audition
Recommendation: Previous singing and dancing experience

0325  INTRODUCTION TO THEATRE (9)
This full-year course offers students the opportunity to explore theatre performance in all areas of the world including Ancient Greece and Rome, England, Japan, and America. Students will identify the roles of women, religion, and political agendas in relation to theatrical performances throughout history. Students will participate in many in-class performance-related activities throughout the year including improvisation, musical theatre technique, kabuki make-up design, stage combat, script writing, and choreography.
0641  THEATRE PERFORMANCE (10-12)
This elective has a semester or full-year option providing flexibility in students’ elective selections. Theatre Performance is designed to deepen students understanding of performance art in a playful, encouraging, collaborative atmosphere. This course offers students an engaging introduction or continuation to theatre training, audition preparation, script writing, and directing. Students will also receive training in voice, acting, and dance.

0642  INTERMEDIATE DANCE (10-12)
This course includes various dance styles, techniques, wellness, nutrition, stretching, and injury prevention for the dancer’s body. Students will be graded using both summative and formative assessments. Instructor recommended clothing and footwear is required. This course meets 3 times within the 8-day school cycle. Enrollment is limited. One semester of this course may be used for Physical Education credit.
Prerequisite: Students must be in grades 10-12. A letter to the school from an outside dance studio stating the student is enrolled and dances a minimum of 10 hours per week is required or the student must have instructor approval.

0640  VOCAL PERFORMANCE/INDEPENDENT STUDY (12)
This course is recommended for students who plan on pursuing music or musical theatre in college. Students will receive voice lessons, sight reading, music theory, and monologue coaching to prepare their college audition repertoire and fulfill pre-screening requirements. Additional fees for accompanists and recording sessions for instructor’s time outside of class will be charged hourly.
Prerequisite: Show Choir
Requirement: Teacher approval
6600 PHYSICAL EDUCATION (6)
This course gives students the opportunity to participate in a wide range of games, sports, and fitness activities. Through participation, our goal is to develop the qualities of cooperation, coordination, sportsmanship, and team play. Along with attention paid to fine and gross motor skills, students receive instruction in sport and fitness skills and related terminology. Our focus is to promote growth of the mind, body, and spirit of our students through physical activity.

0770 PHYSICAL EDUCATION (7-8)
The emphasis of this program is on the introduction of team sports. Basic skills, game strategy, and general knowledge of each sport are presented. In addition to team sports, movement education, fitness, dance, yoga, and cooperative games are taught. Fitness testing is also incorporated at this level.

0710 PHYSICAL EDUCATION (9-10)
At this level, the focus is on providing team and individual sport opportunities, as well as developing related awareness of skills, rules and concepts of play. The student will also have a chance to improve her level of fitness. Individual fitness levels are charted during the second semester. Some of the activities offered are badminton, basketball, fitness, football, international games, soccer, softball, track & field, and volleyball.

0710 PHYSICAL EDUCATION (11-12)
At this level, the focus is on providing the student with individual and lifetime sport opportunities. Skills are taught and practiced so that activity can be enjoyed now and in the future. Some of the activities offered include archery, badminton, lifetime fitness, and recreational activities. We also offer certification for ARC First Aid/CPR/AED and a Personal Safety Unit for all students. Individual fitness levels are charted during second semester.

0771 HEALTH EDUCATION (7)
Current issues in health are studied in order to help students become aware of recent developments and trends in the field. Physical, mental, emotional, social/emotional, and spiritual health are explored in the areas of decision-making, stress management, substance abuse, nutrition, communication, healthy relationships, abstinence education, and disease prevention. Students apply critical thinking skills to all areas of their health.

0721 HEALTH EDUCATION (10)
Students are given the opportunity to expand their awareness and knowledge of a variety of health issues that include health and wellness, decision making, communication, stress management, substance use and abuse, nutrition, communicable disease, and sexual health. The class focuses on a holistic approach to wellness and encourages students to make healthy decisions in regard to their total well-being. This semester course is required for graduation.

Health is offered on-line during the summer for a limited number of students. Upperclassmen needing the credit for graduation, students taking full year electives, or those taking AP Science classes will be eligible to take the summer Health course. Please see your counselor for more information.
JUNIOR/SENIOR ATHLETIC EXEMPTION
Juniors and seniors may use their athletic experience in a junior varsity or varsity sport for Physical Education credit. Athletes may exempt for ONE quarter of the school year, and must do so during the particular quarter in which their sport competes: (Fall Sport – 1st Qtr; Winter Sport – 3rd Qtr.; Spring Sport – 4th Qtr.). Each coach will grade student athletes according to the Physical Education Department rubric.

JUNIOR/SENIOR INDEPENDENT STUDY
Juniors and seniors may earn Physical Education credit for ONE quarter by participating in 30 hours of instruction from a qualified professional at a commercial facility. This option is ONLY for juniors and seniors who are actively pursuing higher levels of certification and/or more competitive levels of performance (e.g. dance, martial arts, etc.). All Independent Study Course plans must be pre-approved by the Physical Education Department.
**6800 SCIENCE (6)**
This course will prepare students for the Mercy middle and high school science courses. Students will establish a solid science foundation by studying scientific principles and the scientific method. Scientific literacy skills are embedded in instruction as students learn about and complete laboratory reports. The Next Generation Science Standards (NGSS) are the basis for instruction. The curriculum is enriched through several cross-curricular units with ELA, social studies, and math. Major topics of study include the metric system, plants, cells, an introduction to physics, matter, Earth and space, waves, light, sound, and the heart.

**0880 SCIENCE (7)**
This course reflects the Next Generation Science Standards, and emphasizes skills common to both scientists and engineers. Concepts from life sciences and physical sciences are introduced, with an emphasis on problem solving, the iterative design process, and engineering through a scientific lens. Students begin the year by developing skills such as metric measurement, microscopy, graphing, and experimental design. The rest of the year includes 2 modules from Project Lead the Way, a national program that emphasizes STEM learning. During the Medical Detectives unit, students take on the role of a doctor to explore human body systems, learn to analyze medical data to diagnose a patient, and investigate a disease outbreak. In Flight and Space, students explore force, motion, and astronomy by taking on the role of an aeronautical engineer and an astronaut, using the engineering design process to create a variety of model aircraft.

**0870 SCIENCE (8)**
The first part of the course includes concepts from the physical sciences, including basic physics and chemistry. The second part includes concepts from life science, including basic biology. There is an emphasis on active participation by the students through class activities and labs. Students will strengthen their scientific skills in measurement, data collection, and data interpretation throughout the year. Students regularly use reading, writing, and math to engage in learning. Varied forms of assessment will be used throughout the course including exams, lab reports, projects, and presentations.

**0820 BIOLOGY (8)**
This is a high school level course aligned to the Next Generation Science Standards. Topics include biochemistry, cellular biology, genetics, human biology, ecology and evolution. There is an emphasis on active participation through class activities and labs. Students are required to complete 1,200 minutes of satisfactory laboratory work. Students will strengthen their scientific skills in measurement, data collection, and data interpretation throughout the year. Students will regularly use reading, writing, and math to engage in learning. Varied forms of assessments will be used throughout the course including exams, lab reports, projects and presentations.

**Required: Teacher recommendation**

**0821 BIOLOGY (9-10)**
Topics include biochemistry, cellular biology, genetics, human biology, ecology and evolution. There is an emphasis on active participation through class activities and labs. Students are required to complete 1,200 minutes of satisfactory laboratory work. Students will strengthen their scientific skills in measurement, data collection, and data interpretation throughout the year. Students will regularly use reading, writing and math to engage in learning. Varied forms of assessments will be used throughout the course including exams, lab reports, projects and presentations.
0811 **ENVIRONMENTAL EARTH SCIENCE (9-10)**
The primary focus of this course will be the non-living processes of Earth’s systems with an emphasis on human interactions on their environment and the impact that has, both positive and negative. Topics include natural resources, natural hazards, resource use, and sustainability. There is an emphasis on active participation through class activities and labs. Students are required to complete 1,200 minutes of satisfactory laboratory work. Varied forms of assessments will be used throughout the course including exams, lab reports, projects and presentations.
Prerequisite: Biology

0831 **CHEMISTRY (10-12)**
Using a hands-on learning approach, students will study topics such as: matter and energy, atomic structure, bonding, the periodic table, thermodynamics, kinetics and equilibrium, acid-base theories, and nuclear chemistry. Laboratory work is required. Students take a final assessment in June.
Prerequisite: 2 credits of High School Science and a grade of A or higher in Algebra I

0841 **PHYSICS (10-12)**
This upper-level course introduces students to topics in physics. Students develop an understanding of the main concepts of physics through the study of motion, forces, energy, momentum, work, waves, and optics. This course emphasizes the development of analytical skills in the context of the Next Generation Science Standards. Regular laboratory work (1200 minutes), quarterly projects, a midterm and final exam are required parts of this course.
Prerequisite: 2 credits of High School Science. Completion of Geometry and concurrent enrollment in Algebra 2/Trig or higher.
Recommended: A or higher grade in Algebra I

0882 **FORENSICS I (10-12)**
In this semester course, students will explore the world of forensic science. Students will follow the process used by scientists to investigate crime scenes. Students will learn about the kinds of evidence used by investigators to solve crimes, such as cell phone records, fingerprints, and fabric samples. The analysis of evidence will allow students to construct arguments about how a crime was committed. Regular laboratory work is required in this course.
Prerequisite: 2 credits of High School Science

0883 **FORENSICS II (10-12)**
This is a continuation of the Forensics I course. Students will continue to develop their scientific thinking and reasoning skills by investigating famous criminal cases. The emphasis in this course will be on toxicology evidence, including analysis of blood, urine and tissue for the presence of foreign substances. Students will use evidence they have collected from toxicology tests to construct arguments about how a crime was committed.
Prerequisite: Forensics I

0884 **ANATOMY AND PHYSIOLOGY (10-12)**
This full-year course offers an in-depth study of the anatomy and physiology of the human body through the use of case studies. The various tissues and organs of each of the body systems will be studied at both the macro and micro levels. The interaction of the body systems in maintaining homeostasis will be emphasized. Regular laboratory work is required in this course, including a dissection.
Prerequisite: 2 credits of High School Science
0850  **AP BIOLOGY**  
This course follows the AP Biology curriculum defined by the College Board, and is the equivalent of a college introductory biology course. Students must exhibit strong math skills, a high level of interest, and significant time commitment. Topics include biochemistry, cellular mechanics, genetics, reproduction and development, molecular biology, ecology, and evolution. An integral portion of the course is comprised of laboratory experiments and data analysis. Students can expect a significant amount of homework in this course.  
**Prerequisite:** Biology, Chemistry and Algebra 2/Trig, or concurrently with Algebra 2/Trig and teacher approval  
**Recommended:** B+ or higher in Chemistry

0862  **AP PHYSICS 1 (11-12)**  
This is a full-year course, equivalent to a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry based investigations as they explore the major units of study: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course requires that 25% of class be spent doing hands-on laboratory work that provides students with opportunities to demonstrate foundational physics principles and apply the science and engineering practices outlined in the Next Generation Science Standards. The course culminates with the AP exam in May, followed by a final project. Students can expect a significant amount of homework in this course.  
**Prerequisite:** Algebra I, Geometry and concurrent enrollment in Algebra 2 Trig, 2 credits of High School Science  
**Recommended:** Physics, a grade of A or higher in Geometry or B+ in Geometry Honors

0856  **AP CHEMISTRY**  
This course follows the AP Chemistry curriculum of the College Board. Students must exhibit strong math skills and a high level of interest and significant time commitment. Topics include kinetics, types of reactions, stoichiometry, and thermodynamics. An integral portion of the course is comprised of laboratory experiments. Students can expect a significant amount of homework in this course.  
**Prerequisite:** Biology, Chemistry and Algebra 2/Trig, or concurrently with Algebra 2/Trig and teacher approval  
**Recommended:** B+ or higher in Chemistry, A or higher in Algebra 1

0864  **THE GLOBAL ENVIRONMENT (10-12)**  
Students will examine the complex scientific and social issues behind the development of human societies and resource use strategies throughout human history. The focus is on population growth and developmental pressures on physical and biotic resources. Topics include energy use issues, causes and socioeconomic implications of climate change, pollution, and loss of biodiversity. This is a dual credit course in conjunction with the State University of New York College of Environmental Science and Forestry (SUNY ESF). There is a tuition fee required of approximately $200.  
**Prerequisite:** completion of 3 science credits or concurrent enrollment in a third science course.
6900 SOCIAL STUDIES 6
The goal of this course is to build a strong foundation of literacy skills the students will need as they continue their studies. Students begin the course with an in-depth study of the five themes of geography and their impact on the development of civilizations. They then learn the basics of archaeology and the use of primary and secondary sources in order to understand the past. After a unit on early humans, students explore the cultures of selected ancient civilizations. Students develop historical writing skills aligned with content area through the creation of document-based essays.

0970 SOCIAL STUDIES 7
This course examines the history of America from Pre-Columbian times to the Civil War. Topics include the first Americans, European explorers, settlers, and the colonists of America. The forging of a national identity from a diverse population and the broadening and strengthening of a democratic institution are emphasized. The political, social, and economic changes during this time are stressed, and compared and contrasted to a modern America.

0980 SOCIAL STUDIES 8
A continuation of the study of the United States, from Reconstruction to the present, this course stresses the political, social, and economic changes the United States has undergone over this span of time. Emphasis is placed on developing the skills to identify historical themes and articulating those themes in evidence-based writing.

0910 GLOBAL HISTORY AND GEOGRAPHY 1 (9)
This course begins with the Rise of Civilizations and ends with the Age of Exploration presented through a chronological and thematic approach. Themes central to the study of human history are explored such as geography, social relations, political structures, and economic organization. The study is global in context with the exception of the United States.

0911 PRE-AP WORLD HISTORY (9)
This course is the first half of a two-year course that develops an understanding of global evaluation. This course highlights the nature of changes in a world context from the beginnings of human development until the beginning of the Modern Age. An emphasis is placed on causes and consequences of societal interactions, and requires advanced reading and writing skills.
Recommendation: Teacher recommendation or performance on entrance exam

0920 GLOBAL HISTORY AND GEOGRAPHY 2 (10)
This course is a continuation of study from Global History and Geography 1. It begins with the Age of Enlightenment and ends with current world issues. The area of study remains global, with the exception of some United States history. An emphasis on cultural elements and global interdependence is highlighted.
0921  **AP WORLD HISTORY: MODERN (10)**
This course begins chronologically with 1200 CE and ends with the present day. It builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Specific time periods are examined to develop an awareness of change and continuity throughout world history.
Recommendation: A average in Pre-AP World History, A+ average in Global History 1

0930  **U.S. HISTORY & GOVERNMENT (11)**
This course covers nine major units of United States history. The first unit emphasizes the study of the roots of democracy and the origins and development of the Constitution during the early years of United States history, stressing the expansion of individual rights and civil liberties. The other eight units follow the United States chronologically since 1800, concentrating on economic, political, social, and foreign policy changes.

0950  **AP UNITED STATES HISTORY (11)**
This course is a detailed look at the political, economic, and social aspects of American history from pre-Columbian days to the present. Nine periods of study are viewed chronologically with the major emphasis being placed on critical analysis and historical interpretation. Special effort is given to developing the historical thinking skills and thematic learning as outlined in the College Board Course and Exam Description for United States History. Students can expect a significant amount of homework in this course.
Recommendation: A average in AP World History, A+ average in Global History 2

0943  **AFRICAN AMERICAN HISTORY (11-12)**
This course explores the history of African Americans starting with the forced removal of people from African homelands to the present. It emphasizes the reliance of the United States on the slave economy, the strategies slaves adopted to survive their ordeal, the contributions and contradictions of free people of African descent, the process of emancipation and work to end segregation, the path towards obtaining full and equal civil rights, and the achievements of African Americans which have contributed to all aspects of American society. United States history as a whole will be discovered from the particular lens of the African American experience.

0931  **AP UNITED STATES GOVERNMENT AND POLITICS (11-12)**
The course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Students will examine politically significant concepts and themes, will learn to apply disciplined reasoning to assess causes and consequences of political events, and will interpret data to develop evidence-based arguments. This course can be used to fulfill the 12th grade Social Studies requirements.
Recommendation: A+ average in U.S. History and Government, A average in AP U.S History
0940 **ECONOMICS (12)**
This semester course presents basic concepts and principles to provide the economic understanding necessary to function effectively as citizens of the United States. Comparisons are made with other national economic systems. Special focus will be placed on the Critical Concerns of the Sisters of Mercy. The final assessment will be a budget project involving current market trends, cost of living expenses and current indices, taxation, and an evaluation of current economic policies.

0941 **PARTICIPATION IN GOVERNMENT (12)**
This semester course provides the student with the necessary knowledge and skills to enable her to participate actively in the democratic process. Students evaluate public policies and current events, and examine ways by which to advocate for particular policies. Special focus will be placed on the Critical Concerns of the Sisters of Mercy.

0951 **AP EUROPEAN HISTORY (12)**
This course follows the AP European History curriculum of the College Board. A focus on the interaction between Europe and the rest of the world, causes and effects of poverty and prosperity, European intellectual movements, national and continental identity, and the relationship between the individual and the state will guide the curriculum. Emphasis is placed on analyzing historical sources and evidence, making historical connections, chronological reasoning, and the creation and support of a historical argument.

**Recommendation:** B+ average in AP United States History
A average in United States History or African American History

0959 **YOUTH & GOVERNMENT THROUGH JUSTICE AND ADVOCACY (10-12)**
This semester course will focus on the essential question, “What can I, as a single individual, do to make a difference in the world. Students will explore current social justice issues in light of the teachings of the Catholic Church and the Critical Concerns of the Sisters of Mercy in particular. Students will consider what it means to be an advocate for change and how we can work within our current system of government to impact and influence policies related to immigration, racism, the environment and women’ issues. This course will prepare students to attend the Youth and Government Conference in Albany, NY to present their proposals for change in the form of legislation, court cases, and lobbying.

0942 **PSYCHOLOGY (11-12)**
This semester elective introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological basis of behavior, memory and learning, personality, psychological disorders, social cognition, and social interaction. Throughout the course, students employ psychological research methods, including ethical considerations as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.
0952 AP PSYCHOLOGY (11-12)
The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological basis of behavior, sensation and perception, learning and cognition, motivation and emotion, developmental psychology, testing and individual differences, psychological disorders and treatment, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.
Recommendation: Teacher recommendation

0955 CRIMINAL JUSTICE (11-12)
This semester elective is designed to provide students with an understanding of the operation of the American criminal justice system. Students will explore the law, procedures, and issues surrounding crimes against people and property, defenses, investigation, proceedings before trial, trial, and sentencing/corrections. Students will become familiar with the role of police in investigating criminal activity and the rights of accused persons. Students will interpret, analyze, and think critically about the major issues facing the criminal justice system in America.

0958 CIVIL LAW IN AMERICA (11-12)
This semester elective introduces students to the major areas of American civil law. Students will examine individual rights and liberties such as freedom of speech, press, religion, and assembly; the right to privacy, due process, and discrimination. Next, students will study family law including marriage, separation, divorce, and custody, parents and children, foster care, and adoption. Finally, students will learn about torts: intentional, negligence, and strict liability. Throughout the course, students will interpret, analyze, and think critically about the major issues and controversies facing the civil law system in America.
SOCIAL STUDIES COURSE SEQUENCE

*red arrows* indicate paths where students should refer to recommendations listed in the Program of Studies
*blue arrows* indicate paths where no recommendations need to be considered.

**Electives – Grades 11 – 12 Only**

- Psychology
- AP Psychology
- Criminal Justice
- Civil Law
- AP Government and Politics
- African American History
1501 TECHNOLOGY 6
This 10-week course introduces students to the fundamentals of Google Classroom and Google Apps for Education which will be used throughout their coursework at Mercy. Students will learn the essentials of Google Docs, Google Sheets, and Google Slides and will complete projects in each application to demonstrate their proficiency. Skills in file organization, digital communication, collaboration, and digital citizenship will be emphasized.

1502 TECHNOLOGY 7
In this 20-week course, students will deepen their proficiency in the use of Google Classroom and Google Apps for Education which will be used throughout their coursework at Mercy. Through a problem-based learning approach, students will learn the essentials of G Suite applications and make use of coding and design software to solve problems and communicate information. Skills in file organization, digital communication, collaboration, and digital citizenship will continue to be emphasized.

1048 TECHNICAL THEATER 8
This semester course is an option for those students not taking Theatre Arts. This course provides students with an opportunity to work behind the scenes of a theater production. Students develop engineering and problem-solving skills as they learn about the technical aspects of stage production, including sound, lighting, and set design.

1504 AP COMPUTER SCIENCE PRINCIPLES (10-12)
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

1049 CYBERSECURITY (10-12)
This course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.
6500 **GRADE 6 THEOLOGY - OUR ANCESTORS IN FAITH**
This course encompasses study of Hebrew Scriptures to understand our roots in the first covenant between God and God’s people to prepare for the new covenant in Jesus. The course includes hands-on activities and faith development/service opportunities.

1070 **THEOLOGY 7**
This course provides an introduction to the life and teachings of Jesus and how to live out the Good News as a disciple. It encompasses beliefs, practices, and traditions of the Church including the Bible, prayers, Sacraments, liturgical year, and reflection on community service experiences.

1080 **THEOLOGY 8**
This course begins with Jesus’ Ascension and the sending of his Holy Spirit at Pentecost. We will examine the gifts and graces provided by Jesus’ Holy Spirit and evaluate how these graces promote the development of our conscience and moral behaviors. The course then moves on to an exploration of how the Holy Spirit has inspired the events that have transpired over the 2,000 year history of the Catholic Christian Church. This exploration will be examined through the lens of conscience and morality.

1010 **FOUNDATIONS OF CATHOLIC THEOLOGY AND SCRIPTURE (9)**
The first part of this course will focus on our Mercy identity and key concepts in Catholic Theology. The second part of the course is an introduction to biblical interpretation through a study of the Pentateuch and the Historical, Wisdom, and Prophetic books in Hebrew Scripture.

1020 **CHRISTIAN SCRIPTURE (10)**
This course begins with a study of the historical and cultural context of Jesus in order to more fully comprehend His message. Through an in-depth study of the Gospels, students will explore the themes of Incarnation, Mission, Paschal Mystery, and Discipleship. This course concludes with a study of the early Church as presented in Acts of the Apostles, Epistles, Revelation, and early Church councils.

1030 **MORAL FOUNDATIONS / ISSUES OF MORALITY (11-12)**
This semester course explores what it means to be a morally mature Christian. The goal of the course is to provide a framework for making good moral choices within the tradition and teachings of the Catholic faith. Students have an opportunity to examine their own moral growth and development as well as specific moral issues that face us both individually and as a society. This is a required course for all students.

1031 **LIVING SACRAMENTS (11-12)**
This semester course leads the students toward a deeper understanding of the Sacraments and how their experiences might be an expression of them. Concepts including symbol, ritual, the Paschal Mystery, and grace are explored. Throughout the course, the importance and effects of the sacraments as graced encounters with the Risen Christ and our “lived out” response to these encounters is emphasized.
1046 DISCIPLESHIP AND DISCERNMENT (11-12)
This one-semester course examines the baptismal call to be disciples of Christ. The course includes an examination of Marriage and Holy Orders as well as vowed religious life. How one discovers God’s call is explored through the lens of great spiritual icons from our Catholic heritage. Film study, prayer experiences, guest speakers, small group discussion, and projects are integral components of the course.

1047 TOPICS IN CHURCH HISTORY (11-12)
This semester course begins with an examination of the early Church and Christology. It continues by explaining changes in worship, art, and architecture over time. The course focuses on the role of women in the Church including Mary, the desert mothers, saints and doctors of the Church, religious orders, and modern women who make a difference. The course concludes with an in-depth analysis of Vatican II and the Church in the modern world.

1043 WORLD RELIGIONS (11-12)
This one-semester course prepares students to become active participants in inter-religious dialogue to enhance the building of a global community. Students will develop their knowledge of the core beliefs and practices of Muslims, Hindus, Buddhists, and the traditions of Jainism, Taoism, and Judaism, and other Christian faiths in order to discover the many ways God acts in the world and in their own lives.

1044 SOCIAL JUSTICE (11-12)
This one-semester course explores the Christian call to act justly. Through an examination of our biblical heritage, Catholic Church social teaching, and tools of social analysis, a context for examining specific issues is provided. Issues studied in this course include prejudice and racism, U.S. and global poverty, immigration, conflict, and nonviolence.
6400 INTRODUCTION TO LANGUAGE (6)
The goal of the Foundations of Language course is to prepare sixth grade students for further language study. Students will explore grammar that is essential to the study of language, including parts of speech, sentence structure, and other concepts common to language instruction. Students will be provided with a preview of the three different language options offered as part of the 7th grade program, as well as an exploration of those different cultures.

0472 LATIN 1A (7)
This course provides students with a basic knowledge of the Latin language through simple stories and vocabulary building activities. Emphasis is placed upon making connections between the ancient and modern world. Students will also be introduced to the history, geography, culture, and mythology of Ancient Rome.

0482 LATIN 1B (8)
This course is a continuation of Latin 1A. Students will further develop their vocabulary, grammar, derivation, and word structure skills. Aspects of Roman history, mythology, and culture will also be explored. Upon successful completion of this course, students will be able to advance to high school level Latin 2.

0414 LATIN 1 (9-12)
Students will utilize the skills learned in Latin 1A and Latin 1B, but the pace and classroom activities will be more suitable for older students. Added emphasis will also be given on word etymology and grammatical forms and structures that would benefit students who have taken another world language and help students improve their knowledge of English grammar.

0424 LATIN 2
This course is a continuation of Latin 1. Intermediate Latin grammar, translation skills and composition are stressed. In addition to review of past culture topics, chariot racing, dining customs, and education are discussed in depth.
Prerequisite: Latin 1A and Latin 1B or Latin 1 (Grade 9)

0434 LATIN 3
In this course, students will fine-tune their knowledge of Latin grammar, vocabulary, and word derivation. A variety of adapted and authentic literature written by Ancient Roman authors will be incorporated throughout the year. In addition to the review of past culture topics, students will learn about the Roman army, important Late Republican and Empiric figures, literary terms, and famous Roman authors.
Prerequisite: Latin 2

0446 LATIN 4 HONORS
This course provides students with an introduction to authentic Latin literature by translating select passages of either Caesar’s De Bello Gallico or Vergil’s Aeneid, required readings for the AP Latin exam. Through these texts, students will explore how the political and historic climate of Ancient Rome influenced each author. Students will also examine how grammatical constructions, figures of speech, and literary devices enhanced each work. Students will demonstrate content knowledge through analytical essay writing assignments. This course provides students with an excellent background for AP Latin.
Prerequisite: Latin 3
Recommendation: B+ or higher average in Latin 3 or teacher recommendation
0447  AP LATIN
AP Latin students will read, understand, translate, and analyze Latin poetry and prose at a level equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. Students will prepare and translate required Latin readings, as well as read and comprehend passages at sight. Students will develop their language skills through various activities: producing precise literal translation of poetry and prose, reading and comprehending passages from both poetry and prose at sight, and composing clear and cogent written analyses supported by textual examples.
Prerequisite: Latin 4 Honors
Recommendation: B+ average in Latin 4 Honors or teacher recommendation

0470  FRENCH 1A (7)
Students are introduced to French through the development of listening, speaking, reading and writing skills. Vocabulary and grammar topics are based on everyday, useful French. Students learn about the Francophone world with an emphasis on the culture and geography of France.

0480  FRENCH 1B (8)
Reviews and builds upon the core language skills of listening, speaking, reading and writing. There is an increased emphasis on grammar and verb usage. Students develop a greater awareness and appreciation of the Francophone world through cultural activities and media. Upon successful completion of French 1B, students advance to high school level French 2.
0410 FRENCH 1 (9-12)
High school students are introduced to French through the development of the four basic language skills: listening, speaking, reading, and writing. At this level, emphasis is placed on the acquisition of listening and speaking skills as well as language structure and vocabulary. Students learn about France, French speaking countries, and French people through a study of French culture.

0420 FRENCH 2
This course is a continuation of French 1. The skills introduced at the first level are reinforced, with special emphasis on reading, writing, conversation, and grammatical structures. Vocabulary building and cultural understanding are reinforced through simple literary selections, video, artwork, and internet exploration. French is used as much as possible in the classroom.
Prerequisite: French 1A and French 1B or French 1 (Grade 9)

0430 FRENCH 3
This course is a continuation of French 2. Emphasis is on listening skills, everyday topical conversations, reading comprehension across a wide variety of subjects, and short composition. Students increase their knowledge of grammar and appreciation of the French-speaking world through the use of media, film, authentic text, and internet exploration. French is spoken almost exclusively in the classroom. This course prepares students for the Level 4 Honors program.
Prerequisite: French 2

0440 FRENCH 4 HONORS
French 4 Honors offers students a unique opportunity to explore French culture, literature, cinema, music, and grammar at an advanced level. The course includes a thorough review of advanced grammar, readings from poets and authors, and practice in reading, writing, listening, and speaking skills. The course provides an excellent background for the AP French Language course. French is spoken almost exclusively in the classroom.
Prerequisite: French 3
Recommendation: B+ average in French 3 or teacher recommendation

0450 AP FRENCH LANGUAGE AND CULTURE
This is a college-level course in preparation for the French Language and Culture Exam in May. Reading, writing, speaking, and listening skills are emphasized through each of the three modes of communication: interpersonal, interpretive, and presentational. Students will also study and compare French language and culture with their own, through AP course themes. French is used almost exclusively in the classroom. Written and audio-visual materials are in accordance with the College Board requirements.
Prerequisite: French 4 Honors
Recommendation: B+ average in French 4 Honors or teacher recommendation

0471 SPANISH 1A (7)
Students are introduced to Spanish through the development of listening, speaking, reading, and writing skills. Vocabulary, grammar, and verb conjugation are stressed. Spanish and Hispanic culture are explored through cultural activities, geography, and technology.
0481 SPANISH 1B (8)
This course reviews and builds upon Spanish 1A. Vocabulary, grammar, and verb conjugation continue to be stressed. Spanish and Hispanic culture are explored through cultural activities, geography, and technology. At the completion of the two-year study and with the recommendation of the teacher, students will be prepared to enter Spanish 2 at the high school level.

0412 SPANISH 1 (9-12)
High school students are introduced to Spanish through the development of the four basic language skills: listening, speaking, reading, and writing. At this level, emphasis is placed on the development of listening and speaking skills, as well as language structure and vocabulary. Students learn about Latin America, Spain, and the Spanish people through a study of Spanish culture.

0422 SPANISH 2
This course is a continuation of Spanish 1. The skills introduced at the first level are reinforced, with special emphasis on reading, writing, conversation, and grammatical structures. Vocabulary building and cultural understanding are reinforced through simple literary selections, video, artwork, and internet exploration. Spanish is used as much as possible in the classroom.
Prerequisite: Spanish 1A and Spanish 1B or Spanish 1 (Grade 9)

0432 SPANISH 3
This course is a continuation of Spanish 2. Emphasis is on listening skills, everyday topical conversations, reading comprehension across a wide variety of subjects, and short composition. Students increase their knowledge of grammar and appreciation of the Spanish-speaking world through the use of media, film, authentic text, and internet exploration. Spanish is spoken almost exclusively in the classroom. This course prepares students for the Level 4 Honors program.
Prerequisite: Spanish 2

0442 SPANISH 4 HONORS
Spanish 4 Honors provides students with the opportunity to explore Spanish culture, literature, cinema, music, and grammar at an advanced level. The course includes a thorough review of advanced grammar, readings from poets and authors, and practice in reading, writing, listening, and speaking skills. The course provides an excellent background for the AP Spanish Language course. Spanish is spoken almost exclusively in the classroom.
Prerequisite: Spanish 3
Recommendation: B+ average in Spanish 3 or teacher recommendation

0452 AP SPANISH LANGUAGE
This is a college-level course in preparation for the Spanish Language and Culture Exam in May. Reading, writing, speaking, and listening skills are emphasized through each of the three modes of communication: interpersonal, interpretive, and presentational. Students will also study and compare Spanish language and culture with their own culture through AP course themes. Spanish is used almost exclusively in the classroom. Written and audio-visual materials are in accordance with the College Board requirements.
Prerequisite: Spanish 4 Honors
Recommendation: B+ average in Spanish 4 Honors or teacher recommendation
OUR LADY OF MERCY
SCHOOL FOR YOUNG WOMEN
Grades 6-12

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