



**Our Lady of Mercy Academy**  
**2023-2024 Course Catalog**

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## **Curriculum Guide**

This Curriculum Guide is presented to assist students and parents in understanding the courses offered at Our Lady of Mercy Academy. Wise, carefully planned choices will help to ensure happiness and success for students during their high school careers. Students are advised to give careful consideration to their course selections both as individual courses and their overall schedule, and with respect to other commitments such as club sports, family, jobs, etc. Students are expected to honor the course requests they make during Course Selection. Changes will not be made unless mandated by student year-end performance.

## **HOW TO USE THIS GUIDE**

- Read all the requirements for your grade level.
- Check that you have met all of the necessary pre-requisites for the courses you are selecting.
- All AP, College, and Honors level classes **must** have Teacher Recommendations.
- You may choose to meet with your School Counselor before submitting your course selections.
- In making your selections, always keep in mind the requirements for graduation, your overall well-being, and your future plans.

## **Academic Credits**

- Freshman Year – Minimum of 8 credits
- Sophomore Year – Minimum of 8 credits
- Junior Year – Minimum of 7 credits
- Senior Year – Minimum of 7 credits

## **Lunch Period**

All students are automatically scheduled for a lunch period. A lunch period not only offers the obvious time for healthy nutrition, but also the time needed for rest and social interaction.

## **Advanced Placement Courses**

These courses are offered based on the curriculum and requirements of the College Board, which administers the AP Examinations. The College Board sets the dates of the exams (May), as well as examination fees, security procedures, and other policies. An Advanced Placement course requires substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. AP courses are not suitable for all students. Students are required to take the College Board AP Examination in May (fee required).

Colleges often look favorably upon the completion of some AP courses because of the depth and breadth of the curriculum, and the challenge they afford students. The AP Examinations are scored on a scale of 1-5. Colleges may offer college credit for AP courses, but students must check with individual colleges:

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

- All students requesting AP courses must have a teacher recommendation and fulfilled the prerequisites.

## **College Level Courses**

College level courses are offered in conjunction with St. John's University. College credit and transcripts are issued by the institution and not OLMA.

## **NCAA Eligibility**

Students who wish to participate in NCAA Division I or II athletics need to be certified by the NCAA Eligibility Center. Students need to qualify academically and will also need to be cleared as an amateur student-athlete. Students are responsible for achieving and protecting their eligibility status. Please check the OLMA website for additional information. ([www.olma.org](http://www.olma.org) – Academics > Office of School Counseling)

## Cumulative Averages

A student's cumulative average is weighted according to the following scale:

Course	Weight
Advanced Placement	1.10
College	1.08
Honors	1.05
One Credit Course	1.00
Half Credit Course	0.50

**Our Lady of Mercy Academy's graduation requirements encompass and surpass the minimum expectations of New York State Board of Education.**

## CREDIT REQUIREMENTS FOR GRADUATION Our Lady of Mercy Academy

Art	1
English	4
Computer Science	0.5
Health	0.5
World Languages	3
Mathematics	3
Music	0.5
Physical Education	2
Dance	0.5
Science	3
Social Studies	4
Theology	4
Electives	4
Total Credits to be earned at OLMA	30

## OLMA's REQUIREMENTS FOR NEW YORK STATE REGENTS EXAMS

<u>Regents Diploma</u>	<u>Advanced Regents Diploma</u>
English	English
Mathematics	3 Mathematics
Global Studies	Global Studies
US History and Government	US History and Government
Life Science	2 Sciences (1 Life, 1 Physical)
World Language (**LOTE)	World Language (**LOTE)

\*\*Students are required to take the FLACS Exam for LOTE (Languages other than English).

## **ENGLISH**

### **ENG 9: Intro to Literary Expression**

**Grade(s): 9**

**Course # 3132**

**Credits: 1.0**

**Term: Full Year**

This foundational English course introduces students to the importance of literary expression and the ways in which writing can empower both the writer and the reader. Students explore a range of themes, fostering reflections and conversations about identity, community, relationships, and our responsibilities to ensure a more just and equitable society. In accordance with NYS ELA reading standards, students learn about various literary genres and the techniques authors employ in order to connect meaningfully with their audience. In addition to becoming familiar with the writing strategies of effective authors, students develop their own written expression through instruction in expository writing, as well as opportunities for personal writing and poetry; the study of vocabulary and grammar further strengthens students' writing skills. Note taking skills are also developed throughout the year. Writing folders containing students' writing samples are started in English 9; these folders follow the students from freshman to senior year, as students produce a range of work to satisfy the NYS ELA writing and language standards.

### **ENG 9 H: Intro to Literary Expression Honors**

**Grade(s): 9**

**Course # 3134**

**Credits: 1.0**

**Term: Full Year**

This foundational English course introduces students to the importance of literary expression and the ways in which writing can empower both the writer and the reader. Students explore a range of themes, fostering reflections and conversations about identity, community, relationships, and our responsibilities to ensure a more just and equitable society. The honors course challenges students to a more in-depth and extensive study of various literary genres and the techniques authors employ in order to connect meaningfully with their audience. In addition to becoming familiar with the writing strategies of effective authors, students develop their own written expression through instruction in expository writing, as well as opportunities for personal writing and poetry; in addition, the honors course also focuses on more analytical expression. The study of vocabulary and grammar further strengthens students' writing skills. Note taking skills are also developed throughout the year. Writing folders containing students' writing samples are started in English 9; these folders follow the students from freshman to senior year, as students produce a range of work to satisfy the NYS ELA writing and language standards.

Placement is determined by the student's performance on the OLMA Placement Examination.

### **ENG 10: The American Literary Experience**

**Grade(s): 10**

**Course # 3232**

**Credits: 1.0**

**Term: Full Year**

In this survey course, students explore the broad and diverse range of American experiences through a study of literature; the works studied draw from historical perspectives as well as contemporary voices, in order to showcase both lasting and evolving themes. Students continue to develop their reading comprehension and verbal skills, as well as literary analysis and writing skills, in accordance with NYS ELA reading, writing, and language standards.

#### Prerequisites:

English 9

### **ENG 10 H: The American Literary Experience Honors**

**Grade(s): 10**

**Course # 3252**

**Credits: 1.0**

**Term: Full Year**

In this survey course, students explore the broad and diverse range of American experiences through a study of literature; the works studied draw from historical perspectives as well as contemporary voices, in order to showcase both lasting and evolving themes. The honors course challenges students to a more in-depth and extensive study and writing focuses on more analytical expression. Students continue to develop their reading comprehension and verbal skills, as well as literary analysis and writing skills, in accordance with NYS ELA reading, writing, and language standards.

#### Prerequisites:

English 9: 90 or above + Teacher Recommendation

English 9 Honors: 85 or above + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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**ENG 11: Critical Voices, Critical Concerns****Grade(s): 11****Course # 3342****Credits: 1.0****Term: Full Year**

The course centers on developing students' writing and critical thinking skills through a focus on the five Critical Concerns of the Sisters of Mercy: Earth, Immigration, Nonviolence, Racism, and Women. In alignment with NY State Standards, students will explore these topics by writing for a broad range of purposes, such as: personal expression and reflection; argument in support of claims that analyze substantive topics or texts; informative and explanatory writing examining complex ideas, topics, and information; and literary analysis. Students will also have an opportunity to read and engage with a wide range of literary texts, including major authors from British canon, as well as more diverse voices that have too often been marginalized. Students will be challenged to think critically, as always, and will gain invaluable experience in using their own voices in dialogue on important and relevant social issues. The continued focus on both critical reading and writing skills will also prepare students for the New York State Regents Examination, taken in June.

Prerequisites:

English 10

**ENG 11 H: Critical Voices, Critical Concerns Honors****Grade(s): 11****Course # 3352****Credits: 1.0****Term: Full Year**

The course centers on developing students' writing and critical thinking skills through a focus on the five Critical Concerns of the Sisters of Mercy: Earth, Immigration, Nonviolence, Racism, and Women. In alignment with NY State Standards, students will explore these topics by writing for a broad range of purposes, such as: personal expression and reflection; argument in support of claims that analyze substantive topics or texts; informative and explanatory writing examining complex ideas, topics, and information; and literary analysis. Students will also have an opportunity to read and engage with a wide range of complex literary texts, including major authors from British canon, as well as more diverse voices that have too often been marginalized. Students will be challenged to think critically, as always, and will gain invaluable experience in using their own voices in dialogue on important and relevant social issues. The continued focus on critical reading, in-depth analysis, and sophisticated writing skills will also prepare students for the New York State Regents Examination, taken in June, as well as the advanced courses offered in senior year.

Prerequisites:

English 10: 90 or above + Teacher Recommendation

English 10 Honors: 85 or above + Teacher Recommendation

**ENG 12: Literary Voices****Grade(s): 12****Course # 3432****Credits: 1.0****Term: Full Year**

This course is designed to prepare the senior for future college studies in prose, drama, and film. Students read representative works from world literature to explore and appreciate the personal, social, cultural, and historical significance of diverse texts, in accordance with NYS ELA reading standards. The course focuses heavily on both personal writing and literary analysis. As a culmination of their four-year study of English, students are required to write a formal research paper using the MLA format.

Prerequisites:

English 11

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**Course offerings will be determined based upon student interest**

### **Advanced Placement English Literature and Composition**

**Grade(s): 12**

**Course # 3471**

**Credits: 1.0**

**Term: Full Year**

This course in college literature and writing follows guidelines set by the College Board; it also addresses NYS ELA standards for reading and writing. Critical analysis and extemporaneous writing skills are emphasized. The course involves a heavy reading schedule. Students write response papers critiquing literary works, as well as a formal research paper in the MLA style as the culmination of their four-year study of English. The Advanced Placement course requires substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to take the College Board AP Examination (fee required). A qualifying grade on the Advanced Placement Examination may earn college credit.

Prerequisites:

English 11: 90 or above + Teacher Recommendation

English 11 Honors: 85 or above + Teacher Recommendation

### **College Writing 1 and 2**

**Grade(s): 12**

**Course # 3474**

**Credits: 1.0**

**Term: Full Year**

College Writing consists of two semester-long St. John's University English Department courses: First Year Writing and The Study of American Literature. The classes are designed to exercise and polish students' reading, research, and writing skills; both semesters also continue to address NYS ELA standards for reading and writing. In accordance with St. John's University guidelines, students work within a community of writers to critically analyze and respond to a number of texts from a variety of genres through the lens of a working writer. The course studies literary techniques; writing strategies and organization, with an emphasis on writing as a process and a social activity; critical analysis skills; and MLA style. Heavy writing is expected; a range of personal writing and analytical writing are required. The culminating project of the year is an eight-page, college level research paper. In addition, group and individual presentations are conducted. **St. John's University tuition fee required**; students may earn college credit for this course.

Prerequisites:

English 11: 90 or above + Teacher Recommendation

English 11 Honors: 85 or above + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

## MATHEMATICS

### **Algebra I Common Core**

**Grade(s): 9**

**Course # 5142**

**Credits: 1.0**

**Term: Full Year**

This course follows the NYS Common Core curriculum for Algebra I. The course focuses on four conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. In this course, students will learn the foundations of algebra, explore different types of functions, create and interpret graphs, study statistics, and think critically to solve multi-step real-life application problems. Students are required to have a TI-84 Plus graphing calculator. Students are required to pass The NYS Common Core Algebra I Regents Exam before advancing to the next level of mathematics.

### **Geometry Common Core**

**Grade(s): 9, 10**

**Course # 5242**

**Credits: 1.0**

**Term: Full Year**

The course follows the NYS Common Core curriculum for Geometry. The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students are required to have a TI-84 Plus graphing calculator. Students are required to pass The NYS Common Core Geometry Regents Exam before advancing to Common Core Algebra II.

#### Prerequisites:

Passing grade on the Algebra I CC Regents Exam - Grade 8 or Grade 9

Completion of Algebra I CC Course: 85 or above Grade 8 as an incoming Freshman

### **Geometry Common Core Honors**

**Grade(s): 9, 10**

**Course # 5252**

**Credits: 1.0**

**Term: Full Year**

The course follows the NYS Common Core curriculum for Geometry, but with a more demanding approach, expanding the parameters of the syllabus wherever appropriate. The fundamental purpose of Geometry is to formalize and extend student's geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. There is a shift from the conventional algebra and calculation heavy material to a now theorem-based curriculum that relies primarily on utilizing theorems, postulates, and definitions as a means to support verbal mathematical work and arguments. The course is founded on this premise and requires more abstract thinking and reasoning with written and verbal justifications, as opposed to calculations. Students are required to have a TI-84 Plus graphing calculator. Students are required to pass the NYS Common Core Regents Exam before advancing to Common Core Algebra II.

#### Prerequisites:

Regents to Honors: 95 or above + Teacher Recommendation

Honors to Honors: 85 or above

### **Algebra II Common Core**

**Grade(s): 10, 11, 12**

**Course # 5372**

**Credits: 1.0**

**Term: Full Year**

Common

Core Algebra II is a continuation and extension of the two courses that preceded it – Common Core Algebra I and Common Core Geometry. While developing more advanced algebraic techniques, this course is also intended to continue developing alternative solution strategies and algorithms. Students are required to have a TI-84 Plus graphing calculator. Students are required to pass The NYS Common Core Algebra II Regents Exam before advancing to Pre-Calculus.

#### Prerequisites:

Passing grade on the Geometry Common Core Regents Exam

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**Course offerings will be determined based upon student interest**



### **Algebra II Common Core Honors**

**Grade(s): 10, 11, 12**

**Course # 5382**

**Credits: 1.0**

**Term: Full Year**

This course is an intensive and accelerated paced course for those students who have achieved exemplary grades in both Common Core Algebra and Common Core Geometry. The student must have excellent work habits, excellent insight into the higher-level mathematics topics discussed in class and must possess a strong desire to learn. This honors course covers all the topics of the Common Core Algebra II course in much greater depth and with a more demanding approach. Students are required to have a TI-84 Plus graphing calculator. Students are required to pass The NYS Algebra II Common Core Regents before advancing to Pre-Calculus.

#### Prerequisites:

Passing grade on the Geometry Common Core Regents Exam

Regents to Honors: 95 or above + Teacher Recommendation

Honors to Honors: 85 or above

### **Introduction to Statistics**

**Grade(s): 11, 12**

**Course # 5475**

**Credits: 1.0**

**Term: Full Year**

This course uses college level textbooks and covers topics from collecting data, different ways of displaying data, different ways of comparing data, probability, data distributions, confidence intervals and hypothesis testing. Students are required to have a TI-84 Plus graphing calculator.

#### Prerequisites:

Passing grade of Algebra II Common Core

### **Pre-Calculus**

**Grade(s): 11, 12**

**Course # 5442**

**Credits: 1.0**

**Term: Full Year**

A review of selected topics in Common Core Algebra, Common Core Geometry, and Common Core Algebra II will be covered such as Trigonometry, Analytic Geometry, Inequalities, Conic Sections, Matrices, and Polar Functions and Limits. In addition, students study techniques of graphing exponential and logarithmic functions as well as a complete analysis of Function Theory. This course is intended to provide the student with a foundation for AP Calculus and further study of college level mathematics. A departmental assessment is administered at the end of the semester. Students are required to have a TI-84 Plus graphing calculator.

#### Prerequisites:

Algebra II Common Core Course Grade: 85 or above

Algebra II Common Core Regents Exam Grade: 80 or above

### **Pre-Calculus Honors**

**Grade(s): 11, 12**

**Course # 5451**

**Credits: 1.0**

**Term: Full Year**

This is an intensive and accelerated course for those students who have achieved exemplary grades in the Common Core Algebra II course. The student must have excellent work habits, excellent insight into higher-level mathematics topics discussed in class, and must possess a strong desire to learn. This honors course covers selected topics of advanced algebra, analytical geometry, trigonometry, exponential and logarithmic functions, matrices, polar functions, and the theory of polynomials. In addition, this honors course explores the beginning of Calculus: limit theory, continuity, and differentiation. A departmental assessment is administered at the end of the semester. Students are required to have a TI-84 Plus graphing calculator.

#### Prerequisites:

Algebra II Common Core Regents Exam Grade: 85 or above

Regents to Honors: 95 or above + Teacher Recommendation

Honors to Honors: 85 or above

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**Course offerings will be determined based upon student interest**

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**Advanced Placement Calculus (AB)****Grade(s): 11, 12****Course # 5471****Credits: 1.0****Term: Full Year**

This course is an offering of the College Board's Advanced Placement Calculus AB course and is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. Students are required to have a TI-84 Plus graphing calculator. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

Prerequisites:

Pre-Calculus to AP: 90 or above

Pre-Calculus Honors to AP: 85 or above

**Advanced Placement Statistics****Grade(s): 12****Course # 5473****Credits: 1.0****Term: Full Year**

The purpose of this Advanced Placement course in statistics is 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 such as exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. A written final exam may be replaced with a real-life application of hypothesis testing where students will work in small groups and apply knowledge learned throughout the year to test a hypothesis. Students are required to have a TI-84 Plus graphing calculator. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

Prerequisites:

Algebra II Common Core Regents to AP: 90 or above

Honors to AP: 85 or above

AP to AP: 85 or above

Introduction to Statistics Final Course grade: 90 or above; Final Exam Grade: 85 or above

**Advanced Placement Calculus (BC)****Grade(s): 11, 12****Course # 5512****Credits: 1.0****Term: Full Year**

This course takes the students through the Advanced Placement Examination in Calculus BC and well beyond, in some instances into second year college Calculus. Students are required to have a TI-84 Plus graphing calculator. In lieu of a final examination, students are required to research a further advanced selected topic and present their research to the class. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

Prerequisites:

Pre-Calculus Honors: 90 or above + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

## **HISTORY AND SOCIAL SCIENCES**

### **Global History & Geography I**

**Grade(s): 9**                      **Course # 8131**                      **Credits: 1.0**                      **Term: Full Year**

The Global History I course begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and role of belief systems. The materials utilized in this course will be a mixture of primary and secondary sources. This course will teach students to evaluate sources and make cross cultural comparisons. The course will also emphasize historical analysis, historical writing, and evidence-based assessment skill development.

### **Global History & Geography I Honors**

**Grade(s): 9**                      **Course #8133**                      **Credits: 1.0**                      **Term: Full Year**

Global History I Honors examines the course of world history from the Paleolithic Era through the Age of Exploration and period of Old Imperialism. Rooted in the NYS Global I framework, the course focuses on examining and sharpening of historical thinking and writing skills such as extrapolation and analysis of primary and secondary sources to better examine and analyze historical events. This course places emphasis on document analysis and interpretation as well as critical argumentative writing. An honors textbook will accompany this course. Students should expect to be challenged and devote time to reading, writing, analysis, and studying.

Placement is determined by student performance on OLMA Placement Examination.

### **Global History & Geography II**

**Grade(s): 10**                      **Course # 8241**                      **Credits: 1.0**                      **Term: Full Year**

Global History II is the continuation of the chronological study of the world started in Global History I. This course focuses on the period 1750-present day. The course is rooted in skill building, specifically focusing on the following: gathering, interpreting, and using evidence; chronological reasoning and causation; comparison and contextualization and geographic and economic reasoning skills. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism conflict, technology, and the interconnectedness of the world. Students are required to pass the NYS Global History II Regents Examination.

### **Advanced Placement European History**

**Grade(s): 10**                      **Course # 8271**                      **Credits: 1.0**                      **Term: Full Year**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, analysis ability, essay writing, interpretation of original documents, and historiography. Students are required to pass the NYS Global History II Regents Examination. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course will require a summer reading assignment. Students are required to sit for the College Board AP Examination (fee required).

#### Prerequisites:

Global History & Geography I to AP: Class average 90 or above; evidence of strong essay skills (4s and 5s on NYS rubric), active participation in class + Teacher Recommendation

Honors to AP: Class average 85 or above; evidence of strong essay skills (4s and 5s on NYS rubric), active participation in class + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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## **U. S. History & Government**

**Grade(s): 11**

**Course # 8341**

**Credits: 1.0**

**Term: Full Year**

United States History is the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence became the guiding ideas for our nation's civic culture. US History since the Declaration of Independence has witnessed continued efforts to apply these principles and values to all people. This curriculum is organized into seven historical units: Geography; Constitution Foundations; Industrialization of the US; Progressive Era and Responses to Industrialization & Urbanization; At Home & Abroad: Prosperity & Depression; Age of Global Crisis: Responsibility & Cooperation; The World in Uncertain Times. Students are required to pass the NYS U.S. History and Government Regents Examination.

## **Advanced Placement U.S. History**

**Grade(s): 11**

**Course # 8371**

**Credits: 1.0**

**Term: Full Year**

AP U.S. History is a challenging two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, analysis ability, essay writing, interpretation of original documents, and historiography. Students are required to pass the NYS U.S. History and Government Regents. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course will require a summer reading assignment. Students are required to sit for the College Board AP Examination (fee required).

### Prerequisites:

Regents to AP: 90 or above; evidence of strong essay skills (4s and 5s on NYS rubric), active participation in class + Teacher Recommendation

AP to AP: Class average 85 or above + Teacher Recommendation

## **Participation in Government & Economics**

**Grade(s): 12**

**Course # 8440**

**Credits: 1.0**

**Term: Full Year**

Participation in Government & Economics is a full year course that is designed to meet New York State requirements of .50 credits of Government and .50 credits of Economics. The first half of the year is planned to educate students as to the ideology and various interpretations behind our constitutional system. These ideologies and interpretations are born out through the behaviors of individual citizens, political parties, interest groups, legislation, legal precedence, and political campaigns. Ultimately students will try to determine how the constitution relates to the individual citizen in balancing liberty with an orderly society. In addition to passing this course, students must complete a Participation in Government assignment as a graduation requirement. The second half of the year will emphasize basic macro- and micro-economic concepts and decision making.

## **Economics ONLINE**

**Grade(s): 12**

**Course # 8438**

**Credits: .50**

**Term: Fall Semester**

This is an on-line course offered through the Mercy Network for Education and taught by OLMA teachers. The curriculum satisfies the New York State Social Sciences requirement and passing an economics course is necessary for graduation. This one-semester class will emphasize basic macro- and micro-economic concepts and decision making. Students take this concurrently with their 12<sup>th</sup> grade AP U.S. Government and Politics course. *All work is done independently, and this course is designed for mature students who have self-discipline with regard to completion and retention of curriculum.*

**Note: To satisfy the New York State requirement for Economics, students who take AP US Government are required to take Economics Online. Economics online is for AP U.S. Government students only.**

**Course offerings will be determined based upon student interest**

### **Advanced Placement U.S. Government and Politics**

**Grade(s): 12**

**Course # 8475**

**Credits: 1.0**

**Term: Full Year**

AP U.S. Government and Politics is a college level course that serves as an introduction to American Government and Politics, as well as a vehicle to prepare students for the AP U. S. Government and Politics Examination in the spring. This course is designed to challenge students in a variety of ways. Along with regular textbook reading, students are also expected to remain aware and informed of current events. The goal of this course is to develop students into high level, informed, educated and critical thinking citizens. This course will require students to understand facts, concepts, and understand typical political processes. Skills such as research and interpretation are used both individually and collectively to help master crucial analytical skills. Furthermore, students will evaluate biases and viewpoints when studying various sources of statistical data, the media, and the correlated trends which follow suit regarding specific political events. This course will specifically emphasize interpreting graphs and tables, evaluating and organizing information, as well as communicating both through writing and speaking. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course will require a summer reading assignment. Students are required to sit for the College Board AP Examination (fee required).

#### Prerequisites:

Regents to AP: 90 or above; evidence of strong essay skills (4s and 5s on NYS rubric), active participation in class + Teacher Recommendation

AP to AP: Class average 85 or above + Teacher Recommendation

### **Sociology**

**Grade(s): 11, 12**

**Course # 8436**

**Credits: 1.0**

**Term: Full Year**

The Sociology course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

### **Introduction to Psychology**

**Grade(s): 11, 12**

**Course # 8452**

**Credits: 1.0**

**Term: Full Year**

Introduction to Psychology is designed to familiarize the students with the science of human behavior and mental states; the methods employed by psychologists; the experimental findings and applications of research. This course includes the study of learning, perception, cognition, intelligence, social influences, psychological disorders, physiological changes, and developmental stages.

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**Course offerings will be determined based upon student interest**

## SCIENCE

**Earth Science Regents**  
**Grade(s): 9, 10**

**Course # 7141**

**Credits 1.0**

**Term: Full Year**

This course contains three basic areas: investigating the earth (Geology), earth in space (Astronomy) and weather and climate of the earth. The course is investigative in nature and is activity oriented. The laboratory experiences are truly the core of the course. The theme of the Earth Science course is the basic concept that the earth is dynamic and constantly changing. Students are required to pass the NYS Earth Science Regents Examination. Students must show evidence of satisfactory completion of laboratory requirements to be eligible to take the NYS Earth Science Regents exam.

Prerequisites:

Successful completion of Living Environment

### **Living Environment Regents**

**Grade(s): 9**

**Course # 7241**

**Credits: 1.0**

**Term: Full Year**

This course is designed to provide students with background in the biological sciences so they can better understand human physiology. It also emphasizes the need for an increased awareness of the results of our interaction with the environment. This course follows the New York State Living Environment Curriculum. Students are required to pass the NYS Living Environment Regents Examination. Students must show evidence of satisfactory completion of the laboratory requirements to be eligible to take the NYS Living Environment Regents exam.

### **Living Environment Honors**

**Grade(s): 9**

**Course # 7251**

**Credits 1.0**

**Term: Full Year**

This course is designed to provide students with background in the biological sciences so they can better understand human physiology. It also emphasizes the need for an increased awareness of the results of our interaction with the environment. The study helps to lead to an examination of career opportunities resulting from accelerating technological advances. This course follows the New York State Living Environment Curriculum. The honors class is a more challenging course where the NYS Regents curriculum is used as the basis for instruction, with additional topics added. All concepts are explored in depth in preparation for the upper-level science courses. Students are required to pass the NYS Living Environment Regents Examination. Students must show evidence of satisfactory completion of the laboratory requirements to be eligible to take the NYS Living Environment Regents exam.

Placement is determined by the student's performance on the OLMA Placement Examination.

### **Chemistry Regents**

**Grade(s): 9, 10**

**Course # 7341**

**Credits: 1.0**

**Term: Full Year**

This course is a view of Chemistry based on the New York State Regents Chemistry Syllabus. It is conceptually and mathematically oriented. The laboratory work highlights material presented in the lecture. Students pursuing a NYS Advanced Regents diploma are required to sit for the NYS Chemistry Regents Examination. The NYS Chemistry Regents Examination is required for any student pursuing AP Science classes. Students must show evidence of satisfactory completion of laboratory requirements to be eligible to take the NYS Chemistry Regents exam.

Prerequisites:

Successful completion of Living Environment including passing the NYS Regents Exam  
Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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## **Chemistry Honors**

**Grade(s): 10**

**Course # 7351**

**Credits: 1.0**

**Term: Full Year**

This course is a view of Chemistry based on the New York State Regents Chemistry Syllabus. It is conceptually and mathematically oriented and highly dependent on the mastery of Algebra I. The laboratory work highlights material presented in the lecture. Honors Chemistry is a challenging course where the NYS Regents curriculum is used as the basis for instruction with additional topics added. Students are required to sit for the NYS Chemistry Regents Examination. Students must show evidence of satisfactory completion of laboratory requirements to be eligible to take the NYS Chemistry Regents exam.

### Prerequisites:

Living Environment Regents to Honors: 90 or above including passing the NYS Regents Exam

Living Environment Honors to Honors: 85 or above including passing the NYS Regents Exam

Math: Algebra I Common Core or Geometry Common Core Final grade: 90 or above

Teacher Recommendation

## **Physics Regents**

**Grade(s): 10, 11, 12**

**Course # 7441**

**Credits: 1.0**

**Term: Full Year**

Physics is the study of energy, matter and their interactions. Physics Regents emphasizes some of the basic rules of the physical universe and how they apply to the world we live in. Focus is on the conceptual understanding of physics, with algebraic problem solving. Students are required to sit for the NYS Physics Regents Examination. Students must show evidence of satisfactory completion of laboratory requirements to be eligible to take the NYS Physics Regents exam.

### Prerequisites:

Successful completion of Chemistry including passing the NYS Regents Exam

Present Math Grade: 80 or above

Teacher Recommendation

## **Physics Honors**

**Grade(s): 11, 12**

**Course # 7451**

**Credits: 1.0**

**Term: Full Year**

This course is a view of Physics based on the New York State Regents Physics Syllabus. It is conceptually and mathematically oriented and highly dependent on the mastery of Algebra II. The laboratory work highlights material presented in the lecture. Honors Physics is a challenging course where the NYS Regents curriculum is used as the basis for instruction with additional topics added. Students will be prepared to take upper-level Advanced Placement courses. Students are required to sit for the NYS Physics Regents Examination. Students must show evidence of satisfactory completion of the laboratory requirements to be eligible to take the NYS Physics Regents exam.

### Prerequisites:

Chemistry Regents to Honors: 90 or above including passing the NYS Regents Exam

Chemistry Honors to Honors Test: 85 or above include passing the NYS Regents Exam

Math: Common Core Geometry Final Grade: 90 or above

Teacher Recommendation

## **Anatomy and Physiology**

**Grade(s): 11, 12**

**Course # 7431**

**Credits: 1.0**

**Term: Full Year**

Anatomy and Physiology is a course designed to help students develop an understanding of the structure and function of the human body and the organ systems that make it up. This course is strongly recommended for students interested in AP Biology. This course is graded, credited, and calculated into students' GPA's.

### Prerequisites:

Successful completion of Living Environment

**Course offerings will be determined based upon student interest**

## **Forensics**

**Grade(s): 11, 12**

**Course # 7436**

**Credits: 1.0**

**Term: Full Year**

Forensics is an introduction to basic concepts and specialties of forensic science. Students will make sense of complex problems requiring logical reasoning involving numerical data, evidence, and uncertainty. Students will be exposed to crime scene investigation, fingerprint analysis, collection of evidence, hair and fiber and fiber analysis, forensic anthropology, blood splatter, and DNA evidence. This course is graded, credited, and calculated into students' GPA's.

## **Advanced Placement Biology**

**Grade(s): 11, 12**

**Course # 7471**

**Credits: 1.0**

**Term: Full Year**

Advanced Placement Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

### Prerequisites:

Successful completion of Living Environment and Chemistry courses and passing the NYS Regents Exams

Regents to Honors: 90 or above

Honors to Honors: 85 or above

AP to AP: 85 or above

Teacher Recommendation

## **Advanced Placement Environmental Science**

**Grade(s): 11, 12**

**Course # 7476**

**Credits: 1.0**

**Term: Full Year**

The Advanced Placement Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. This course requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. A qualifying grade on the Advanced Placement Examination may earn college credit. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

### Prerequisites:

Successful completion of Living Environment and Chemistry courses and passing the NYS Regents Exams

Regents to AP: 90 or above

Honors to AP: 85 or above

AP to AP: 85 or above

Math: Successful completion of Algebra I CC

Teacher Recommendation

**Course offerings will be determined based upon student interest**



## **EDEN Research Program**

The EDEN Research program is built upon the foundations of Education and Environment. It is designed to provide **highly motivated students** with the opportunity to explore scientific investigations that extend beyond the traditional classroom environment. Through their participation in the program, students will develop a profound understanding of the scientific method and its application to both the natural and social sciences; learn proper research methodology; enhance critical thinking, collaboration, writing, presentation, and communication skills; and apply STEM concepts to solve real-world problems. This program offers inquiry-based, experiential learning that supports the gradual release of responsibility from teacher to student. OLMA's 96-acre campus offers copious flora and fauna, a pond habitat, and a fully functional greenhouse, all of which are at the students' disposal for research. A critical component of our program requires that students structure their research within the Catholic Church's guidelines for ethical and moral research.

### **Introduction to Scientific Research, EDEN I**

**Grade(s): 9**                      **Course # 7511**                      **Credits: .5**                      **Term: Full Year**

Introduction to Scientific Research is an elective course in which students are exposed to a wide variety of research topics. The course includes an in-depth exploration of the scientific method and research design, and emphasizes development of skills in observation, questioning, hypothesis formulation, experimentation, data analysis, and communication. Classes work collaboratively on a number of small research projects throughout the year. This course is intended to prepare students for independent research and equip them with skills and confidence to pursue STEM-related fields.

#### **Prerequisites:**

Open to all incoming Grade 9 students. Students interested in the AP Capstone Certification or Diploma are strongly encouraged to enroll in this introduction course. This course is graded and credited.

### **Independent Research, EDEN II**

**Grade(s): 10**                      **Course # 7512**                      **Credits: 1.0**                      **Term: Full Year**

Students advancing to the next level of the program develop their research skills while designing an original research project. Over the year-long course, students select a topic, write a research proposal, perform the research, and evaluate the data using statistical methods. All Grade 10 students write a formal research paper in the form of a scientific manuscript prepared for publication in the Academy's EDEN Journal and are required to prepare a poster for presentation at the annual Research Symposium. Although not a requirement, students are encouraged to apply for programs offered by universities and other research institutions beginning in the second half of their sophomore year. This course is graded, credited, and calculated into the student's GPA.

#### **Prerequisites:**

EDEN I: 90 or above  
Math & Science: 90 or above  
Teacher Recommendation

### **Independent Research, EDEN III – New Course: Advanced Placement Capstone (see STEM Program)**

### **Independent Research, EDEN IV**

**Grade(s): 12**                      **Course # 7514**                      **Credits: 1.0**                      **Term: Full Year**

Students in Grade 12 are challenged to explore new research questions. All Grade 12 students will write a formal research paper in the form of a scientific manuscript prepared for publication in the Academy's EDEN Journal and are required to prepare a poster for presentation at the annual Research Symposium. Students are strongly encouraged to participate in local science research competitions and to submit their research for publication in a peer-reviewed scientific journal. Upon successful completion of the program, students will be well prepared to conduct research at the undergraduate level. This course is graded, credited, and calculated into the student's GPA.

#### **Prerequisites:**

EDEN III: 90 or above  
Math & Science: 90 or above  
Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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### **STEM Advanced Placement Research Program**

OLMA's Advanced Placement Research Program is a STEM-driven approach to AP Capstone, an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Advanced Placement Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Upon successful completion of both courses, students are eligible for either an AP Seminar and Research Certificate or an AP Capstone Diploma.

#### **AP Seminar (STEM)**

**Grade(s): 11**

**Course # 7612**

**Credits: 1.0**

**Term: Full Year**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course is graded, credited, and calculated into the student's GPA.

#### **Prerequisites:**

EDEN: 90 or above

Math & Science: 90 or above

English: 90 or above

Teacher Recommendation

### **\*\*\* 2024-2025 Academic Year \*\*\***

#### **AP Research (STEM)**

**Grade(s): 12**

**Course # 7613**

**Credits: 1.0**

**Term: Full Year**

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

#### **Prerequisites:**

Successful completion of AP Seminar

Math & Science: 90 or above

English: 90 or above

Teacher Recommendation

**Course offerings will be determined based upon student interest**

## WORLD LANGUAGES AND CULTURE

### **Spanish 1**

**Grade(s): 9**                      **Course # 4131**                      **Credits: 1.0**                      **Term: Full Year**

### **Italian 1**

**Grade(s): 9**                      **Course # 4141**                      **Credits: 1.0**                      **Term: Full Year**

Level 1 World Language courses begin to develop proficiency in listening and speaking the target language. Students learn proper pronunciation and engage in simple conversations. There is extensive emphasis on vocabulary acquisition. Grammatical structures are learned and gradually, with the use of authentic materials, the students develop basic reading and writing skills.

### **Spanish 2**

**Grade(s): 9, 10**                      **Course # 4231**                      **Credits: 1.0**                      **Term: Full Year**

### **Italian 2**

**Grade(s): 9, 10**                      **Course # 4241**                      **Credits: 1.0**                      **Term: Full Year**

Level 2 World Language courses continue to develop proficiency in the four basic skills of listening, speaking, reading, and writing. Students will expand their vocabulary, improve their pronunciation, and learn more complex grammatical structures in order to communicate in a variety of real-life situations. The students further develop their knowledge of culture and civilization.

### **Spanish 3**

**Grade(s): 10, 11**                      **Course # 4341**                      **Credits: 1.0**                      **Term: Full Year**

### **Italian 3**

**Grade(s): 10, 11**                      **Course # 4433**                      **Credits: 1.0**                      **Term: Full Year**

Level 3 World Language courses continue to develop the four basic language proficiencies in a communicative setting. Emphasis continues to be on the acquisition of an extensive active vocabulary that will enable students to communicate in a wide variety of real-life situations. The objective of the course is to fulfill all the requirements for the FLACS Checkpoint B Exam. Passing the FLACS exam is required for a NYS Advanced Regents Diploma.

### **Spanish 4**

**Grade(s): 11, 12**                      **Course # 4431**                      **Credits: 1.0**                      **Term: Full Year**

### **Italian 4**

**Grade(s): 11, 12**                      **Course # 4441**                      **Credits: 1.0**                      **Term: Full Year**

Level 4 World Language courses will enhance students' knowledge of Spanish and/or and strengthen the four skills acquired in prior levels. The course emphasizes increased accuracy and depth of students' abilities and knowledge of culture in a communicative approach. Class topics will be centered on popular culture, and materials will include music, television, movies, and websites. Grammar is presented and reviewed in cultural contexts and the course is conducted primarily in the target language.

#### Prerequisites:

Course Average of 85 or above in Level 3 + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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### **Advanced Placement Spanish**

**Grade(s): 11, 12**

**Course # 4471**

**Credits: 1.0**

**Term: Full Year**

The Advanced Placement Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture that is approximately equivalent to an upper-intermediate college Spanish course. The AP Language and Culture course takes a holistic approach to language proficiency and recognizes the complex inter-relates of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. In order to best facilitate the study of language and culture, the course is taught in the target language. The course engages students in an exploration of culture in both contemporary and historical contexts. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

Prerequisites:

Course Average of 90 or above in Level 3 or 4 + Teacher Recommendation

### **Advanced Placement Italian**

**Grade(s): 11, 12**

**Course # 4472**

**Credits: 1.0**

**Term: Full Year**

The Advanced Placement Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture that is approximately equivalent to an upper-intermediate college Italian course. The AP Language and Culture course takes a holistic approach to language proficiency and recognizes the complex inter-relates of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. In order to best facilitate the study of language and culture, the course is taught in the target language. The course engages students in an exploration of culture in both contemporary and historical contexts. A qualifying grade on the Advanced Placement Examination may earn college credit. An Advanced Placement course may require substantial summer reading and preparation work. Completion of summer assignments is essential to classroom success. Students are required to sit for the College Board AP Examination (fee required).

Prerequisites:

Course Average of 90 or above in Level 3 or 4 + Teacher Recommendation

### **College Spanish**

**Grade(s): 11, 12**

**Course # 4476**

**Credits: 1.0**

**Term: Full Year**

This course is offered through St. John's University and may earn college credit. In each course, the Fall Semester offers a concise review of the basic skills, with more intensive reading, conversation, and grammar with an introduction to literature. The Spring Semester offers drill and practice in conversational topics that are selected to meet the requirements of daily life. This section also includes a study of the culture's literature. St. John's University tuition fee is required

Prerequisites:

Course Average of 90 or above in Level 3 or 4 + Teacher Recommendation

### **College Italian**

**Grade(s): 11, 12**

**Course # 4477**

**Credits: 1.0**

**Term: Full Year**

This course is offered through St. John's University and can be taken for college credit. College Italian is a Pre-AP level 4 course. The Fall semester offers a concise review of the basic skills with more intensive reading, conversation, and grammar with an introduction to literature. The Spring semester offers drill and practice in conversational topics that are linked to the themes covered in the AP exam. This section also includes a study of the culture's literature. St. John's University tuition fee is required

Prerequisites:

Course Average of 90 or above in Level 3 or 4 + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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### **Latin Electives**

Latin courses are offered online through the Mercy Network for Education and are taught by an OLMA teacher. There is a Mercy Network access fee for each course. These courses are offered as elective courses; they do not fulfill any foreign language requirements. These courses are graded, credited, and calculated into students' GPA's.

#### **Latin I ONLINE**

**Grade(s): 10, 11, 12**

**Course # 4221**

**Credits: 1.0**

**Term: Full Year**

This course provides a foundation in grammatical structure, an introduction to simple composition, conversation, pronunciation, and oral drill. Culture is also studied. All work is done independently, and this course is designed for mature students who have self-discipline with regard to completion and retention of curriculum. (Mercy Network Access Fee required; \$265 non-refundable for OLMA).

#### **Latin II ONLINE**

**Grade(s): 11, 12**

**Course # 4222**

**Credits: 1.0**

**Term: Full Year**

This is a continuation of Latin I. All work is done independently, and this course is designed for mature students who have self-discipline with regard to completion and retention of curriculum. (Mercy Network Access Fee required; \$265 non-refundable for OLMA).

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**Course offerings will be determined based upon student interest**

## THEOLOGY

### **Theology Curriculum Service Component**

The call to serve begins with Jesus. The Gospel of Matthew stresses the Works of Mercy being inextricably tied to eternal salvation. Jesus himself dramatically modeled service by washing the feet of his disciples. Catherine McAuley, the founder of the Sisters of Mercy, spent her life and fortune aiding the poor and uneducated of Dublin, Ireland. Following their example, students at Our Lady of Mercy Academy are required to perform **40 hours of verified Christian Service** before graduation, with the understanding that students perform and reflect on a minimum of 5 hours per semester and a minimum of **10 hours per year**. The Theology teacher will monitor each student's total number of hours per year.

### **THEOLOGY 9: Catholic Foundations. Young Women Reading the Bible in the Light of Christ**

**Grade(s): 9**                      **Course # 9111**                      **Credits: 1.0**                      **Term: Full Year**

The focus of Ninth Grade Theology is to bring the students from a variety of religious backgrounds to a common understanding of the Catholic Tradition. Introduction to the Hebrew and Christian Scriptures provides a faith ancestral lineage. The Church calendar is followed with important feasts and celebrations highlighted. The Mission of OLMA and the Critical Concerns of the Sisters of Mercy are addressed. Service opportunities are provided through school campaigns and the OLMA Community Days. *(Numbers 1, 2, and 6 of the USCCB Curriculum Framework)*

### **THEOLOGY 10: The Mission of the Church. Young Women Alive in Faith and in Dialogue with the Church**

**Grade(s):10**                      **Course # 9211**                      **Credits: 1.0**                      **Term: Full Year**

From Apostolic Mission to the Catholic Church Today. The challenge of the millennial saint, Blessed Carlos Acutis a 15-year-old computer programmer: “all people are born as originals but many die as photocopies.” How are we challenged by Mercy to be the People of God who exercise non-violence today? How have women throughout Church History been a witness to the gospel? How has the church lived out its gospel call to the works of mercy and the beatitudes? Through a variety of films and readings, students discover and discuss their role as authentic and original young women of faith committed to the Gospel. The Mission of OLMA and the Critical Concerns of the Sisters of Mercy are addressed. *(Numbers 3, 4 and 6 of the USCCB Framework)*

### **THEOLOGY 11: A Sacramental Worldview. The Feminine Genius and Social Action**

**Grade(s): 11**                      **Course # 9311**                      **Credits: 1.0**                      **Term: Full Year**

In a school of young women – Juniors develop their own “Feminine Genius” within the realms of the Sacraments and Social Justice. Lessons from the Theology of the Body help students to learn and appreciate their unique feminine gifts from God. Scripture demands for justice and mercy. We will explore the contemporary moral issues under the lens of the unconditional love of God found in the sacramental theology for all people. Understanding Catholic Social Teaching in light of our current societal issues will provide a framework for students to develop their unique feminine genius in serving our school. We will specifically explore the seven sacraments and their influence on our relationship with Christ. Once received, these gifts provide our impetus to serve. This class will offer opportunities to perform works of mercy within our building as they prepare for further exploration of service as Seniors. The Mission of OLMA and the Critical Concerns of the Sisters of Mercy are addressed. *(Number 5 and 6 of the USCCB Framework, ST John Paul II: letter to women, theology of the body)*

### **THEOLOGY 12: The Life Issues, Marriage, Family, Vocation: God's Call to Serve**

**Grade(s): 12**                      **Course # 9411**                      **Credits: 1.0**                      **Term: Full Year**

We will look at the critical concerns of the Sisters of Mercy in light of saying YES to all life and human dignity. Grounded in the conviction that a Mercy education is a Human education, we can say with St. Irenaeus, “the glory of God is a human being fully alive.” We will consider vocations from the prospective of family, married life, single life, the consecrated religious life, and monasticism. The Mission of OLMA and the Critical Concerns of the Sisters of Mercy are addressed. *(Options C and D of the USCCB Curriculum Framework, Sacred Scripture, and Catechism texts, FORMED website)*

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**Course offerings will be determined based upon student interest**

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## **PERFORMING ARTS - MUSIC**

### **Choral Fundamentals and Musical Skills**

**Grade(s): 9**

**Course # 1133**

**Credits: .50**

**Term: Full Year**

This core course Choral Fundamentals is a beginning exploration of vocal technique, choral technique, music theory, and the elements of music in general. Students study a wide variety of choral music and various musical styles including Broadway. Students will also understand the foundation of sight reading and acquire basic musical concept skills by listening, analyzing, describing, evaluating, performing, and creating through various mediums.

Students enrolled in this course also perform two concerts a year at school, a formal Christmas concert and a fun Spring concert.

### **Concert Chorus**

**Grade(s): 10**

**Course # 1209**

**Credits: .50**

**Term: Full Year**

This is an intermediate choral ensemble composed of 10<sup>th</sup> grade students. The core curriculum is an exploration of proper vocal technique, sight-reading, and choral vocabulary through the study of a wide variety of styles written for women's voices. The group performs two concerts a year at school with opportunities for outreach performances within the community.

#### Prerequisites:

Teacher Recommendation

### **Select Chorus**

**Grade(s): 11, 12**

**Course # 1211**

**Credits: 1.0**

**Term: Full Year**

This is an auditioned choral ensemble comprised of 11<sup>th</sup> and 12<sup>th</sup> grade students. The core curriculum is an advanced exploration of proper vocal technique, 4-5-part choral singing, ear-training, sight-reading, and intermediate music theory through the study of a wide variety of pieces written for women's voices. The group performs two concerts each year at OLMA in collaboration with Concert Chorus. Opportunities for various outreach performances and competitions within the community are also available and mandatory.

#### Prerequisites:

Audition + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

## **PERFORMING ARTS - DANCE**

Dance Classes may be taken to fulfill Physical Education requirements. Freshmen are scheduled for both Dance and Physical Education for the full year on alternating days. Grades 10-12 may elect to continue with either Dance or Physical Education to meet state Physical Education requirements.

### **Introduction to Dance**

**Grade(s): 9**                              **Course # 6112**                              **Credits: .50**                              **Term: Full Year**

Introduction to Dance explores the fundamentals of ballet, jazz, modern, and tap, as well as an introduction to the choreographic process. Participation, assessments, homework, class work and written critiques are all part of learning. Students also experience professional dance concerts.

### **Dance 10**

**Grade(s): 10**                              **Course # 6215**                              **Credits: .50**                              **Term: Full Year**

This course further develops the fundamentals of ballet, tap, modern, and jazz taught in Introduction to Dance. Cultural dance styles, dance production, and choreography are introduced. Individual growth is emphasized along with the significant factors involved in working with others.

#### **Prerequisites:**

Introduction to Dance

### **Dance 11**

**Grade(s): 11**                              **Course # 6315**                              **Credits: .50**                              **Term: Full Year**

This course emphasizes technique in ballet, jazz, modern, hip hop, and tap. Basic improvisation, choreography, anatomy, and dance history are also explored. Individual growth is emphasized along with the significant factors involved in working with others.

#### **Prerequisites:**

Introduction to Dance

### **Dance 12**

**Grade(s): 12**                              **Course # 6415**                              **Credits: .50**                              **Term: Full Year**

This course continues technique classes on a more advanced level in ballet, modern, jazz, hip-hop, and tap. Further work in choreography for different media and improvisation and anatomy is included. Deeper artistic exploration and appreciation is emphasized in cultural dance styles, dance production and unique choreographic experiences, and dance history. Individual growth is emphasized along with the significant factors involved in working with others. The course culminates with a performance at the Spring Dance Concert.

#### **Prerequisites:**

Introduction to Dance

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**Course offerings will be determined based upon enroll student interest**



## **VISUAL ARTS**

Students are enrolled in Studio in Art in Grade 10. Eligibility for all Visual Arts electives requires completion of Studio in Art. All students currently or previously enrolled in an art class and/or an art elective **must** present their portfolio for review. Art electives are open to all students who enjoy exploring their creativity. Classes are not limited to art majors.

### **Studio in Art**

**Grade(s): 10**

**Course # 1231**

**Credits: 1.0**

**Term: Full Year**

This core course is an introduction to the fundamental principles of the visual arts. It covers the nature of art, the elements which comprise a work of art, and movements and trends in the world of art. Students will be encouraged to explore media and think, talk, and write about art. This class will build foundation skills, as well as the beginning of a portfolio, through hands-on practice and assignments. Students will increase their awareness of the visual arts in their everyday life.

### **Drawing and Painting**

**Grade(s): 11, 12**

**Course # 1341**

**Credits: 1.0**

**Term: Full Year**

This art elective further develops a foundation of exploratory experiences in drawing and painting, while developing related observational skills and techniques. Through use of a wide variety of media, it provides an opportunity for personal style, growth, and interpretation that involves the student in informed and critical decision making as they continue to build their portfolios. This course is open to all students who enjoy drawing and painting and is recommended for students considering careers in any of the visual arts disciplines and plan on assembling a college portfolio.

#### **Prerequisites:**

Studio in Art

### **Advertising Design**

**Grade(s): 11, 12**

**Course # 1342**

**Credits: 1.0**

**Term: Full Year**

This advanced elective covers the development of advertising, its functions, and the design processes involved. The focus is on skills needed to structure and organize visual communication using the fundamental principles of applied graphic design. Creative solutions to design problems are explored from both a visual and a business perspective. Although not a computer graphics course, the use of computers is necessary for typography and design problem solving. The scope includes layout, typography, designing for display, and drawing, and illustrating for commercial purposes. Students will complete a variety of hands-on portfolio projects closely duplicating the actual working context of a professional design studio.

#### **Prerequisites:**

Studio in Art

### **Digital Photography**

**Grade(s): 11, 12**

**Course # 1443**

**Credits: 1.0**

**Term: Full Year**

This advanced elective addresses the fundamentals of digital photography, from taking photographs to advanced editing using Adobe Photoshop. Students will discuss the compositional elements of photographs, lighting, exposure, and visual communication. Students will be encouraged to explore their creativity through independent projects. Students will be introduced to digital printing techniques to build both a physical and digital portfolio of their work.

#### **Prerequisites:**

Studio in Art

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**Course offerings will be determined based upon student interest**

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**Fashion Design/Illustration****Grade(s): 11, 12****Course # 1444****Credits: 1.0****Term: Full Year**

This advanced elective introduces students to the fashion industry. Students explore methods of illustration for the basic fashion design sketch and learn to communicate design ideas by illustrating apparel/accessory details using a variety of media. The business of fashion is also explored, providing the ability to discover exciting career opportunities and acquire the creative insight necessary for successful careers in the apparel industry such as design, marketing, and merchandising. Designer journals are produced, and students are encouraged to develop their unique style as they build a fashion portfolio.

Prerequisites:

Studio in Art

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**Course offerings will be determined based upon student interest**

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## **PHYSICAL EDUCATION**

Physical Education classes meet three times per cycle and are required by the New York State Board of Regents each year of Grades 9-12. Dance Classes may be taken to fulfill Physical Education requirements. Freshmen are scheduled for both Dance and Physical Education for the full year on alternating days. Grades 10-12 may elect to continue with either Physical Education or Dance to meet NYS Physical Education requirements.

### **Physical Education 9**

**Grade(s): 9**                      **Course # 6111**                      **Credits: .50**                      **Term: Full Year**

The curriculum is designed to promote physical activity, the attainment of physical fitness, and a desire to maintain physical fitness throughout life. This is a comprehensive program that begins to develop student involvement in a broad range of activities: team and individual sports, fitness, dance, adventure education, and personal living skills including cooperation, respect, leadership, initiative, and trust. The course emphasizes safety practices while providing knowledge and appreciation of physical education activities and reinforces basic learnings of other areas of the total school curriculum. The course adheres to the advanced beginner skill level in a wide range of activities. Participation, skills assessments, and cognitive assessments are required to pass this course.

### **Physical Education 10**

**Grade(s): 10**                      **Course # 6211**                      **Credits: .50**                      **Term: Full Year**

The curriculum is designed to promote physical activity, the attainment of physical fitness, and a desire to maintain physical fitness throughout life. This is a comprehensive program that continues to develop student involvement in a broad range of activities: team and individual sports, fitness, dance, adventure education, and personal living skills including cooperation, respect, leadership, initiative, and trust. The course emphasizes safety practices while providing knowledge and appreciation of physical education activities and reinforces basic learnings of other areas of the total school curriculum. The students in the course will be working to increase from an advanced beginner skill level to a competent skill level in a wide range of activities. This course meets 3 times per cycle. Participation, skills assessments, and cognitive assessments are required to pass this course.

### **Physical Education 11**

**Grade(s): 11**                      **Course # 6311**                      **Credits: .50**                      **Term: Full Year**

The curriculum is designed to promote physical activity, the attainment of physical fitness, and a desire to maintain physical fitness throughout life. This is a comprehensive program that continues to develop student involvement in a broad range of activities: team and individual sports, fitness, dance, adventure education, and personal living skills including cooperation, respect, leadership, initiative, and trust. The course emphasizes safety practices while providing knowledge and appreciation of physical education activities and reinforces basic learnings of other areas of the total school curriculum. The students in the course will be working towards competent and proficient skill levels in a wide range of activities. Participation, skills assessments, and cognitive assessments are required to pass this course.

### **Physical Education 12**

**Grade(s): 12**                      **Course # 6411**                      **Credits: .50**                      **Term: Full Year**

The curriculum is designed to promote physical activity, the attainment of physical fitness, and a desire to maintain physical fitness throughout life. This is a comprehensive program that continues to develop student involvement in a broad range of activities: team and individual sports, fitness, dance, adventure education, and personal living skills including cooperation, respect, leadership, initiative, and trust. The course emphasizes safety practices while providing knowledge and appreciation of physical education activities and reinforces basic learnings of other areas of the total school curriculum. The students in the course will be working to increase competency skill level in many activities and proficiency skill level in a few activities. Participation, skills assessments, and cognitive assessments are required to pass this course.

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**Course offerings will be determined based upon student interest**

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## **HEALTH EDUCATION**

Health Education is required by the New York State Board of Regents. Health classes meet three times per cycle.

### **Health**

**Grade(s): 11**

**Course # 7214**

**Credits: .50**

**Term: Full Year**

This course required by New York State will provide students with the necessary knowledge and skills to maintain a safe and healthy environment. Students will have the opportunity to discuss various health issues such as: nutrition, first aid, CPR, mental and emotional health, sexuality, relationships, social issues, the grieving process, issues related to alcohol, tobacco, drugs, and other substance abuse and life skills. Special emphasis is placed on individual responsibility and the decision-making process in the context of Christian values.

**Course offerings will be determined based upon student interest**

## COMPUTER SCIENCE

### **Computer Applications I**

**Grade(s): 10**

**Course # 2432**

**Credits: .50**

**Term: Full Year**

Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. This course is designed with an immersive, experiential, project-based learning approach. Emphasis is placed on 21<sup>st</sup> Century workforce skills, such as self-guided learning, problem solving, critical thinking, communications, collaboration, and coding. Students are required to complete independent and collaborative project assignments.

### **Computer Applications II**

**Grade(s): 10**

**Course # 2433**

**Credits: .50**

**Term: Full Year**

Mapped to CSTA standards, the course builds off the skills acquired in Computer Applications 1. Students familiarize themselves with the Design Process of building apps as they participate in the steps of prototyping, analyzing feedback, and iterating. Students also explore the usage of data to solve problems, the automation of steps in analyzing data, the development of programs that utilize physical computing, and development of machine learning models. In addition to these topics, students are given the opportunity to explore topics such as robotics and 3D modeling, where they can print their own creations in-class. This course is designed with an immersive, experiential, project-based learning approach. Upon completion of this course, students will be proficient in the skills built upon in AP Computer Science Principles.

#### Prerequisites:

Successful completion of Intro to Computer Science

### **Web Design and Development and Mobile Application Development**

**Grade(s): 11, 12**

**Course # 2338**

**Credits: .50**

**Term: Full Year**

This course provides students with foundational knowledge of the world-wide web, and how web development plays a key role in global problem solving. Students will be introduced to a number of web development platforms and how businesses utilize these platforms to quickly market a product and or service on the web. These web site building tools will assist students in progressing their knowledge of learning coding skills in HTML5, CSS, JavaScript, and React. This course is designed with an immersive, experiential, project-based learning approach. Emphasis is placed on 21<sup>st</sup> Century workforce skills, such as self-guided learning, problem solving, critical thinking, communications, collaboration, and coding. Students are required to complete independent and collaborative project assignments. Upon conclusion of this course, students will have designed multiple web pages, web sites, and mobile applications.

### **Advanced Placement Computer Science Principles**

**Grade(s): 11, 12**

**Course # 2443**

**Credits: 1.0**

**Term: Full Year**

The Advanced Placement Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also continue to develop effective communication and collaboration skills, work individually and collaboratively to solve problems, and discuss and write about the importance of these problems and their impact on their local community, society, and the world. This course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course. Students will also manage their own digital portfolio which contains a small game or application for College Board submission.

#### Prerequisites:

Final Course grade of at least 90% in Computer Applications or Web Design + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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**Advanced Placement Computer Science A****Grade(s): 12****Course # 2445****Credits: 1.0****Term: Full Year**

AP Computer Science A is an introductory college-level computer science course focused on object-oriented programming and problem-solving with Java. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The AP Computer Science A course reflects what computer science teachers, professors, and researchers have indicated are the main goals of an introductory, college-level computer science programming course: programming design and algorithm development, code logic, code implementation, code testing, documentation, and ethical computing. Students will also manage their own digital portfolio which contains a small game or application for College Board submission.

**Prerequisites:**

Semester 1 Course grade of at least 90% in AP Computer Science Principles + Teacher Recommendation

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**Course offerings will be determined based upon student interest**

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