



Our Lady of Mercy Academy  
Program of Studies  
2023-2024

**Empowering students to grow  
as informed, inspired, compassionate souls.**



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“Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God’s help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian values.”

To Teach as Jesus Did  
National Conference of Catholic Bishops

## PARISH IN THE MONADNOCK REGION

### **Parish of the Holy Spirit**

Saint Bernard Church  
173 Main Street, Keene

Saint Margaret Mary Church  
33 Arch Street, Keene

Saint Joseph Church  
35 Brattleboro Road, Hinsdale

Parish Office  
173 Main Street  
Keene, NH 03431  
(603) 352-3525

### **V. Rev. Alan C. Tremblay, VF | *Pastor***

Rev. Peter Cuong V. Nguyen | *Associate Pastor*

Rev. Msgr. Daniel O. Lamothe | *Retired*

Deacon Kenneth J. Swymer | Deacon David L. Romano

## MISSION

**The mission of Our Lady of Mercy Academy is to empower students to grow as informed, inspired, compassionate souls.** We are a private Catholic high school, welcoming families of all faiths from the greater Monadnock region, and serving students in grades 9 through 12. Our faith-based school program promotes high academic standards and positive self-esteem, encourages personal responsibility and public service, and instills a sense of community. We foster kind, thoughtful, joyful souls.

## Our Philosophy and Values

We believe in Catholic Education that is centered in the Spirit of the Gospel of Jesus Christ, our Lord.

We believe that our heritage in the Monadnock region gives us a faith-filled view of our school, of life, and of our mission.

We believe that together, the Saint Joseph Regional School and Our Lady of Mercy Academy communities of parents, students, and teachers share a common vision---one formed by the compassionate message of the Gospel. **We affirm the values of high academic standards, responsibility, service, community, and worship.**

Because of our belief in **high academic standards**, we teach for a mastery of the basic learning skills by challenging students to use and develop their talents to the fullest.

Because of our belief in **responsibility**, we encourage our students to work both independently and cooperatively with others in a respectful manner.

Because of our belief in **service**, we teach our students to be aware of the needs of others and to reach out and help them.

Because of our belief in **community**, we choose to be a compassionate people who care for one another and to create a family atmosphere in our school.

Because of our belief in **worship**, we celebrate our personal commitment to Jesus Christ in prayer, in song, in liturgies, in the sacraments, and in religious instruction.

Realizing the beauty of our God-given identity, relatedness and purpose, we strive to form each student into a young adult, responding to those needs by being:

- A Hope-Filled Person
- A Person Who Emulates Christ's Love to All People
- A Whole Person
- A Responsible Person
- An Enthusiastic Person
- A Wise Person
- A Compassionate Person

## **CHANGES AND MODIFICATIONS TO SCHOOL POLICY & PUBLICATIONS**

Our Lady of Mercy Academy reserves the right to add, modify or amend any part of this Program of Studies between publication dates. The school will inform students, faculty and staff through various means when any changes to this document are made. These changes will supersede any previously published policies on the same topic.

The creation, distribution, and updating of any information and material to be placed on OLMA's website shall be specifically approved by the Principal or a person explicitly designated by her/him as having the authority to approve such materials.

**OLMA reserves the right to remove from its server(s) any material that is outdated, not properly maintained, or not in compliance with school standards.**

### ***Notice of Nondiscriminatory Policy As To Students***

*Our Lady of Mercy Academy admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*

## OUR FACULTY AND STAFF

Main Office: 603-352-2720

Fax: 603-358-5465

|                                  |  |   |
|----------------------------------|--|---|
| Principal                        | Mr. Christopher Smith                      | csmith@stjosephkeene.org  |
| Dean of Students                 | Ms. Liberty Ebright                        | lebright@mercyacademykeene.org                                  |
| Founder/Project Manager          | Mr. Anthony Toscano                        | atoscano@stjosephkeene.org                                      |
| Director of Advancement          | Mrs. Jennifer Marshall                     | jmarshall@stjosephkeene.org                                     |
| Director of Admissions           | Mrs. Megan Amundson                        | mamundson@stjosephkeene.org                                     |
| Campus Minister                  | Mrs. Chelsea Herman                        | cherman@mercyacademykeene.org                                   |
| Administrative Assistant         | Mrs. Allison Murray                        | amurray@mercyacademykeene.org                                   |
| Art                              | Miss Molly Fletcher                        | mfletcher@mercyacademykeene.org                                 |
| Culinary Arts                    | Ms. Avril Miller                           | amiller@mercyacademykeene.org                                   |
| English                          | Mrs. Kristin Blais<br>Dr. Gabrielle Regney | kblais@mercyacademykeene.org<br>gregney@mercyacademykeene.org   |
| French                           | Madame Sharon Wilson                       | swilson@mercyacademykeene.org                                   |
| Health                           | Mrs. Cathy Hart                            | chart@mercyacademykeene.org                                     |
| Mathematics                      | Mr. Andy Cardine<br>Miss Liz Wilber        | acardine@mercyacademykeene.org<br>lwilber@mercyacademykeene.org |
| Social Studies/<br>Mercy Project | Mr. Anthony Toscano                        | atoscano@stjosephkeene.org                                      |
| Physical Education               | Miss Ali Wilson                            | awilson1@mercyacademykeene.org                                  |
| Science                          | Miss Abbey Hoye                            | ahoye@mercyacademykeene.org                                     |
| Social Studies                   | Mr. John Rafail                            | jrafail@mercyacademykeene.org                                   |
| Spanish                          | Señora Isabel Hernando Cabrera             | icabrera@mercyacademykeene.org                                  |
| Technology/Music                 | Mr. Christian Raabe                        | craabe@mercyacademykeene.org                                    |
| Theology                         | Mr. Anthony Sully<br>Mrs. Chelsea Herman   | asully@mercyacademykeene.org<br>cherman@mercyacademykeene.org   |

## ACADEMIC INFORMATION

### Alternating Block Schedule

Our Lady of Mercy Academy follows an Alternating Block Schedule. Students take one-credit classes over two semesters (36 weeks) and 1/2 credit classes over one semester (18 weeks). Students rotate their schedule each day, with four classes on the first day of the schedule (A day) and four other classes on the second day of the schedule (B day). Over a 2-week period, students would meet each class five times.

The Alternating Block Schedule improves the learning experience and outcomes for students. It keeps two of the essential features of the block schedule--extended class periods and only four classes per day. Students will still have the opportunity to do in-depth learning each day and concentrate on just four classes each day. It corrects the limited time for learning inherent in a 4X4 block. It allows sufficient time to maximize teaching and student learning. It adds additional time for students to master content and skills. It avoids gaps between sequential courses. These gaps occurred in the 4X4 block. While students do not forget all they learn, if there was a time lag between semesters when students took core courses, it creates gaps that impede consistent, deep student learning and mastery. While students on the Alternating Block Schedule take four different courses each day, there is also variety in what they are doing. Adding more time for learning the material throughout the year also relieves stress and frustration for students and gives them time to work through difficult concepts before they move on to the next course.

| Alternating Block Schedule |       |       |               |
|----------------------------|-------|-------|---------------|
|                            | A DAY | B DAY |               |
| Homeroom                   |       |       | 8:05 - 8:15   |
| Class                      | 1     | 2     | 8:15 - 9:35   |
| Class                      | 3     | 4     | 9:40 - 11:00  |
| Lunch/Flextime             |       |       | 11:00 - 12:00 |
| Class                      | 5     | 6     | 12:00 - 1:20  |
| Class                      | 7     | 8     | 1:25 - 2:45   |
|                            |       |       |               |
| Week 1 A/B/A/B/A           |       |       |               |
| Week 2 B/A/B/A/B           |       |       |               |



## Bell Schedules

### Monday-Tuesday-Thursday-Friday

|               |                     |
|---------------|---------------------|
| 8:00          | FIRST BELL          |
| 8:05 – 8:15   | HOME ROOM (BLOCK 1) |
| 8:15 – 9:35   | BLOCK 1             |
| 9:40 – 11:00  | BLOCK 2             |
| 11:00 – 12:00 | LUNCH & FLEX        |
| 12:00 – 1:20  | BLOCK 3             |
| 1:25 – 2:45   | BLOCK 4             |

### Two-hour delay

|               |                     |
|---------------|---------------------|
| 10:00         | FIRST BELL          |
| 10:05 – 10:15 | HOME ROOM (BLOCK 1) |
| 10:15 – 11:10 | BLOCK 1             |
| 11:15 – 12:10 | BLOCK 2             |
| 12:10 – 12:50 | LUNCH & FLEX        |
| 12:50 – 1:45  | BLOCK 3             |
| 1:50 – 2:45   | BLOCK 4             |

### Wednesday

|               |                           |
|---------------|---------------------------|
| 8:00          | FIRST BELL                |
| 8:05 – 8:15   | HOME ROOM (BLOCK 1 CLASS) |
| 8:15 – 9:20   | BLOCK 1                   |
| 9:30 – 10:15  | MASS                      |
| 10:25 – 11:30 | BLOCK 2                   |
| 11:30 – 12:30 | LUNCH & FLEX              |
| 12:30 – 1:35  | BLOCK 3                   |
| 1:40 – 2:45   | BLOCK 4                   |

### Morning Activity

|               |                     |
|---------------|---------------------|
| 8:00          | FIRST BELL          |
| 8:05 – 8:15   | HOME ROOM (BLOCK 1) |
| 8:15 – 9:15   | ACTIVITY            |
| 9:15 10:20    | BLOCK 1             |
| 10:25 – 11:30 | BLOCK 2             |
| 11:30 – 12:30 | LUNCH & FLEX        |
| 12:30 – 1:35  | BLOCK 3             |
| 1:40 – 2:45   | BLOCK 4             |

### End-of-Day Activity

|               |                           |
|---------------|---------------------------|
| 8:00          | FIRST BELL                |
| 8:05 – 8:15   | HOME ROOM (BLOCK 1 CLASS) |
| 8:15 – 9:20   | BLOCK 1                   |
| 9:25 – 10:30  | BLOCK 2                   |
| 10:35 – 11:40 | BLOCK 3                   |
| 11:40 – 12:35 | LUNCH & FLEX              |
| 12:35 – 1:40  | BLOCK 4                   |
| 1:40 – 2:45   | ACTIVITY                  |

### Mid-Day Activity

|               |                     |
|---------------|---------------------|
| 8:00          | FIRST BELL          |
| 8:05 – 8:15   | HOME ROOM (BLOCK 1) |
| 8:15 – 9:30   | BLOCK 1             |
| 9:35 – 10:50  | BLOCK 2             |
| 10:50 – 11:20 | LUNCH               |
| 11:20 – 12:10 | ACTIVITY            |
| 12:10 – 1:25  | BLOCK 3             |
| 1:30 – 2:45   | BLOCK 4             |

## Co-Curricular Eligibility

Co-curricular activities that require considerable time after school or away from school are subject to the following eligibility rule: students must pass ALL courses each quarter in order to participate in those activities for the following quarter. Students in academic jeopardy may be suspended from co-curricular activities including sports participation **at any time** at the discretion of the Administration.

## College Admissions

Since admission requirements vary widely between higher education institutions, students should consult college bulletins, catalogs and websites of different institutions early in their high school careers to assure they are completing the necessary requirements. It is important to remember that admissions to college are generally competitive, and students should consider enrolling in course work that exceeds the minimum requirements. The following table generalizes recommended admissions requirements for various post-secondary programs.

|                                  | English | Social Studies | Mathematics | Lab Sciences | World Language |
|----------------------------------|---------|----------------|-------------|--------------|----------------|
| <b>Two-Year Colleges</b>         | 4       | 3              | 3           | 2            | 0-2            |
| <b>Engineering</b>               | 4       | 3              | 4-5         | 4-5          | 2-4            |
| <b>Four-Year Colleges</b>        | 4       | 3              | 3-4         | 3-4          | 2-4            |
| <b>Highly Selective Colleges</b> | 4       | 3-4            | 4-5         | 4-5          | 3-5            |

## College Credit

Running Start is a concurrent enrollment program available through the Community College System of NH (including River Valley Community College) that provides high school students with the opportunity to take college courses while also completing the requirements for high school graduation. Students must elect to sign-up for Running Start near the beginning of the course and pay a reduced tuition (\$150 or less for a 3-credit course). Scholarships may be available for students who qualify.

## College Transcripts

Requests for transcripts may be made to the Counseling Office. When the transcripts are to be sent out with college applications, the applications should be in to the Counseling Office two (2) weeks prior to the college's deadline. There is no fee for sending transcripts of current students. There is a fee of \$5 for alumni requesting transcripts after graduation.

## College Visits

Juniors and seniors are encouraged to visit colleges for tours or interviews on non-school days. If needed, seniors can schedule up to four (4) excused days from school for college interviews, visits or orientations. Juniors are allowed two (2) college visitations in the spring semester. Students must complete a request form and return it to the Counseling Office **at least two (2) school days prior to the visit** in order for these visits to be excused. Without a completed form, the visit is counted as an unexcused absence and the student may forfeit any remaining visitation days. Students are responsible for classwork and homework missed.

## Computers (personal)

OLMA encourages students to use their personal mobile electronic devices (Bring Your Own Device) at school. With teacher approval, students may use devices such as laptops, iPads, tablets and eReaders in the classroom to access and save information from the Internet, collaborate with other learners, and utilize productivity available to them. Cell phones are not allowed in the BYOD network.

## Contacting School Personnel

*Attendance* – Contact the Main Office by phone or by email to [amurray@mercyacademykeene.org](mailto:amurray@mercyacademykeene.org) by 8:30am on the day of the absence.

*Behavioral issues, co-curricular activities, safety and security of building and grounds* – Please contact the classroom teacher or activity advisor for any behavioral concerns in classes or activities. Continued concerns, or questions regarding attendance or building safety can be directed to the Principal.

*Classroom/Academic issues* – Contact the classroom teacher first, and then our Dean of Students.

*Family/social/emotional issues* – Contact our Dean of Students if your child is experiencing social or emotional issues (personal or family) that might affect their experience during the school day.

## Counseling

The goal of the Dean of Students is to assist students and parents in a variety of activities that affect educational development. Among these are scheduling of courses, overseeing internships, counseling for future educational and career opportunities, serving as a liaison between school and community groups, making resources available to students and parents to assist in decision-making, and short-term personal counseling and/or referral. The Dean of Students adheres to a policy of confidentiality, except when the individual or the OLMA community is at risk. The Dean of Students is responsible for assisting students in registering for college admission tests.

## Course Failures

A failed course may be made up by repeating the course, completing an approved online course, tutoring by a teacher approved by the administration, or in some cases, demonstrating proficiency of specific course competencies.

## Course Level Changes

Students wishing to change a level in any core course must be recommended by the current teacher and a meeting with the Dean of Students for approval. Level Change forms are available in the Dean of Students' Office. Level changes are made when they are academically necessary and in the best interest of the student. All students should be enrolled in challenging but reasonable courses in which they have the ability to succeed. Students in Honors classes must maintain a minimum grade of B- or may be moved to lower-level course.

## Course Selections

Students should discuss their course selections with their parents, teachers, and the Dean of Students. Course selections are completed using the course selection forms each spring.

## Credit Requirements

The Program of Studies contains a detailed description of all courses offered. It is important that students consult college catalogues of schools of their choice and plan their course selections according to these requirements if possible. Students are required to complete 28 credits for an OLMA diploma.

## Directed Physical Education for Credit

In accordance with OLMA graduation requirements, students may receive a maximum of 0.5 credit (of the total one credit of PE required) toward the Physical Education credit requirement for participation in one full season of an OLMA approved physical activity or sport. The coach/instructor of the sport/physical activity will determine whether the student participated in one full season. Full season participation is defined as attending approximately 80% of practices and/or competitions/classes. Students are required to keep track of their participation hours daily by completing an Activity Time Log. The total number of hours must be at least 60 in a 90-school day period. The student must complete a written reflection documenting knowledge and understanding of the six core competencies related to physical education. This reflection is due two weeks prior to the end of the semester. The student must submit a completed Request for Directed Physical Education Credit form and Activity Time Log with the Athletic Coordinator's approval to the Dean of Students within the same academic year of participation. Successful completion will grant .5 credit toward the student's PE graduation requirement. Credit will be given Pass/Fail. Students MUST complete their PE requirements BEFORE their senior year. Forms are available from the Dean of Students and the Main Office.

## Exams

Mid-year and final examinations will be administered. Specific details will be course dependent. Students are required to take their exams on the dates scheduled in the school calendar. **No student is permitted to take an exam outside of the scheduled time without the approval of the Dean of Students. Written requests from parents regarding extenuating circumstances must be made to the Dean of Students two weeks prior to the exam period.**

## Financial Responsibilities

Prior to the school year, all parents signed an Enrollment Contract which indicates that students will not be able to take final exams and final grades will be shown as incomplete until an account is up-to-date or there is a written plan approved and on file with the Principal.

## Grading Scale

| LETTER GRADE | NUMBER RANGE | College Prep | Honors |
|--------------|--------------|--------------|--------|
| A +          | 100-98       | 4.0          | 4.5    |
| A            | 97-95        | 4.0          | 4.5    |
| A-           | 94-92        | 3.7          | 4.2    |
| B+           | 91-89        | 3.3          | 3.8    |
| B            | 88-86        | 3.0          | 3.5    |
| B-           | 85-83        | 2.7          | 3.2    |
| C+           | 82-80        | 2.3          | 2.8    |
| C            | 79-77        | 2.0          | 2.5    |
| C-           | 76-74        | 1.7          | 2.2    |
| D+           | 73-71        | 1.3          | 1.8    |
| D            | 70-68        | 1.0          | 1.5    |
| D-           | 67-65        | .7           | 1.2    |
| F            | 64-0         | 0            | 0      |

## Grading System

Numeric grades are provided on report cards and recorded on school transcripts. At OLMA the passing grade is 65. Grades are weighted based on course levels.

Courses may be graded Pass/Fail on a limited basis with the approval of the Dean of Students.

Physical Education courses are graded Pass/Fail.

## Honors vs. College Prep Courses

Both College Prep and Honors classes have the following attributes:

- Follow a rigorous curriculum.
- Require students to work toward mastery of the *Diocese of Manchester Catholic School Integrated Faith Standards for Academic Curriculum*.
- Prepare students for college coursework.
- Develop critical thinking skills.
- Include cumulative midterm and final exams.
- Utilize project and traditional based learning, including presentations, essays, reading grade-level texts, classroom discussion, and individual and/or group projects.

Honors classes differ from College Prep in the following ways:

- Greater depth and complexity of study.
- Textbooks may be above grade level.
- Students work independent of teacher assistance more often.
- Pacing is quicker.
- Required course reading is more often done as homework outside of class rather than during class.
- Assigned readings are at a higher level of difficulty.
- Homework typically requires students to think critically and synthesize the material that they learned in class that day. As a result, homework generally takes longer.

## Graduation Requirements

The *minimum* graduation requirements are:

### Class of 2025/2026/2027

|   |           |
|---|-----------|
| English                                 | 4         |
| Math                                    | 3         |
| Science                                 | 3         |
| Social Studies                          | 4         |
| <i>(*including 1 for Mercy Project)</i> |           |
| Theology                                | 4         |
| Physical Education                      | 1         |
| Health                                  | .5        |
| Technology                              | .5        |
| World Language                          | 2         |
| Fine Arts                               | 1         |
| Electives                               | 5         |
| <b>Total</b>                            | <b>28</b> |

Plus 60 hours of community service.

### Class of 2024

|   |           |
|---|-----------|
| English                                   | 4         |
| Math                                      | 3         |
| Science                                   | 3         |
| Social Studies                            | 4.5       |
| <i>(*including 1.5 for Mercy Project)</i> |           |
| Theology                                  | 4         |
| Physical Education                        | 1         |
| Health                                    | .5        |
| Technology                                | .5        |
| World Language                            | 2         |
| Fine Arts                                 | 1         |
| Electives                                 | 4.5       |
| <b>Total</b>                              | <b>28</b> |

Plus 60 hours of community service.

Courses taken beyond the minimum graduation requirements will count towards elective requirements.

## Homework

Homework may take the form of written assignments, reading, reviewing, or studying/preparing for long range tests or projects and is an integral part of the curriculum and essential to the learning process. Homework is assigned at the discretion of the teacher and may be graded or non-graded. Homework is expected to be submitted on the day it is due.

**Students cannot work together on homework unless explicit permission is given by the teacher.**

## Honors/Awards

Unweighted grades are used to determine distinctions. Graduating seniors may be designated:

**Summa Cum Laude** (with high honors) 4.0 or higher

**Magna Cum Laude** (with great honors) 3.8 to 3.99

**Cum Laude** (with honors) 3.6 to 3.79

Transcripts will show “Candidate for Summa Cum Laude,” “Candidate for Magna Cum Laude,” or “Candidate for Cum Laude” based on the cumulative and weighted average at the time of the transcript request.

### **Honor Roll**

Unweighted grades are used for determining honor roll for each quarter report card.

**First Honors**                      Average of 95% or higher with no grade lower than 92%

**Second Honors**                  Average of 92% or higher with no grade lower than 89%

## **Incompletes**

In cases of extended absence excused by the Principal or Dean of Students, a quarter or final grade of incomplete may be posted on the report card. All Incompletes must be made up at a time agreed upon with the administration.

## **Make-up Work**

Following an absence from class, the student is required to ask teachers what work was missed. Arrangements to make up work must be done upon the student's return to school. The teacher will determine a reasonable make-up time. Students may be penalized for work not completed on time. **If a student willfully cuts a class or skips school, make-up work may not be allowed.**

When there is a planned absence, the student is required to complete the Planned Absence Form (see Resources section of the OLMA website) to help gather advanced assignments from his/her teachers and to establish a schedule for completing assignments and tests. Since it is not always possible or desirable to provide all of the assignments that will be covered during the time of the absence, some assignments may be required to be completed by the student upon his/her return to school. The Planned Absence Form must be completed at least **two weeks** prior to the planned absence.

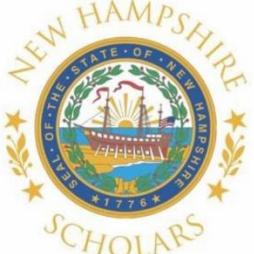
Students missing a class because of a scheduled school event, field trip or for other excused absences must make arrangements to complete missed work. A student missing work during an unexcused absence must complete work on the day they return. Parents of students missing school due to personal travel, vacations, extended holidays, or family circumstances **MUST** notify the Main Office with specific reasons and dates of absence at least one week **PRIOR to the absence**. Administrators will determine the appropriate makeup period and notify teachers that the student will not be in attendance. Students are encouraged to travel with their books and follow the class work assigned. Any work not completed in the assigned makeup time may be subject to penalties.

## New Hampshire Scholars

OLMA participates in the New Hampshire Scholars program. Our graduation requirements align closely with the NH Scholars Core Course of Study. In addition to the Core Course of Study, students may also choose to follow one of the specific designated optional pathways. Students who achieve NH Scholar status will be specially recognized at graduation and may be eligible for specific scholarships at NH post-secondary schools. For details: <https://nhscholars.org/>



### NEW HAMPSHIRE SCHOLARS CORE COURSE OF STUDY & OPTIONAL PATHWAYS

|   |   |  |
|---|---|--|
|   | <p><b>Core Course of Study</b></p> <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 4 years of Math</li> <li>• 3 years of Science with labs</li> <li>• 3 ½ years of Social Studies/ Social Science</li> <li>• 2 years of a foreign language</li> </ul>  | <p><b>STEM Pathway</b></p> <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 4 years of Math</li> <li>• 4 years of Science (3 with labs)</li> <li>• 3 ½ years of Social Studies/ Social Science</li> <li>• 2 years of a foreign language</li> <li>• 1 year (or more) STEM-related</li> <li>• Minimum 3.2 GPA (4.0 scale)</li> </ul> |
| <p><b>Arts Pathway</b></p> <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 4 years of Math</li> <li>• 3 years of Science with labs</li> <li>• 3 ½ years of Social Studies/ Social Science</li> <li>• 2 years of a foreign language</li> <li>• 2 years (or more) Arts-related</li> <li>• Minimum 3.2 GPA (4.0 scale)</li> </ul> | <p><b>STEAM Pathway</b></p> <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 4 years of Math</li> <li>• 4 years of Science (3 with labs)</li> <li>• 3 ½ years of Social Studies/ Social Science</li> <li>• 2 years of a foreign language</li> <li>• 1 year (or more) STEM-related</li> <li>• 2 years (or more) Arts-related</li> <li>• Minimum 3.2 GPA (4.0 scale)</li> </ul> | <p><b>Career Pathway</b></p> <ul style="list-style-type: none"> <li>• Core Course of Study</li> <li>• 1 career credit</li> <li>• One work-based learning experience</li> <li>• Earned college credits, industry-recognized certificate, or post-secondary hours</li> </ul>   |

## Parenting Plans

In the case of divorced or separated parents, parents shall submit to the school an updated parenting plan that sets forth the **decision-making, residential and financial** responsibilities of the parents. In the absence of submission to the school of a parenting plan, court order, or decree to the contrary, both parents will have the opportunity to request academic reports and information pertaining to the school.



## Progress Reports

Students receive progress reports midway through each quarter as noted on the school calendar. Progress reports include summaries of grades as well as teacher comments and are posted on RenWeb to all parents/guardians.

## Records Release

When students or parents request, permission is granted for OLMA to release the student's transcripts, grades, recommendations and other information required by college. In other cases when transcripts are requested, parents will be asked to sign a "Records Release Form" granting OLMA permission to send requested information. Students 18 years of age and older do not need a parental signature and may sign on their own. **Note: sending test scores to the colleges is the responsibility of the student.**

## RenWeb/FACTS Parent Web

RenWeb/FACTS is a web-based student information system used by Our Lady of Mercy Academy to maintain student data including attendance, grades, and course information, as well as used by parents for ordering lunches. RenWeb accounts should be created and maintained by all families. Information will be provided at the beginning of the school year.

## Report Cards

Report cards are posted on RenWeb/FACTS to parents/guardians at the end of each of the four quarterly marking periods.

## Service Requirement

All students are required to complete 15 hours of service each year. Students are required to complete a service form. This community service is a graduation requirement. Project opportunities will be available through Campus Ministry, Mercy Project, and the House system. If the required service hours are not completed, fourth quarter (final) report cards will be withheld.

## Standardized Testing

Students in grade 9 have the option to take the PSAT 8/9 which follows the format of the PSAT and SAT test that are continued in grades 10, 11, and 12. The ninth-grade test measures reading, writing and language, and math. Ninth graders may share their results with Khan Academy for a personalized practice program based on their individual test scores.

Sophomores and juniors should take the PSAT (Preliminary Scholastic Aptitude Test) in the fall of both their sophomore and junior years. Scores from the junior year testing are used to qualify students for the National Merit Scholarship Program. Results and detailed explanations will be made available to students and parents. Individualized SAT review is available through the College Board.

Students should plan to take the SAT and/or ACT at least twice, usually during the spring of the junior year and the fall of the senior year. As part of the NH State testing program all juniors participate in the SAT free of charge. The optional writing portion is strongly recommended and must be paid for by the

family. Students are automatically registered for this special test by Mercy Academy and will be given on site. Once students have taken this test, they can again use the online review materials or register for an SAT prep program to prepare for repeating the test, off site, in the fall of the senior year. The exams are given nationally on specific dates chosen by the College Board. Information is available in the Counseling Office or on the College Board website.

The ACT is another type of college entrance exam. This tests students in the areas of English, Math, Reading and Science with an optional Writing Assessment.

Students in grades 11 and 12 should research the testing requirements of the college in which they have interest to ensure they meet the expectations and schedule testing at appropriate times.

## **Transfer Students**

Mercy accepts transfer students as freshmen, sophomores, and first semester juniors only.

All official transcripts will be reviewed on a case-by-case basis to determine credit alignment and graduation requirements. GPAs from accredited schools will be honored.

## **VLACS**

Students are welcome to enroll in VLACS for enrichment. Students are strongly discouraged from enrolling in VLACS courses for which Mercy Academy already has existing courses. Credit will be given for courses with approval from the Dean of Students, however with few exceptions, VLACS grades will not count towards student Mercy Academy GPAs.

# ACADEMIC HONESTY AND EXPECTATIONS

## Cheating

The administration and faculty consider cheating a serious violation of trust. Students violating this trust will be held responsible for their actions. The teacher will notify parents of the incident. It will result in a grade of zero for the activity (tests, quizzes, assignments, etc.) and will be reported to the administration. Further sanctions may be imposed by the administration in accordance with the severity of the incident.

## Plagiarism

Plagiarism (the representation of another's words, thoughts, or ideas as one's own) is another form of intellectual dishonesty. A student engaged in writing and utilizing information from sources other than personal experience will appropriately acknowledge the sources. Plagiarism includes the following:

1. Implementing a direct quotation, graph, table etc. without citing the source.
2. Paraphrasing the ideas, interpretation, and expressions of another without giving credit to the source.
3. Failing to acknowledge or document sources.

Students MUST assume that any paper, project, report or presentation should always give credit to the original source. All sources of information should be credited or cited according to the Modern Language Association (MLA) Style Sheet. Students are always encouraged to seek assistance if confused in any way regarding sources and citations.

### *Student Responsibilities*

Every student has the responsibility and obligation to assist in protecting the integrity of the learning process by (1) not participating, either directly or indirectly, in cheating or plagiarism, (2) actively discouraging cheating or plagiarism by others, and (3) reporting all instances of which a student has knowledge. A person who knowingly assists another person in cheating or plagiarism is as guilty as the person receiving help.

## Acceptable Use Policy for Computer Network

The Saint Joseph Regional School computer network is established for the **educational and professional use of Saint Joseph Regional School students, faculty and staff**. The goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

- Users are expected to avoid actions which are illegal, unethical, or against school rules. **Such actions include, but are not limited to:**
- Making false statements about other people – harassment of any kind, direct or **indirect personal attacks**.
- Deliberate access to inappropriate materials – including “adult” materials.

- Sending e-mail or PM (Personal instant messages) **on the school's computers.**
- Damaging the computers, computer system or computer network – including changing the configuration of the computers and the software, or any disruption of the computer system.
- Violating copyright laws – Users should cite information, found electronically, in the **same way they do information found in printed sources.** Saint Joseph Regional School **will not** tolerate the use of its system for the illegal copying or storing of illegally acquired **material.**
- Accessing other people's files – Students may not attempt to gain unauthorized access to **any file, computer or network at Saint Joseph Regional School or through its systems, or go beyond authorized access.** This includes any attempt to log in through **another person's account, access another person's files, or take advantage of a user who inadvertently leaves a computer** without logging out.
- Students found in violation of these guidelines will have their network privileges revoked and **may face further disciplinary action.**

## Electronic Devices for Learning

OLMA affirms the educational use of electronic devices to promote learning and increase computer literacy. Students may use electronic devices such as laptops, notebooks, and tablets (not CELL PHONES) with the following restrictions:

- Students may use electronic devices in the classroom with the **permission of the teacher.**
- Under no circumstance may a student use technology while taking an assessment unless approved by the teacher.
- Students may use electronic devices **for educational, not social or recreational use** during lunch, study halls, and in the library.
- **At no time** is a student allowed to wear headphones with an approved electronic device, unless approved by a teacher for educational purposes.

# COURSES

## COMPUTERS/TECHNOLOGY DEPARTMENT

### INTRODUCTION TO COMPUTER SCIENCE

Levels available: Open

Grade 9, 10 • .5 credit - Semester

This required course is designed to give students a practical understanding of what computer science is and how it can be applied to all other subject areas and courses they subsequently take. Topics include:

- Microsoft Office Suite and Google Applications
- Internet Safety
- Web credibility -CRAAP (Currency, Reliance, Authority, Accuracy and Purpose)
- Basic video editing
- Basic web design
- Introduction to Programming
- Ethical use of computers
- Human computer interaction
- Social impact of computing

### INTRODUCTION TO COMPUTER PROGRAMMING

Levels available: Open

Grade 9, 10, 11, 12 • .5 credit - Semester

Pre-requisite: Introduction to Computer Science

Students will learn the basics of coding in common languages of JavaScript, HTML, and CSS. They will use these skills to manipulate websites and programs for a variety of applications.

### INTRODUCTION TO GRAPHIC DESIGN

Levels available: Open

Grade 10, 11, 12 • .5 credit - Semester

Pre-requisites: Art I, Introduction to Computer Science

Students will learn the applications of digital art and marketing, and explore the commercial aspects of art. There will be a heavy focus on creativity as we learn the basics of the Adobe Suite and other industry standard programs. Design skills will be explored through typography, photo manipulation, posters, logos, and packaging.

## **ENGLISH DEPARTMENT**

### **INTRODUCTION TO LITERATURE**

**Levels available: College Prep/Honors**

**Grade 9 • 1 credit**

**Prerequisite for Honors: B+ or better in 8<sup>th</sup> grade Literature class and teacher recommendation**

To prepare students for the rigorous demands of high school, this course emphasizes development of vocabulary, grammar, writing, speaking, listening and research skills. It includes intensive work in descriptive and expository writing with special attention to prewriting techniques, sentence variety, and paragraph development. Students read, write, analyze, and discuss the literary genres of the short story, drama, novel, poetry and nonfiction. Each freshman must complete a research paper to receive credit for the course.

### **WORLD LITERATURE**

**Levels available: College Prep/Honors**

**Grade 10 • 1 credit**

**Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation**

Complementing the World History course required for sophomores, this course exposes students to the works of major world authors including a sample of African, Latin American, European, and Asian writers in a historical and cultural context. Students study changing cultural and historical patterns in literature with an eye towards recognizing the shared life experiences that connect all of humanity. Classroom activities and readings encourage students to broaden their perspectives of literature and life, to develop analytical skills, to think creatively and refine their abilities to communicate effectively through spoken and written word. Students write essays and a required research paper to refine their analytic and communication skills.

### **U.S. LITERATURE**

**Levels available: College Prep/Honors**

**Grade 11 • 1 credit**

**Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation**

Complementing the U.S. History course required for juniors, this course is an historical survey of U.S. Literature from 1771 through the 20<sup>th</sup> Century. Classroom activities stress the writing process and research skills culminating in a research project using internal documentation. Students also work extensively with vocabulary and reading comprehension preparation for the SAT. U.S. Literature seeks to broaden the students' perspective and deepen their understanding of the inevitable relationship between the literature and history of any given era.

### **BRITISH LITERATURE**

**Levels available: College Prep/Honors**

**Grade 12 • 1 credit**

**Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation**

A chronological course that explores the development of British literature from its origin to the early 20<sup>th</sup> century. Literary works covered will include works of fiction and nonfiction, Puritanism, the Enlightenment, Romanticism, Realism, Naturalism, and Modernism. Extensive reading, critical writing, and analytical discussions will center on a thematic approach. History, culture, the lives of the authors and their influence on society will be emphasized. A research paper is integral to this course, as is the reading of novels. College essays will be explored during the first term.

### **ADVANCED LITERATURE**

**Levels available: Honors**

**Grade 12 • 1 credit**

**Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation**

This course will focus on reading, analyzing, and writing about predominantly fictional literary works from various genres and periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments will include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **FILM STUDIES**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 Credit – Semester**

This course will introduce an appreciation of film, exploring the varieties of film experience, and the ways of viewing. Students will learn about the basic cinematic techniques and structures, including mise-en-scene and montage, use of cinematic time and space, the image, soundtrack, and the script. Consideration will also be given to analyzing the fundamentals of film production, directing, acting, and editing; how the elements of the production process are analyzed separately, then brought together to show how they create the emotional and intellectual impact of the film experience. ***This course does not fulfill an English graduation requirement.***

## FINE ARTS DEPARTMENT

### VISUAL ARTS

#### ART I

Levels available: Open

Grades 9, 10, 11, 12 • 1 credit

*\*Students may submit a portfolio and/or a teacher recommendation to bypass Art I.*

An exploration of the concepts, media, and processes of making art. Students engage in a range of individual and collaborative creative projects focused on developing visual literacy, skill-building, and self-expression.

#### ART II: PAINTING I

Levels available: Open

Grades 10, 11, 12 • 1 credit

Pre-requisite: Art I

An introduction to color theory and color harmonies using chalk pastels, oil pastels, watercolor and acrylic paint. Painting subjects will be from life, photograph, abstract, narrative and expressionist.

#### ART II: 3D DESIGN AND CERAMICS

Levels available: Open

Grades 10, 11, 12 • 1 credit

Pre-requisite: Art I

This course explores 3D building with traditional and non-traditional materials including wire, plaster, cardboard, and clay. Students will learn about the contemporary and historical practices of ceramics and sculpture while developing meaningful works that support personal expression and problem solving.

#### ART III: PAINTING II

Levels available: Open

Grades 11, 12 • 1 credit

Pre-requisite: Painting I

Students will learn to work in a series and to create a body of work based on a concept developed at the beginning of the semester. The course is designed to create a more independent approach to painting and to conceptual art that still utilizes the skills built upon in Painting I.

#### ART III: PRINTMAKING

Levels available: Open

Grades 11, 12 • 1 credit

Pre-requisite: Painting I

A survey of techniques and history of printmaking. Investigation of “green” relief, screen-printing, and monotype processes. Covers both black-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized.



## 2D DESIGN

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

Covers basic design principles including the use of emphasis, harmony, movement, form, color, repetition and variety. Student work is mostly abstract and completed in a variety of 2D media including charcoal, graphite, pastel, and paint.

## DRAWING

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

Students work from representational sources to learn the basics of drawing. Still life, self-portrait, and perspective drawings are completed in a variety of media including graphite, ink and charcoal.

## MUSIC

### JAZZ ENSEMBLE

**Levels available: Open**

**Grades 9, 10, 11, 12 • 1 credit**

***\*With special approval from the Dean of Students, this course can be .5 Credit A/B Semester.***

This course will be an all-inclusive ensemble with an emphasis on improvisation. Students will be introduced to soloing concepts and how to navigate the genre. We will break down jazz and its styles to give students a broad understanding of the genre, and what sets it apart from other kinds of music. Auditions will be necessary to create a well-tailored experience for all students, but will not dictate acceptance into the course. Performances will include the annual Winter and Spring Arts Showcases and occasional all-school Mass accompaniment as well as additional public performance opportunities.

### CONCERT CHORUS

**Levels available: Open**

**Grades 9, 10, 11, 12 • 1 credit**

***\*With special approval from the Dean of Students, this course can be .5 Credit Semester.***

This course will focus on the development of basic vocal skills in a group setting. Students will explore various styles of vocal music including traditional, popular, blues, rocks, jazz. etc. Rehearsal techniques will be presented, with an emphasis on the development of the vocal ensemble for the purpose of school and/or public performance. Students will also learn basic music reading skills, harmony and theory as it applies to vocal performance. Other music skills that will be developed include part-singing, pitch control, rhythm dictation, breathing, musical interpretation, phrasing and enunciation. Performances will include the annual Winter and Spring Arts Showcases and weekly all-school Masses as well as additional public performance opportunities.

### **BEGINNER BASS**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This class is designed for those students with little or no bass experience. Students will have the opportunity to learn a variety of chords and melodies that will enable them to play songs from the jazz, rock and pop music styles. Class time will be divided between short learning drills, chord and melody practice, small group practice of guitar ensemble music, and learning to play jazz, rock, and pop songs. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

### **INTERMEDIATE BASS**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This class is designed for those students with strong basic bass experience. Students will have the opportunity to move beyond basic chord and melody playing and concentrate on more advanced techniques such as barre chords, finger picking, and more advanced bass ensemble music. Students will also have the opportunity to learn more advanced songs from the jazz, rock, and pop music styles. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

### **BEGINNER GUITAR**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This class is designed for those students with little or no guitar experience. Students will have the opportunity to learn a variety of chords and melodies that will enable them to play songs from the rock, pop, and folk music styles. Class time will be divided between short learning drills, chord and melody practice, small group practice of guitar ensemble music, and learning to play folk, rock, and pop songs. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

### **INTERMEDIATE GUITAR**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This class is designed for those students with strong basic guitar experience. Students will have the opportunity to move beyond basic chord and melody playing and concentrate on more advanced techniques such as barre chords, finger picking, and more advanced guitar ensemble music. Students will also have the opportunity to learn more advanced songs from the folk, rock, and pop music styles. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

### **MUSIC HISTORY AND THEORY**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

Students will learn elements of music theory and apply this to either their instrument of choice or listening examples. This course will include history and written music studies as they connect to what we hear today. Class will strive towards a practical understanding of concepts in composition, instrumental techniques or ear training, and a basic knowledge of music history. ***This course does not fulfill a Fine Arts graduation requirement.***

### **INTRODUCTION TO MUSIC PRODUCTION**

**Levels available: Open**

**Grade 9, 10, 11, 12 • .5 credit - Semester**

Students will learn the fundamentals of recording in various settings including solo and small group. They will learn how to manipulate sound, add effects and edit with a Digital Interface. Additionally, they will learn how to use MIDI. Students will leave with the ability to create a home recording having produced and mastered it themselves. ***This course does not fulfill a Fine Arts graduation requirement.***

## MATHEMATICS DEPARTMENT

*\*Students requesting to begin at a higher level than Algebra I must take a comprehensive exam in May to determine eligibility.*

The below chart shows common pathways that students may follow for their Mathematics studies during their four years, however course selections may vary depending on individual circumstances.

|                                    |                                      |  |   |   |  |  |
|------------------------------------|--------------------------------------|--|---|---|--|--|
| <b>9th Grade</b>                   | Foundations of Algebra CP            | Algebra I CP                                       |   | Algebra I Honors  |  | Geometry Honors<br>(available to students who pass Alg I exam) |
|                                    |                                      |  |   | ^   |  |  |
| <b>10th Grade</b>                  | Algebra I CP                         | Geometry CP  |   | Geometry Honors   | Geometry Honors & Algebra II/Trig Honors                       | Algebra II/Trig Honors   |
|                                    |                                      | ^  |   |   |  |  |
| <b>11th Grade</b>                  | Geometry CP                          | Algebra II CP                                      | Consumer Finance                                | Algebra II/Trig Honors  | Precalc Functions Honors                                       | Precalc Functions Honors                                       |
|                                    |                                      |  |   |   |  |  |
| <b>Graduation requirements met</b> |                                      |  |   |   |  |  |
|                                    |                                      |  |   |   |  |  |
| <b>12th Grade</b>                  | Algebra II CP OR<br>Consumer Finance | Consumer Finance OR<br>Advanced Algebraic Concepts | Algebra II CP OR<br>Advanced Algebraic Concepts | PreCalc Functions Honors OR<br>Statistics Honors OR<br>Advanced Algebraic Concepts OR<br>Consumer Finance | Calculus Honors OR<br>Statistics Honors OR<br>Consumer Finance | Calculus Honors OR<br>Statistics Honors OR<br>Consumer Finance |

### FOUNDATIONS OF ALGEBRA

**Levels available: College Prep**

**Grade: 9 • 1 credit**

Students in this course will spend time further developing their computational skills and number sense. Students will encounter situations where they will need to be proficient in performing mathematical operations on integers, decimals and fractions. Students will then translate those skills to algebraic expressions. Students will solve increasingly complex problems requiring proper use of order of operations, simplifying, and solving multistep equations. Successful completion of this course will place a student in Algebra 1.

### ALGEBRA I

**Levels available: College Prep/Honors**

**Grades 9, 10 • 1 credit**

**Prerequisite for Honors: B- or better in an introductory 8<sup>th</sup> grade Algebra class and teacher recommendation**

This is a traditional course in elementary algebra with an emphasis on solving problems. Students will also employ their skills on a variety of projects throughout the course designed to extend their classwork into a broader understanding of the world around them. The course falls into five basic parts: 1) the four operations on real numbers and their use in the solution of simple equations and related problems; 2) linear equations, inequalities, functions and relations, and systems of open sentences; 3) irrational numbers and exponents; 4) exposure to rational, exponential and quadratic functions and equations; 5) polynomials and factoring, leading to the solution of more complicated problems. A scientific calculator is required for the course. A Texas Instruments TI-83 or TI-84 series graphing calculator is recommended.

## GEOMETRY

**Levels available: College Prep/Honors**

**Grades 9, 10, 11 • 1 credit**

**Prerequisite: Algebra I**

**Prerequisite for Honors: B- or better in Algebra I Honors or successful completion of a comprehensive exam administered by the OLMA Math Department**

This course is an in-depth exploration of the concepts of Euclidean plane and 3-dimensional geometry. The course emphasizes deductive reasoning and rigorous proof which are the foundations of higher mathematics. Students are required to understand and use the vocabulary and concepts of geometry which are explored from the postulate and theorem level. Students will develop deductive and inductive reasoning skills through the writing of proofs, problem solving, and an exposure to technical drawing methods to solve problems visually. Students will practice solving problems and work on various cooperative and independent exercises and projects in their day-to-day work. A scientific calculator is required for the course. A Texas Instruments TI-83 or TI-84 series graphing calculator is recommended.

## ALGEBRA II

**Levels available: College Prep**

**Grade 9, 10, 11, 12 • 1 credit**

**Prerequisite: Algebra I and Geometry**

**Prerequisite for Honors: B- or better in previous Honors courses and teacher recommendation**

The course includes analysis, interpretation and graphing of higher degree polynomials, rational and irrational functions, including transformations of the same. The course will also include extension of algebraic concepts into the complex number system, an exploration of exponential equations and their uses, and an introduction to logarithms. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

## ALGEBRA II/TRIGONOMETRY

**Levels available: Honors**

**Grades 10, 11, 12 • 1 credit**

**Prerequisite: Algebra I and Geometry with B- or better in previous Honors courses and/or teacher recommendation**

The course includes in-depth analysis of higher degree polynomials; analysis, interpretation and graphing of rational and irrational functions, including asymptotic behavior; consideration of the conic sections, including transformations; an introduction to logarithmic and trigonometric functions; expansion of algebraic concepts into the complex number system. The course will include the study of trigonometry and its applications. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

### **PRECALCULUS FUNCTIONS**

**Levels available: Honors**

**Grades 11, 12 • 1 credit**

**Prerequisite: Algebra I, Geometry, Algebra II/Trigonometry with B- or better in previous Honors courses and/or teacher recommendation**

Precalculus Functions is designed to give a thorough preparation for college Calculus. This course is an analysis of families of functions and relations – polynomials; rational functions; radical functions; exponential functions; logarithmic functions; trigonometric functions - and their graphs. This course will also include vectors in planes and space including dot and cross products, polar and parametric equations and their applications, and introduce 3-D coordinate systems. Students will solve problems both algebraically and through the graphing calculator and graphing software; the course will include an introduction to the fundamental aspects of Calculus including an introduction to limits, derivatives, and general curve sketching. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

### **CALCULUS**

**Levels available: Honors**

**Grades 12 • 1 credit**

**Prerequisite: Precalculus Functions with B- or better in previous Honors courses and teacher recommendation**

Calculus is meant for the student who is interested in pursuing a college major with a strong emphasis in mathematics or engineering. The course will cover three main topics of Calculus and their applications: limits, derivatives, and integrals. The course will emphasize a multi-representational approach to calculus with concepts and solutions expressed graphically, numerically, and analytically. Students explore the concepts of limits and continuity; differentiation and its applications to problems of extreme and related rates of change; integration and its application to the solution of differential equations; definite integrals and their application to finding areas, volumes, and length of curves. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

### **CONSUMER FINANCE**

**Levels available: College Prep**

**Grades 11, 12 • 1 credit**

**Prerequisite: Algebra I and Geometry**

This course will concentrate on application specific mathematics. Topics include data analysis, probability, measurement, trigonometry, and applications of algebraic and geometric problem-solving techniques. Students will solve real world related problems that deal with common life situations, simple and compound interest, mortgages and loans, taxes, inventory and overhead and other business statistics. The learning process will include multiple small group projects related to the subject. A scientific calculator is required.

## **ADVANCED ALGEBRAIC CONCEPTS**

**Levels available: College Prep**

**Grades 11, 12 • 1 credit**

**Prerequisite: Algebra I, Geometry, and Algebra II or Algebra II/Trigonometry**

This course is designed for the student heading for a career in a non-STEM field who would benefit from additional exposure to core arithmetic and algebraic concepts. The class begins with an exploration of numeracy, the knowledge, skills, behaviors, and dispositions that students need in order to use mathematics in a wide range of situations. The course helps students with recognizing and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. These skills are translated from tangible application-based examples into algebraic formats and back again to assist students in building their mathematical mindset and developing their ability to assess numbers in the real world.

## **PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

### **PHYSICAL EDUCATION I**

**Levels available: Open**

**Grades 9, 10, 11 • .5 credit - Semester**

Physical literacy is the ability, confidence, and desire to be physically active for life. Personal fitness principles and concepts are introduced and practiced throughout the semester during activities at the Keene Family YMCA. The personal fitness curriculum is designed with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength, endurance, and flexibility. Personal fitness allows students the opportunity to establish their own fitness goals based on specific fitness testing at the start of the semester and repeated at the conclusion of the course. The objective of this course is to help students gain self-discipline, accept personal challenge, experience personal accomplishment, and make fitness a life-long goal. This course is taught by Keene Y staff and given Pass/Fail.

### **PHYSICAL EDUCATION II**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit – Semester**

**Prerequisite: Physical Education I**

The personal fitness curriculum is designed with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength and endurance, flexibility, body composition, and mental health. This class held at the Keene Family YMCA incorporates a wide variety of physical activities in order to target every one of these aspects, such as strength training, circuit training, and aerobic and anaerobic activities. Personal fitness allows students the opportunity to create their own fitness plan and choose exercises and activities that target their specific fitness goals and desired results. Students will also explore fitness technology, which can help monitor their progress and workouts. This course is taught by Keene Y staff and given Pass/Fail.

### **WEIGHT TRAINING**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit – Semester**

**Prerequisite: Physical Education I or instructor recommendation**

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in fitness assessments throughout the semester. This class will be held at the Keene Family YMCA. This course is taught by Keene Y staff and given Pass/Fail.



### **DIRECTED PHYSICAL EDUCATION**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

In accordance with Our Lady of Mercy Academy (OLMA) graduation requirements, students may receive a maximum of 0.5 credit toward the PE credit requirement for participation in an approved physical activity or sport. Students must participate in a full season, defined as attending approximately 80% of practices and/or competitions/classes. The total number of hours must be at least 60 in a 90-school day period. Students must complete a special form (Request for Directed Physical Education Credit – see the OLMA website under Resources) prior to the start of the season. Completion of a written reflection documenting knowledge and understanding of the six core competencies related to physical education is required at the end of the season. This course is given Pass/Fail.

### **HEALTH**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This course will help students acquire an understanding of health concepts and skills to apply when making healthy decisions to recognize, improve, sustain, and promote personal, family, and community health with a study of health-related careers. The goal is to increase health literacy in order to apply knowledge and skills to enhance personal health and the health of others. A skills-based approach is the practice for this course. The class includes a study of Theology of the Body as the foundation from which all other topics will flow, including nutrition, fitness, relationships, and human development with a study of the human body and its systems. Additionally, topics, include mental health, substance abuse, consumer health, and suicide prevention will be explored in this comprehensive curriculum. The objective of this course is to empower students to make decisions regarding mental, emotional, physical, and spiritual health to impact their lives in a positive way.

### **CULINARY EXPLORATIONS**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

This course introduces students to a global culinary and cooking experience with hands on participation. Dishes from around the world will be researched and prepared using a variety of cooking methods. Attention will be given to nutrition, dietary considerations, seasonal cooking, local sourcing, and dining etiquette. Students will learn kitchen basics including: safety, proper equipment usage, and measurement/conversions. This course is intended for the both the beginner and the accomplished chef. ***This course does not fulfill the Health graduation requirement.***

## **MASTERING THE ART OF BAKING – SWEET & SAVORY**

**Levels available: Open**

**Grades 9, 10, 11, 12 • .5 credit - Semester**

In this class students will focus on the fundamentals of baking for sweets and for the savory. The course will cover quick breads and breads made with yeast, muffins, scones, pie crusts made from scratch and fillings, baking and decorating cakes (layered to bundt), cookies, crackers and more! Students will have the opportunity to learn how to set a formal afternoon tea service: from setting the table, to, brewing the tea and baking the scones. While not a math class, attention will be given to measurements, conversions and ratios. No prior experience in the kitchen is necessary. ***This course does not fulfill the Health graduation requirement.***

## SCIENCE DEPARTMENT

### FORENSIC SCIENCE

**Levels available: College Prep**

**Grades 9, 10, 11, 12 • 1 credit**

Forensics is the scientific study used in crime detection. This course covers the study of the techniques and principles that forensic scientists use to solve the puzzle of crime scenes and will be illustrated with case studies and live "crime scenes" in the classroom. Units of study include a history of forensics, death investigation, bloodstain pattern analysis, firearms and tool marks, questionable documents, toxicology, and forensic analysis.

### BIOLOGY

**Levels available: College Prep/Honors**

**Grades 9, 10, 11, 12 • 1 credit**

**Prerequisite for Honors: A or better in 8<sup>th</sup> grade science class and teacher recommendation**

**OR B- or better in preceding Honors courses and teacher recommendation**

Biology is a life science. This laboratory course covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Evolution, and the Human Body Systems. This course also aims to develop in students an appreciation for the natural world and our role in its stewardship.

### CHEMISTRY

**Levels available: College Prep/Honors**

**Grades 10, 11, 12 • 1 credit**

**Prerequisite: Algebra 1 (with final grade of C or better) or permission from teacher**

**Prerequisite for Honors: Algebra I with final grade of C or better**

**and B- or better in previous Honors courses and teacher recommendation**

Chemistry is the scientific study of matter. This laboratory science course aims to develop students as practicing laboratory scientists who can ask and answer questions of their own about what the world is made of and how and why chemical reactions occur. This course also aims to develop students' conceptual and quantitative understanding of chemical principles. Units of study in this course include the nature of the atom, naming of chemicals and compounds, bonding, the periodic table, reactions and equilibrium, stoichiometry, behavior of gases, acids, bases, and safe laboratory practices.

## **PHYSICS**

**Levels available: College Prep/Honors**

**Grades 10, 11, 12 • 1 credit**

**Prerequisite: Algebra 1 (with final grade of C or better) or permission from teacher**

**Prerequisite for Honors: Algebra I with final grade of C or better**

**and B- or better in previous Honors courses and teacher recommendation**

Physics is the scientific study of the most fundamental laws of nature. This laboratory science course aims to further develop students' appreciation for and competence in the scientific method. This course also aims to develop students' conceptual and quantitative understanding of physical principles. Students perform experiments to develop proficiency in laboratory technique in applying physical principles to the analysis of experimental data. Units of study in this course include motion, Newton's Laws, collisions, energy, thermodynamics, waves, sound, light, fundamental particles of nature, radioactivity, quantum mechanics, and electricity and magnetism.

## **ANATOMY AND PHYSIOLOGY**

**Levels available: Honors**

**Grades 10, 11, 12 • 1 credit**

**Prerequisite: B or better in previous Honors courses and teacher recommendation**

Anatomy and Physiology is the scientific study of the human body. This laboratory course covers the study of the human body at all levels and systems. Units of study in this course include support and movement systems, control and regulation systems, fluids and transport systems, energy and maintenance systems, and the reproductive system.

## **SOCIAL STUDIES DEPARTMENT**

### **CIVICS AND ECONOMICS**

**Levels available: College Prep**

**Grade 9 • 1 credit**

The first half of this course focuses on the three branches of the federal government, the U.S. Constitution, local & state laws, individual rights and responsibilities of citizens, and the government's interactions with society, the economy and the environment. Students will apply their knowledge of these structures as they relate to current events. The second half of the course will introduce students to the fundamental concepts of economics and philosophies through the study of Adam Smith, Karl Marx and John Maynard Keynes. An overview of micro and macroeconomics will develop an understanding of larger economic theory. Topics in this course will include cycles in the economy, financial institutions and the role of government, international economics and trade, and personal finance.

### **WORLD HISTORY**

**Levels available: College Prep/Honors**

**Grade 10 • 1 credit**

**Prerequisite for Honors: A- or better in Civics and Economics and teacher recommendation**

This course examines human development from the dawn of civilization through the Renaissance. Students learn about the socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout history and across the globe. Students will conduct inquiry-based research to examine historical events, cultural developments, and social and family structures. This course challenges students to develop critical thinking, reading and writing skills, to participate in complex historical analysis and to engage meaningfully with primary and secondary sources.

### **UNITED STATES HISTORY**

**Levels available: College Prep/Honors**

**Grade 11 • 1 credit**

**Prerequisite for Honors: A- or better in previous Honors courses and teacher recommendation**

This is a survey course that begins with colonial developments that gave rise to the United States and proceeds through key events in American history from the 20<sup>th</sup> and 21<sup>st</sup> century. The major events studied will include Early Colonization and Native American Relationships, Revolutionary War, Civil War, Reconstruction, Industrialization, the Gilded Age, World War I, the Great Depression, World War II, the Cold War, Civil Rights, and the Global War on Terror. Students will be expected to demonstrate a thorough understanding of history through lecture, discussions, reading, writing assignments and the analysis of primary sources.

## PSYCHOLOGY

**Levels available: College Prep  
Grade 9, 10, 11, 12 • 1 Credit**

Psychology is the scientific study of behavior and mental processes. Focused on the fundamental facts and principles of psychology, it explores the broader context of contemporary personal and social concerns, including the latest research and medical breakthroughs by neuroscientists in understanding the functions, mapping, and healing of the human brain. The topics covered will also enhance the students' awareness of personality and behavior, group dynamics, learning styles, multiple intelligences, and the impact and treatment of such disorders as depression, autism, and attention deficit hyperactive disorder. ***This course does not fulfill a Social Studies graduation requirement.***

## WESTERN MILITARY HISTORY (KADESH TO WWII)

**Levels available: Open  
Grade 10, 11, 12 • .5 Credit – Semester**

This course will explore the politics, tactics, weapons, and leaders prevalent throughout the history of armed conflict in Western Civilization. Beginning with the first well-documented battle of Kadesh between Ramses the Great and the Hittite Empire in the Levant, in which chariots represented shock and awe; to the blitzkrieg tactics of the Third Reich, this course explores the part warfare has played in our civilization. Students will learn how armed conflict is a means to a political end, and examine humanity's readiness to move past this method of problem solving. ***This course does not fulfill a Social Studies graduation requirement.***

## **THE MERCY PROJECT**

A unique component of Our Lady of Mercy Academy's curriculum is participation in The Mercy Project. The Mercy Project is our interpretation of a community service-based course in which students play active roles in both our immediate and extended neighborhoods. This course puts Mercy Academy's mission into action. It calls on students to be informed of the world immediately around them and beyond, and the needs of the greater community. The goal is for students to be motivated and inspired to share their gifts and knowledge to have an impact on others, and to grow as compassionate, active citizens.

***\* The Mercy Project totals 1 credit in Social Studies.***

## MERCY PROJECT I – SERVICE AND LEADERSHIP

**Levels available: Open  
Grade 9 or 10 • .5 credit - Semester**

Students will study principles of sociocultural relationships and how to identify unmet needs in a community. They will learn to describe models of local, national, and global service, and will organize and participate in activities that relate to their studies and interests. Students will also learn the psycho-social principles behind leadership, management, and organization, while continuing to develop their personal interest in local, national, and global current events and service opportunities. This course will include guest speakers from existing community service organizations, local clergy and businesses, city officials, professors, and nonprofit Board members.

**MERCY PROJECT II – MERCY PROJECT IN ACTION**

**Levels available: Open**

**Grade 11 or 12 • .5 credit - Semester**

Students will implement what they have learned in Service and Leadership to complete a distinct major project that utilizes the strategies of awareness, service, advocacy, and philanthropy. Their final projects will be presented to and evaluated by a group of community members made up of faculty, parish leadership, school Advisory Board members, and local nonprofit staff.

***\*Note that current students in the class of 2024 will have taken separate courses in Service and Leadership for .5 credits each, and then will take the Mercy Project III—Mercy Project in Action course.***

## **THEOLOGY DEPARTMENT**

### **SACRED SCRIPTURE**

**Levels available: Open**

**Grades 9 • 1 credit**

This course provides an overview of Sacred Scripture with focus on Salvation History through God's revelation of Himself in relationship with His people and the Covenants He made with them. The fulfillment of Old Testament Covenants is shown in the Life of Jesus Christ and Paschal Mystery. Students will also gain an appreciation of the birth of the Catholic Church at Pentecost and its early life through the Acts of the Apostles. Catholic principles for understanding and interpretation of the Bible are used to help students understand Sacred Scripture as well as the message of Joy and love which transcends the ages.

### **CATHOLICISM**

**Levels available: Open**

**Grades 10 • 1 credit**

The Catholicism course is designed to provide a foundation of intellectual understanding and spiritual appreciation for authentic Catholic Christianity. The principles of faith and what it means to be Catholic will be illuminated through study of The Catechism of the Catholic Church, Sacred Scripture, the seven Sacraments, and the lives of the Saints. Students will discuss the relationship God has with His people, the structure of the Church, and the mission of Vocations as the adventure of joy and love for which each person was created.

### **CHURCH HISTORY**

**Levels available: Open**

**Grade 11 • 1 credit**

This course provides a general knowledge of the Catholic Church's history from its founding by Jesus Christ. We will examine the period of rapid growth in the apostolic era and the centuries that followed, through the rise and fall of nations, kingdoms, and Empires over the course of two millennia, to the present day. We will also review the emergence of other belief systems and their differences and similarities with Catholicism. Students will examine and compare historical developments, major historical figures, philosophical tenets, belief systems, and sacred texts. Our studies will include the five major world religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

### **ETHICS**

**Levels available: Open**

**Grade 12 • 1 credit**

Ethics is the study that deals with what is right and wrong, goodness and evil in light of action. We will examine questions proper to ethics: What is happiness? What makes a deed right or wrong? What is human fulfillment? Is there a rational basis for human action? What is human freedom? How does ethics relate to the community? We will reflect on these and other key questions by examining the ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Confucius, Buddha, Thomas Hobbes, Immanuel Kant, John Stuart Mills and Friedrich Nietzsche. Special attention will be paid to the following ethical concerns: cultural and individualistic relativism, subjectivism, determinism, rationality, and freedom. Finally, we will discuss the role which religion—and Catholic Christianity in particular—play in contemporary ethical debates.



## WORLD LANGUAGES DEPARTMENT

*\*Students requesting to begin their language course of study at a higher level than French I/Spanish I will be required to take a written/verbal placement exam. Students are required to take two consecutive years of the same world language.*

### **FRENCH I**

**Level Available: College Prep  
Grades 9, 10, 11, 12 • 1 Credit**

Students will develop communication skills centered around greetings, introductions, farewells, expressions of courtesy, personal descriptions, family and friends, school life, home life, community life, leisure activities and weather. Students will learn about a variety of French-speaking countries and make cultural comparisons between their own community and the French-speaking world.

### **FRENCH II**

**Level Available: College Prep  
Grades 9, 10, 11, 12 • 1 Credit**

**Prerequisite: French I and/or teacher recommendation**

Students will build upon their communication skills from French I. They will learn to communicate about themselves, daily routines, leisure activities and travel, eating and shopping habits, clothing, living quarters, chores and entertainment. Students will learn about daily life in Paris, continue to learn about French-speaking countries while making comparisons between their own community and the French-speaking world.

### **FRENCH III**

**Level Available: College Prep  
Grades 10, 11, 12 • 1 Credit**

**Prerequisite: French II**

Students will build upon their communication skills from French II. They will communicate about the environment, nature and animals, the body and health, emotions and relationships, celebrations, food shopping and preparation, travel and leisure activities, society structures, and family. Students will learn about family structures and etiquette in the Francophone world, as well as immigration. They will learn about the regions of France, Paris monuments, making cultural comparisons between their own community and the Francophone world.

### **FRENCH IV**

**Level Available: College Prep  
Grades 11, 12 • 1 Credit**

**Prerequisite: French III**

Students will be expected to use French in the classroom at all times. Students will continue to develop communication skills from French III. They will learn to communicate about family, adolescence and adulthood, education, professions, science, and inventions. Students will read short stories, including "The Little Prince" and explore the history of France from prehistoric times through the Renaissance and the French Revolution. They will continue to make cultural comparisons between their own community and the French-speaking world.

### **FRENCH V**

**Level Available: College Prep**

**Grades 11, 12 • 1 Credit**

**Prerequisite: French IV and/or teacher recommendation**

Students will be expected to use French in the classroom at all times. Students will expand on the communication skills from French IV. They will learn to communicate about family, adolescence and adulthood, education, professions, science, and inventions. Students will read short stories and explore the history of France from prehistoric times through the Renaissance and the French Revolution. They will continue to make cultural comparisons between their own community and the French-speaking world.

### **SPANISH I**

**Levels available: College Prep**

**Grades 9, 10, 11, 12 • 1 credit**

Level I Spanish focuses on students' communicative competence in Spanish and their understanding of the cultures of Spain and other Hispanic countries. In level I Spanish classes, students learn to communicate in real-life context about topics that are meaningful to them. Spanish I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom.

### **SPANISH II**

**Levels available: College Prep**

**Grades 9, 10, 11, 12 • 1 credit**

**Prerequisite: Spanish I and/or teacher recommendation**

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence; interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations. They are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

### **SPANISH III**

**Levels available: College Prep**

**Grades 10, 11, 12 • 1 Credit**

**Prerequisite: Spanish II**

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

#### **SPANISH IV**

**Levels available: Honors**

**Grades 11, 12 • 1 Credit**

**Prerequisite: Spanish III**

In Spanish IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture.

#### **SPANISH V**

**Levels available: Honors**

**Grades 11, 12 • 1 Credit**

**Prerequisite: Spanish IV**

In Spanish V, students continue to build on their skills from Spanish IV. They develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics.