



Mercy McAuley High School

2019-2020

Academic Policies and Course Offerings

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“No work of charity can be more productive of good to society or more conducive to the happiness of the poor than the careful instruction of women...since whatever station they are destined to fill, their advice will always have great influence, and wherever a God-fearing woman presides, peace and good order are generally to be found.”

Catherine McAuley

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Charism of the Sisters of Mercy inspiring Mercy McAuley High School

The charism of the Sisters of Mercy is rooted in four core values inspired by the life of foundress Catherine McAuley:

Spirituality—The example of Jesus Christ leads us, the gospel guides us and Catherine McAuley’s spirit enlivens us. Ours is a life of contemplation and action, prayer and service.

Community—Living in community deepens our relationship with God, strengthens us for mission, and continually inspires us in our call to serve others.

Service—We see Jesus in the most marginalized people and take a vow of service to perform works of Mercy that alleviate suffering. We strive to follow Jesus’ example in all that we do.

Social Justice and Critical Concerns—We work passionately to eliminate poverty, the widespread denial of human rights, the degradation of earth, the increase in violence and racism, the continued oppression of women, the abuse of children, the mistreatment of immigrants, and the lack of solidarity among people and nations.

The mission of all Sisters of Mercy schools is to inspire and empower students to learn, lead, love, and to become Women of Mercy. This charism is brought to life in Sisters of Mercy schools through the five core values these schools share:

Faith

Compassion

Service

Leadership

Excellence

Vision of Mercy McAuley High School

Mercy McAuley High School will be Greater Cincinnati’s preferred academic choice for individualized excellence that forms faith-filled women leaders for the 21st century. To achieve this, the school community will:

- Provide a vibrant Catholic environment, rich in values set forth by the Sisters of Mercy, where diversity, service, and respect for self and others are fostered.
- Focus on individual learning by helping each young woman identify and develop her God-given talents and prepare her for a path to achieve her greatest potential.
- Continuously improve best practices to prepare students for a globalized world that values creativity, critical thinking, collaboration, and communication, thereby providing the most technologically sophisticated, personalized, and advanced education available.
- Create professional learning environment that attracts, retains, and develops the most qualified and caring teachers and staff.
- Foster a lifetime experience of the charism of the Sisters of Mercy whereby alumnae, parents, and friends remain a vital part of the school community.

Portrait of a Woman of Mercy

The Mercy McAuley graduate is

- a woman of faith
- a woman of compassion
- a woman of service
- a woman of leadership
- a woman of excellence

Faith is the *gift* from God which precedes all others because it initiates, motivates, and animates all other gifts and values. Deeply rooted in the teachings of the Catholic Church, in Catherine McAuley's unique vision, and in the charism of the Sisters of Mercy, the graduate is becoming a **woman of faith**, exploring, deepening and cultivating her relationship with God, and putting her religious convictions into actions.

"A strong lively faith is the foundation of all virtue." – Catherine McAuley

1. Through faith I recognize that I am created in God's image and therefore I am good
2. I am open to God's influence in my life, and I am responding to God's invitation to grow spiritually
3. I am open to developing a relationship with Jesus
4. I value being part of a community of faith
5. I am taking more responsibility for knowing and affirming my faith
6. I live with sacramental awareness, an openness to finding God in all Creation
7. I am beginning to use faith and prayer to guide my decisions
8. I want to believe and trust in God's love in my life

Compassion is a deep sense of *presence* with the other even when one is powerless to change anything. It flows through us from God, who is Compassion when we see, hear, and know the suffering of another. Modeling Jesus Christ and Catherine McAuley, the graduate is a **woman of compassion**. Alert to the needs of others, she shows Christ's mercy to others. Her compassion motivates her to work for a world that promotes equality and reverence for others. She acknowledges and values the dignity of life in all its forms, is aware of issues that affect women locally, nationally and internationally and celebrates the beauty and diversity of God's creation.

"We must have a warm, cordial affection for all and manifest it by words, actions, and manner." – Catherine McAuley

1. I want to accept and love others as Jesus and Catherine McAuley did
2. Because I recognize the dignity of all people, I am moved by seeing Christ in all people, especially those distressed or dispirited
3. I see suffering in my own life as an opportunity to grow in feeling care for others who suffer and allowing them to care for me
4. I am growing in taking initiative to be present in the moments of others, listening with an open mind and heart
5. I am growing in appreciating differences between myself and others as an opportunity for conversation with them and personal growth
6. I realize the importance of reconciliation with God and forgiving others as God forgives me.
7. I am developing my disposition to understand rather than to cast judgment
8. I consider how my decisions and actions affect people most in need
9. I am growing in making decisions based on Gospel values, which sometimes conflict with the prevailing values of my culture

Service is a genuine commitment on our part to *act* for and with the other whenever we are able to do so. We become Christ in our world. Keenly aware of the many injustices in the world and through the many opportunities offered at her school, the graduate is a **woman of service**, endeavoring to show mercy to those less fortunate. She works for systemic change and social justice to create a more just world. She is a person of moral integrity who appreciates the fact that the Catholic Christian faith involves not just individual conscience, but demands that she work actively within and beyond her community for social justice.

"God does not look at the action, but the spirit motivating it." - Catherine McAuley

1. I show humility through works of service
2. I see myself as being called to live as Christ and Catherine McAuley would by serving those most in need

3. I am working on becoming Christ's hands and feet in the world
4. Whenever I am able, I try to place the needs of others ahead of my own
5. I am growing in accepting responsibility to contribute my talents to my family, school, local community, church community, and the broader world
6. I am working on becoming more aware of injustices in my community and working for solutions
7. I am growing in experiencing my service to others as a right relationship in which I offer them who I am and gratefully receive what I learn from them

Leadership when it is true leadership *flows* directly and inseparably from genuine service, which is rooted in the compassionate nature of God. Reaping the benefits of an all-female educational environment, the graduate is a **woman of leadership**, comfortable with her own identity as a woman and a leader. She is confident in her ability to make a positive contribution toward bettering the world and seeks opportunities to stretch her mind and imagination to make a lasting impact on the world.

“Speak as your mind directs, and always act with courage.” – Catherine McAuley

1. I am growing in my ability to lead with Christ's love and compassion, with a servant's heart
2. I am learning how to lead with humility
3. I lead by example, demonstrating my leadership through my actions and accepting responsibility for my actions
4. I am growing in my ability to recognize and follow good and right leadership
5. I recognize that God calls me to develop my talents so that I can put them in service to others
6. I am developing the courage to take a stand when Gospel values are at stake
7. I seek new experiences, even those that involve some risk or the possibility of failure, and I am beginning to discover that failure can bring about powerful learning

Excellence is the fundamental attitude of moving toward the *full utilization* of all of one's God-given gifts so as to make God's compassion more fully present in the world. Having been nurtured in a student-centered environment which challenges students' intellects and talents, the graduate is a **woman of excellence**. She is maturing in understanding her accomplishments and areas for growth and in setting and achieving goals for improvement. She is prepared for college as a creative and critical thinker, reader, problem-solver, communicator, collaborator, and researcher. She is becoming a well-rounded individual. She appreciates that learning is a life-long process.

“Our ordinary duties should be performed with all possible care and attention, none of which should be deemed trivial or unimportant.” – Catherine McAuley

1. I am more and more consistently choosing to grow as a learner
2. I am identifying and working to develop the talents God has given me
3. I am discerning God's will for my life
4. I am working on embracing God's will for my life
5. I try to live a balanced life: work, play, caring for others, and having a healthy sense of self
6. I have developed internal standards of right and wrong, and I am growing in holding myself accountable to them
7. I want to do ordinary things extraordinarily well and with great love
8. I am open to the challenge and opportunity of greater responsibilities

The Mercy McAuley graduate uses God's gift of faith to demonstrate compassion through humble service as a genuine leader. In so doing she manifests excellence in all of her God-given talents.

Admissions Policy

Mercy McAuley High School admits students of any race, color, sexual orientation, and national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at our school. We do not discriminate on the basis of race, color, sexual orientation, or national and ethnic origin in administration of our educational policies, admissions policies, scholarships or assistance programs, or athletic and other school administered programs. Admission for transfer students, students with disabilities, ESL students, and students with other special needs will be determined on a case-by-case basis. Students may be accepted if Mercy McAuley High School can reasonably provide required and appropriate support services and the student satisfies other admission requirements. It is required that all incoming students take the High School Placement Test and be promoted to the ninth grade.

A new student is required to present a copy of her birth certificate and to have the school's health form signed by the family physician as proof of immunization. Two completed emergency medical authorization forms and all signed handbook forms are required of each student each year.

Academic Policies

Requirements for graduation:

Requirements specific to a Mercy McAuley diploma

See individual Department listings for details regarding required courses by grade level.

The following credits are the **minimum** requirements for graduation:

THEOLOGY	4	PHYSICAL EDUCATION	½ (2 Semesters)
ENGLISH	4	HEALTH	½
SOCIAL STUDIES	3	FINE ARTS	1
MATHEMATICS	4	COMPUTER LITERACY	½
SCIENCE	3	OTHER SUBJECTS	3 ½
WORLD LANGUAGES	2		
TOTAL 26			

Requirements of most Colleges and Universities

College entrance requirements vary greatly depending upon the college and the course of study to be pursued. Students are urged to check with their school counselors about specific college requirements and recommendations so that proper course selection is made. State universities currently only admit Ohio students who have completed the Ohio Core Curriculum.

A well-balanced program of between 14 and 16 college preparatory units will be accepted by most colleges as a basis for admissions. The following will fulfill requirements for most colleges.

English - 4 credits	Social Studies - 3 credits	Fine Arts - 1 credit
Mathematics - 3 to 4 credits	Science - 3 credits	World Language - 2 to 4 credits

State of Ohio Graduation Requirements

To earn a high school diploma in Ohio, students must complete courses and then choose an option to show that they are ready for college or a job. Here's what is needed to graduate:

(Note: Mercy McAuley High School requires an additional 6 credits, 4 of which will be Theology credits.)

Complete Courses

Take and earn a state minimum of 20 credits in specific subjects:

- English language arts 4 credits

- Health ½ credit
- Mathematics 4 credits (minimum including Algebra 2 junior year)
- Physical education ½ credit
- Science 3 credits, including Biology and Chemistry
- Social Studies 3 credits, including World History, US History, CWI, and Government
- Electives 5 credits

AND

Ohio’s State Tests:

Earn at least 18 points on seven end-of-course state tests. The accumulation of 18 points can occur in three ways: end-of-course exams, workforce readiness, or college readiness. Below are the details of the three ways to 18-points to graduation.

End-of-course tests:

- Algebra I or Integrated Math I
- Geometry or Integrated Math II
- American Government
- American History
- English I
- English II
- Biology

Each test score earns a student up to five graduation points. She must have a minimum of four points in math, four points in English and six points across science and social studies. In addition schools and/or districts receive grades on the Ohio School Report Cards for all students’ scores and participation on state tests.

Industry credential and workforce readiness.

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn a 13 on WorkKeys, a work-readiness test. The state of Ohio will pay one time for students to take the WorkKeys test.

College and career readiness tests

Earn the “remediation-free” scores* on either:

ACT

- English - 18 or higher
- Mathematics - 22 or higher
- Reading - 22 or higher

SAT

- Writing - 430 or higher
- Mathematics - 520 or higher
- Reading - 450 or higher

*Ohio’s university presidents set these scores, which are subject to change.

*Mercy McAuley has selected the ACT as the college readiness assessment. All juniors will take the ACT free of charge in the spring.

Additional information can be found at: <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2018-and-Beyond>

Scheduling Policies

- A student must have a minimum number of credits counted toward graduation to advance to the next grade. If a student does not meet this minimum credit requirement, the Administration will determine whether she may return to Mercy McAuley or the condition under which she may return.

6	credits to be a sophomore
12	credits to be a junior
18 ½	credits to be a senior

- Each student must carry a full complement of academic work each year. Any student taking minimal credits each year must earn a minimum of 2 additional credits before graduation. A total of 26 credits are needed. Registration for courses is based on ability, achievement, interest, and for some courses, recommendation.
- Scheduling of courses is determined by availability of space in both the student's schedule and also in the class. Every effort will be made to honor the student's course requests. Students should list alternates for elective courses. If a student has a conflict in the scheduling of her requests that cannot be resolved by using her alternate courses, she will be contacted in May to make an adjustment.
- Schedules will typically be ready in August. If there is an error on the student's schedule and a correction is needed she must contact the school office *prior to the first day of school*. Specific days/times set aside for correcting errors are announced in August when students receive their schedules.
- If a student would like to insert an additional class into her schedule she must see her counselor during the first week of the semester. Space availability will be assessed at that time.
- Students and parents should note that some classes, such as upper level language, mathematics, and science classes, require teacher recommendations. See "Recommendation Policies" for details.
- Necessary schedule changes may be made until April 15. Due to the scheduling process, unless school initiated, no changes may be made between April 15 and August 1. Classes dropped after August 1 necessitate a \$100 fee and a note indicating parental agreement. No changes may be made after the first 5 days of the semester. After this time a class may only be dropped at the teacher's recommendation.
- The school encourages each student to register for a set of courses that will be an ambitious stretch for her, but a stretch within her reach considering all of her activities and obligations. The goal is an invigorating challenge that engages the student fully but does not overwhelm her, deprive her of needed sleep, or deny her a well-rounded experience. Ordinarily students should register for no more than three AP®, Dual Credit, or College Credit Plus courses per year. The high school schedule does not provide the discretionary study time necessary for more than three college-level courses.
- Each student should consider more than course load when making her selections. She needs to take into account time devoted to participation in co-curricular clubs and activities, athletics, volunteer work, part time employment and other time-consuming activities. Colleges and high schools throughout the country state that the maximum number of hours a student should work outside school is 15 per week; most recommend 12 or fewer. The student should plan ahead and be realistic about the demands she places on herself.
- **The school reserves the right to cancel any course that does not have sufficient registration.**
- It is not the school's policy to schedule a student to be free for the last part of the day in order to go to work.

- Students may take courses and receive credit from accredited academic programs outside of Mercy McAuley High School. These courses may fulfill a requirement for graduation only after a student consults with her School Counselor and receives the approval of the Administration via the Credit Flex option, sometimes called Competency to Credit Option. (see details below)

Recommendation Policies

Some courses require the recommendation of a teacher. If a course is *recommended*, the teacher feels that with appropriate work the student has every opportunity to be successful. All recommendations are based on student records and/or past performances. If a student disagrees with a teacher's decision about a course recommendation, the student should first speak with the teacher. If the disagreement continues after that discussion, the student and her parents may sign a waiver to assume responsibility for the student's success in the course.

Withdrawals from Courses

A student may withdraw from a class only for exceptional reasons and with the recommendation of the teacher and the approval of the Administration but not prior to the end of the first quarter of the class. If a withdrawal occurs, the course is carried on the transcript with a "WP" or "WF," indicating a passing or failing grade at the time of withdrawal.

Failures

If a student fails a specific course required for graduation, it should be taken in summer school. If summer school is not possible, then it must be resolved in a subsequent year. If an elective credit(s) is needed for graduation, a course may be substituted either in summer school or during a school year prior to graduation. If the course is taken during the school year, it is in addition to the regular required program. It is the student's responsibility to see that any loss of credit is resolved in an acceptable way. She should consult with her counselor regarding the alternatives.

Students with Learning Disabilities

Mercy McAuley High School will practice full inclusion for students with disabilities. The educational requirements of students with disabilities are the same as those who do not have disabilities. Students with an Individual Service Plan (ISP) or Individual Education Plan (IEP) are given accommodations and services in accordance with their educational needs, enabling them to thrive. These may include tutoring, coursework support, diagnostic testing, extended examination and testing periods, computer resources and tests read by a tutor. Students with learning disabilities are usually identified before they reach high school. However, testing is available through our school psychologist for those suspected of having a disability. Students who qualify for and receive accommodations may be eligible to receive those accommodations on ACT/SAT tests. Contact the School Counseling Office for more information.

Students with specific needs for intervention assistance or acceleration will be served through a variety of programs in the Student Services Department and through allotted time in during TEA.

Credit Flex

Mercy McAuley High School broadens the scope of curricular options available to students and increases the depth of study available for a particular subject. This is being accomplished through Flex Credit in Ohio Department of Education documents. It is possible to earn credit at Mercy McAuley High School in three ways or a combination of three ways:

- Completing traditional coursework
- Testing out or demonstrating mastery of course content
 - System is in place for testing out of Algebra I or World Languages I
 - System and application process is in place for all other courses
- Pursuing another option of education
 - Examples are but not limited to online courses, distance learning, educational travel,

- internship, afterschool program, community service and sports
- System and application process is in place
- Prior approval when pursuing another option is required

While this option is in place, it continues to be refined, Mercy McAuley High School reserves the right to limit the number of options for credit. The administration of Mercy McAuley High School makes the final decisions for receiving credit. Credit will be recorded on student transcripts in the same way, no matter the method used to earn the credit.

Advanced Placement® and Dual Credit Enrollment

Students who are taking Advanced Placement and/or Dual Credit courses have the opportunity to receive college credit directly from local universities with whom Mercy McAuley has established fruitful relationships. Many colleges, including most colleges in Ohio, will accept these credits.

These credits can be part of a student's transcript if she attends that college or can be transferred to most other colleges (except "Tier One schools"). How they transfer (as elective or department credits), whether they replace an existing requirement or prerequisite, and how they may affect a student's major is dependent upon each university and major/field of study.

Students enrolled in one of these courses must register for the Dual Credit option or take the end of course AP® exam. The classroom teacher will provide details about these options. Registration for these classes will be due **NO LATER THAN** the second class meeting at Mercy McAuley in August.

College Credit Plus

The College Credit Plus Program (CCP) allows students, who are Ohio residents, in grade 7-12 to apply to CCP at any public university in the state of Ohio. Students are permitted to register for nonsectarian, non-remedial courses for high school and/or college credit. For public school students, this program is at no cost to the student or family. Non-public and home-school students must apply for funding each year to offset program costs. Students must meet all university prerequisites and requirements prior to enrolling in a course. College Credit Plus students are not permitted to participate in study abroad programs as they are beyond the scope of this program.

Physical Education Credit Option

Due to a provision stated by Ohio's Department of Education, physical education credit may be waived if a student participates in 70% of two interscholastic seasons at Mercy McAuley High School. Since this ½ credit would be waived, an additional ½ credit in any subject area is needed during the student's high school career. This would guarantee enough credits for the graduation requirements.

Online, Summer and Blended Courses

See the Department course listings and the TEA schedule for details about these opportunities.

Course levels

Mercy McAuley will offer courses at two levels in subject areas for which leveling is necessary for optimal student achievement. Students with a range of interest and ability will be served by individualized differentiation in the classroom instruction practices. From discipline to discipline and from year to year, a student will self-select and potentially change her course level with the assistance of her parents, the faculty, and school counselors. This flexibility allows for growing maturity, interest, or skills in any given subject area over the span of her high school career.

HONORS courses challenge students with an in-depth accelerated curriculum of reading, writing, speaking, problem solving, research, technological and laboratory skills. The course content is above grade level, and the pacing is faster than its college prep counterparts. Students are required to read and write critically, engage in challenging problem solving activities, and display higher levels of thinking. Students are placed in this level based on their records as incoming freshmen and on academic performance in subsequent years. Courses with AP® designations are included in the Honors level.

COLLEGE PREP courses are designed for students whose needs are best met by a standard college prep curriculum on grade level. These courses fully meet the basic standards required by most university and post secondary school areas of study. The courses incorporate language skills, research, technological, and problem solving skills as tools in both high school and post-high school endeavors. As needed, opportunities for academic intervention can be provided through Student Services. Students performing at the top end of the College Prep range may select courses from among Honors or AP® offerings with teacher recommendation.

Grading Scale

Grade Scale and Weighted GPA:

It is recommended that the new Mercy McAuley use an alpha system. After research, the numeric system has been replaced by the alpha system in many schools. The committee is also proposing that for a weighted GPA, a 4.0 scale be used. This is what the colleges prefer.

Converting Numeric to Alpha		Weighted GPA on a 4.0 Scale		
Alpha Grade	Numeric Grade	College Level	Honors Level	AP Courses
A	95-100	4.0	4.5	5.0
A-	93-94	3.7	4.2	4.7
B+	90-92	3.3	3.8	4.3
B	87-89	3.0	3.5	4.0
B-	85-86	2.7	3.2	3.7
C+	82-84	2.3	2.8	3.3
C	79-81	2.0	2.5	3.0
C-	77-78	1.7	2.2	2.7
D+	75-76	1.3	1.8	2.3
D	72-74	1.0	1.5	2.0
D-	70-71	.7	1.2	1.7
F	0-69	0	0	0

Graduation Awards of Distinction

1. ODE High School Diploma with Honors

Students who exceed graduation requirements in Ohio are eligible to receive an Academic Honors Diploma. This appears as an emblem seal on diploma at the time of graduation and requires a student to earn additional academic credits, a minimum GPA, and certain test scores. Specifically, in order to qualify, students need to fulfill all but one of the following criteria: 4 units (credits) of English, 4 units of math, 4 units of science including physics, 4 units of social studies, 3 consecutive units of world language (or two consecutive units of two world languages), 1 unit of fine arts, a minimum of a 3.5 cumulative GPA, and a minimum of a 27 on a composite score of the ACT or a 1210 combined score on the SAT (no superscores per ODE). For more information visit the ODE’s website page for diploma with honors.

2. U.S. Department of Education President’s Award for Educational Excellence

This award recognizes academic success in the classroom. To be eligible, students must meet school set requirements: earn a cumulative GPA of a 3.5 (89%) and have a 28 on the Reading section and 26 on the Math section of the ACT or a combined score of a 1210 on the SAT.

3. Latin Model of Awards and Valedictorian/Salutatorian

Beginning with the Class of 2020 Mercy McAuley will not have a valedictorian or a salutatorian. There is a trend by schools across the country to drop this tradition. Many schools are replacing the valedictorian and salutatorian with the Latin model: cum laude, magna cum laude, and summa cum laude to indicate the level of academic achievement with which the diploma was earned. This allows more deserving scholastic achievement to be recognized.

TEA (Time for Educational Advancement)

TEA, an innovative aspect of the Mercy McAuley schedule, is unique among area high schools. Taking its name from Catherine McAuley’s famous gift for hospitality, offering warmth and friendship—and a cup of tea—to guests and her fellow Sisters, this dedicated time in the academic schedule provides three 60-minute periods a week during which students will be immersed in numerous opportunities to advance their learning through personalized, individualized, experiential activities. The activities include, blended learning, field trips, speakers, professional interaction with alumnae, expansion of coursework in the “regular” schedule, and a myriad of other possibilities. Many of these are already embedded in the Course Descriptions, but the complete list of what will be offered is intentionally open-ended as the Administration gauges student interest through the scheduling process.

Elementary Students Receiving High School Instruction for High School Credit

When an elementary student is receiving high school instruction for credit, the elementary school is required to follow ODE and Archdiocesan requirements for the student to earn high school credit for the course:

1. The high school course must be taught by a certified high school teacher who is licensed in the content area.
2. The curriculum used for instruction must be a high school curriculum. The Archdiocese of Cincinnati requires that the curriculum also be approved by the Archdiocese of Cincinnati’s Catholic Schools’ Office (CSO)
3. Any textbook or on-line instructional material used to teach the course/s must be at the high school level. The student is required to pass the ODE End of Course Exam, in order to receive high school credit.

End of Course Exam:

The “Teacher of Record” in the elementary school is required by ODE to administer the ODE’s End of Course Exam at the elementary school. The “Teacher of Record” will follow the policy and procedure for ordering and returning all state testing materials. Students may also earn this credit by demonstrating proficiency of assessments given at MMHS.

Elementary/High School Grade(s) for Courses Taken for High School Credit:

Elementary students receiving high school credit after successfully completing a high school course will be granted high school credit for the course/s completed. This credit will be recorded on the student’s high school transcript. No grade/s from the student’s elementary school courses will be averaged into a high school Grade Point Average (GPA) even when the student has been granted high school credit for the course/s. Only high school courses taken after the student has enrolled and entered as an official high school student will be used for her high school GPA.

Initiating Documentation of High School Classes Taken for High School Credit:

Official high school documentation of successfully completed high school courses and grades will be initiated by the elementary principal and/or “Teacher of Record” for high school course/s taken where the student is

enrolled. Upon completing elementary school, this information will be sent to the receiving high school along with the elementary transcript/records.

Pathways

The purpose of a pathway program is to ensure that all students are college and/or career ready. Pathway programs combine broad knowledge, personal insight, rich understanding of the overlay between academic content standards, and business and industry readiness which leads to the acquisition of entry skills that advance the students into a career or post-secondary education.

Mercy McAuley's desire to develop and promote pathway programming results in a progressive, college preparatory learning environment which ensures that all graduates will have the fundamental skills and mindset to be competitive in a global environment.

The coursework and activities listed in these Pathways are recommendations. A student need not declare a Pathway or may change Pathways as best suits her growing interests. These suggestions endeavor to place a priority on the *who* and not just the *what*, assisting the student realize a healthy balance for authentic growth and learning.

Four Pathways:

BELL – Business, Education, Leadership, and Law

ENCORE – Fine Arts and Humanities

H3 - Health and Human Services and Hospitality

STEM – Science, Technology, Engineering and Math

BELL – Business, Education, Leadership, and Law

This pathway fosters an entrepreneurial spirit and development of leaders and personal responsibility. Students are provided an opportunity to explore career and personal interest with a focus on leadership and entrepreneurial endeavors. The essential skills include Critical Thinking and Problem Solving, Adaptability and Agility, Leading by Influence, Initiative and Entrepreneurialism, Effective Oral and Visual Communication, Accessing and Analyzing Data/Information, Curiosity and Imagination.

Core Courses:

Computer Literacy
English
Fine Arts
Health

Physical Education
Mathematics
Religion
Science

Service
Social Studies
World Language

Electives:

21st Century Research Skills
Accounting
AP Government

Cincinnati
Contemporary World Issues
Economics & Financial Literacy

Geography
HerStory
World of Business

Student Activities: (activities in this Pathway may change over time according to student interest)

Academic Team
Athletics
Key Club

Mock Trial
National Honor Society
Service Trips

Student Council
Women Lead
Women Lead Law

ENCORE – Fine Arts and Humanities

This pathway fosters creativity in an academic setting through student and teacher collaboration that results in quality performances and products.

Core Courses:

Computer Literacy
English

Physical Education
Mathematics

Service
Social Studies

Fine Arts
Health

Religion
Science

World Language

Electives:

Anthropology
AP® Studio
Broadcasting
Choral Music
Christianity and the Arts
Cincinnati
Creative Writing
Drawing
French 1, 2, 3, 4
Geography

Healing and Hope
Latin 1, 2, 3, 4
Life Drawing
Lifestyles
Literature courses
Painting 1 and 2
Photography 1 and 2
Piano
Printmaking 1 and 2

Spanish 1, 2, 3, 4 and 5
Spirituality and Prayer
Technical Theatre
Theatre courses
3-D Studio 1 and 2
21 Century Research Skills
Vocal Ensemble
Yearbook

Student Activities: (activities in this Pathway may change over time according to student interest)

Academic Team
Art Club
Athletics
Drama Club (Thespians)
Drama Productions
French Club
French Honor Society

Key Club
Latin Club
Respect Life Club
Mock Trial
National Honor Society
Pride of LaSalle

Service Trips
Spanish Club
Spanish Honor Society
Vocal Ensemble
Women Lead
Women Lead Law

H3 - Health and Human Services and Hospitality

This pathway provides students a dynamic learning opportunity that focuses on health sciences and service learning.

Core Courses:

Computer Literacy
English
Fine Arts
Health

Physical Education
Mathematics
Religion
Science

Service
Social Studies
World Language

Electives:

21st Century Research Skills
Child Development

Anatomy and Physiology
Psychology

Basic Culinary Arts

Student Activities: (activities in this Pathway may change over time according to student interest)

Academic Team
Athletics
Women Lead

Respect Life Club
National Honor Society
Philanthropy Club

Service Leadership Team
Service Trips

STEM - Science, Technology, Engineering and Math

This pathway provides the STEM pathway emphasizes science, technology, engineering and mathematics.

Core Courses:

Computer Literacy
English
Fine Arts
Health

Physical Education
Mathematics
Religion

Service
Social Studies
World Language

Electives:

Trigonometry	Anatomy and Physiology	21 st Century Research Skills
Anthropology	Science elective of choice	Physics/AP [®] Physics
AP [®] AB Calculus	Broadcasting	Probability & Statistics
AP [®] BC Calculus	Engineering	Pre-Calculus

Student Activities: (activities in this Pathway may change over time according to student interest)

Academic Team	Library Assistants	TEAMS
Athletics	National Honor Society	Women Lead
Eco Club	Service Trips	Women Lead Technology
INTERalliance		

Programs**Women Lead Program**

Mercy McAuley recognizes freshmen of high achievement by invitation into a program which fosters their intellectual curiosity and promotes their academic growth--Women Lead. A student who accepts this challenge will begin her freshman year in the Women Lead program where she will gain an exploratory overview of many professions and career directions. In her sophomore year she may then opt to specialize in one of the specialized Women Lead programs.

Freshman Year**The Program:**

Mercy McAuley will offer an optional, invitation only, Women Lead program for incoming freshmen. This is an academic discovery program that will provide the young women the opportunity to explore various careers. The disciplines explored will be based on interests of the students involved in the program in addition to medicine, law, technology and engineering. This program is open to all freshmen who have a desire to explore these various and challenging careers and are above average academically.

Objectives:

Students will explore various careers through monthly seminars. These seminars will include meeting with professionals, field trips, small group discussions, and hands-on activities. Most seminars are held after school and last approximately one and half hours. Participants may have opportunities to attend other workshops in various careers that are offered in the Cincinnati area. One-fourth academic credit will be given provided the student completes the requirements for the program.

Selection Criteria:

- 1) A desire to discover and explore various careers.
- 2) Academic grades for math, science and English in A/B (excellent/very good) range
- 3) High School Placement Test results in the 85th percentile or higher
- 4) Placement in Honors classes at Mercy McAuley
- 5) Completion of the Women Lead application

Requirements:

- 1) Attend the monthly seminar and complete required assignments
- 2) Participate in the required curriculum of the Women Lead program.
- 3) Maintain an average grade of B+ or higher in this curriculum

Curricular requirements for Freshman Year Women Lead Program:

- 1) Honors English, Math and Science, Social Studies and Computer Literacy

Sophomore, Junior and Senior Years**The Program:**

Women Lead is an academic program of Mercy McAuley High School that will introduce students to careers in medicine, law, technology and engineering. Students enter these programs as sophomores and continue in the

program in their junior and senior year.

Objectives:

Students will explore the many careers in medicine, law, technology and engineering through monthly seminars with professionals in these careers. Seminars will include meeting with professionals, tours of the medical, law, technology and engineering firms, small group discussions, exposure to modern technology, and hands-on activities. Most seminars are held after school and last approximately one and half hours.

Participants may have opportunities to attend other workshops in these careers that are offered in the Cincinnati area.

Selection Criteria:

- 1) A desire to explore careers in the medical, law, technology and engineering fields
- 2) Academic grades for math, science and English in A/B (excellent/very good) range
- 3) Placement in the Honors classes at Mercy McAuley
- 4) Completion of the Women Lead application

During the third quarter of the freshman year, students in the Women Lead Program will have the opportunity to choose one of the following programs: Women Lead Medicine, Women Lead Law, Women Lead Technology or Women Lead Engineering. These programs will continue through the sophomore, junior and senior years. One-fourth academic credit will be given each year a student is in the program provided the student completes the requirements for the program.

Requirements:

- 1) Attend the monthly seminar and complete required assignments
- 2) Participate in the required curriculum of the Women Lead program.
- 3) Maintain an average grade of B+ or higher in this curriculum

Additional Selection Criteria:

A student may enter the Women Lead program after her freshmen year if her grades in her freshmen year are very good and she is in the Honors classes. Grades will be reviewed after the first semester.

- 1) If a freshman's average grades in science and math are B+ or above after the first semester, she is eligible for Women Lead Medicine or Women Lead Engineering for her sophomore year.
- 2) If a freshman's average grades in English and social studies are B+ or above after the first semester, she is eligible for Women Lead Law for her sophomore year.
- 3) If a freshman's average grades in English, social studies and computer literacy are B or above after the first semester, she is eligible for Women Lead Technology for her sophomore year.

Curricular Requirements:

Sophomore Requirements for Medicine and Engineering:

- 1) Chemistry and Algebra 2 completed by the end of grade 10

Junior and Senior Requirements for Medicine

- 2) Honors Pre-Calculus or Algebra 2 and Trig, AP® Calculus or Calculus, Anatomy and Physiology
- 3) Two of the following, one must be an AP® course: AP® Physics, AP® Biology, AP® Chemistry, Science semester electives, or Physics

Junior and Senior Requirements for Engineering

- 1) Honors Pre-Calculus or Algebra 2 and Trig, AP® Calculus or Calculus
- 2) AP® Chemistry or AP® Biology, AP® Physics or Physics

Junior and Senior Requirements for Law

- 1) AP® Government/Economics, Law

Sophomore Requirements for Technology

- 1) Fundamentals of Visual Art preferably completed by end of grade 10

Junior and Senior Requirements for Technology

- 1) At least one of the following courses: Digital Art, Multimedia
- 2) At least one online course through Coursera, Edx or other online course vendor in the area of technology, approved by Mercy McAuley

Mock Trial

Mock Trial meets from mid-September until the end of January at the minimum for 2-3 hours every Monday night. If the team advances to the Regional competition practices will go through the end of February. If teams make it to the State competition, competition practices will go through the second week of March. (The regular season equals a total of 21 weeks or more than 60 contact hours with their legal advisors and moderators, which equals the contact hours of a full semester $\frac{1}{4}$ credit hour course. This is not including time spent at scrimmages and tournaments.) Outside of the practice time, students are expected to write drafts of opening and closing statements, draft direct and cross-examination questions, memorize their statements all on their own time. Students will also work with their moderator to work on their character as well as their presentation style.

- Students would need to tryout every school year during the first full week of classes.
- Students who want to try out for a witness roll will be provided a fake case. They will be asked to study the witness case materials for a role of character witness or expert witness. At tryouts, legal advisors will cross-examine them on their witness materials.
- Students who want to try out for a lawyer role will have to write and give a 2-4 minute persuasive speech in front of the legal advisors.
- Legal advisors will judge the students on their availability, their tryout performance, performance from previous years for returning team members.
- If there are 8-11 students we will carry one team.
- If there are 12-16 students we will carry two teams.
- Unless additional legal advisors (more than 4) are available we will limit the number of teams and students to 16 students.

Course Offerings Summary

Business and Digital Communication and Information Systems (Informatics)

Computer Literacy	9	Req.	1 Sem.	0.5
21 st Century Research Skills	9, 10, 11, 12	Elect.	1 Sem.	0.5
Accounting	10, 11, 12	Elect.	1 Sem.	0.5
Broadcasting I	10, 11, 12	Elect.	1 Sem.	0.5
Broadcasting II	10, 11, 12	Elect.	1 Sem.	0.5
Multimedia	10, 11, 12	Elect.	1 Sem.	0.5
World of Business: Entrepreneurship	10, 11, 12	Elect.	1 Sem.	0.5

English

English 9	CP, Honors	9	Req.	Year	1
English 10	CP, Honors	10	Req.	Year	1
English 11	CP, Honors	11	Req.	1 Sem.	0.5
English 12	CP, Honors	12	Req.	1 Sem.	0.5
AP® Lit & Comp	Honors	11, 12	Req.	Year	1
AP® Lang & Comp	Honors	12	Req.	Year	1
AP® Seminar	Honors	10, 11, 12	Elect.	Year	1
AP® Research	Honors	11, 12	Elect.	Year	1
Classics		11, 12	Focus Elect.	1 Sem.	0.5
Contemporary Lit		11, 12	Focus Elect.	1 Sem.	0.5
Shakespeare		11, 12	Focus Elect.	1 Sem.	0.5
Dystopian Lit		11, 12	Focus Elect.	1 Sem.	0.5
HerStory		11, 12	Focus Elect.	1 Sem.	0.5
Holocaust Lit		11, 12	Focus Elect.	1 Sem.	0.5
Literary Adaptations		11, 12	Focus Elect.	1 Sem.	0.5
Multicultural Lit		11, 12	Focus Elect.	1 Sem.	0.5
Myths, Legends, Folklore		11, 12	Focus Elect.	1 Sem.	0.5
The Art of the Speech		11, 12	Focus Elect.	1 Sem.	0.5
News Literacy		11, 12	Elect.	1 Sem.	0.5
Creative Writing Workshop		11, 12	Elect.	1 Sem.	0.5

Fine Arts

Intro to Theatre		9, 10, 11, 12	Elect.	1 Sem.	0.5
Monologue Intensive		9, 10, 11, 12	Elect.	1 Sem.	0.5
Theatre History		10, 11, 12	Elect.	1 Sem.	0.5
Theatre Portfolio Work		11, 12	Elect.	1 Sem.	0.5
Directing/Playwriting		12	Elect.	1 Sem.	0.5
Fashion of Design in Costumes		9, 10, 11, 12	Elect.	1 Sem.	0.5
Technical Theatre I		9, 10, 11, 12	Elect.	1 Sem.	0.5
Technical Theatre II		9, 10, 11, 12	Elect.	1 Sem.	0.5
Beginning Orchestra/Concert Band		9, 10, 11, 12	Elect.	Year	0.25
Concert Band and Orchestra		9, 10, 11, 12	Elect.	Year	0.5
Chorus I		9, 10, 11, 12	Elect.	1 Sem.	0.5
Chorus II		9, 10, 11, 12	Elect.	1 Sem.	0.5
Chorus III		10, 11, 12	Elect.	1 Sem.	0.5
Chorus IV		10, 11, 12	Elect.	1 Sem.	0.5
Chorus V		11, 12	Elect.	1 Sem.	0.5
Chorus VI		11, 12	Elect.	1 Sem.	0.5
Chorus VII		12	Elect.	1 Sem.	0.5
Chorus VIII		12	Elect.	1 Sem.	0.5
Chorus Blended		9,10,11,12	Elect.	1 Sem.	0.25
Music Theory		10, 11, 12	Elect.	Year	0.5

Piano Lab		9, 10, 11, 12	Elect.	1 Sem.	0.5
Piano Lab II		9, 10, 11, 12	Elect.	1 Sem.	0.5
Vocal Ensemble I		10, 11, 12	Elect.	Year	1
Vocal Ensemble II		11, 12	Elect.	Year	1
Vocal Ensemble III		12	Elect.	Year	1
Fundamentals of Visual Arts		9, 10, 11, 12	Elect.	1 Sem.	0.5
3D Studio 1		10, 11, 12	Elect.	1 Sem.	0.5
3D Studio 2		10, 11, 12	Elect.	1 Sem.	0.5
Ceramics 1		10, 11, 12	Elect.	1 Sem.	0.5
Ceramics 2		10, 11, 12	Elect.	1 Sem.	0.5
Life Drawing 1		10, 11, 12	Elect.	1 Sem.	0.5
Life Drawing 2		10, 11, 12	Elect.	1 Sem.	0.5
Painting 1		10, 11, 12	Elect.	1 Sem.	0.5
Painting 2		10, 11, 12	Elect.	1 Sem.	0.5
Photography 1		10, 11, 12	Elect.	1 Sem.	0.5
Photography 2		10, 11, 12	Elect.	1 Sem.	0.5
Printmaking 1		10, 11, 12	Elect.	1 Sem.	0.5
Printmaking 2		10, 11, 12	Elect.	1 Sem.	0.5
Visual Arts Portfolio Development		11, 12	Elect.	1 Sem.	0.5
Visual Design: Digital Arts I/Digital Media I		10, 11, 12	Elect.	1 Sem.	0.5
Visual Design: Digital Arts 2/Digital Media 2		10, 11, 12	Elect.	1 Sem.	0.5
AP® Studio Art		12	Elect.	Year	1
Yearbook		10, 11, 12	Elect.	Year	1

Health & Wellness

Physical Education A		9, 10, 11, 12	Req.	1 Sem.	0.25
Physical Education B		9, 10, 11, 12	Req.	1 Sem.	0.25
Lifetime Adventures & Activities		11, 12	Req. or Elect.	1 Sem.	0.25
Lifetime Fitness & Nutrition		11, 12	Req. or Elect.	1 Sem.	0.25
Physical Education Summer		9, 10, 11, 12	Req. or Elect.	Summer	0.25
Health		9, 10, 11, 12	Req.	1 Sem.	0.5
Basic Culinary Arts		9, 10, 11, 12	Elect.	1 Sem.	0.5
Child Development		11, 12	Elect.	1 Sem.	0.5
Culinary Arts II		10, 11, 12	Elect.	1 Sem.	0.5
DIY Sampler		9, 10, 11, 12	Elect.	1 Sem.	0.5

Mathematics

Math Expressions	CP	9	Req.	Year	1
Algebra 1	CP, Honors	9	Req.	Year	1
Geometry	CP, Honors	9, 10	Req.	Year	1
Algebra 2	CP, Honors	10, 11	Req.	Year	1
Foundations College Alg/Probs & Stats	CP	12	Req.	Year	1
Pre-Calculus	Honors	11, 12	Req.	Year	1
Calculus	Honors	11, 12	Req.	Year	1
Trigonometry	Honors	10, 11	Elect.	Summer	0.5
Probability & Statistics 1	Honors	11, 12	Req.	1 Sem.	0.5
Probability & Statistics 2	Honors	11, 12	Req.	1 Sem.	0.5
AP® Calculus AB	Honors	11, 12	Req.	Year	1
AP® Calculus BC	Honors	12	Req.	1 Sem.	0.5

Science

Biology	CP, Honors	9	Req.	Year	1.25
Living By Chemistry	CP	10	Req.	Year	1
Chemistry	CP, Honors	9, 10	Req.	Year	1.25

Diversity of Life	CP	11	Req.	1 Sem.	0.5
AP® Biology	Honors	10, 11, 12	Elect.	Year	1.25
AP® Chemistry	Honors	11, 12	Elect.	Year	1.25
AP® Environmental	Honors	11, 12	Elect.	Year	1.25
Applied Physics	CP	11, 12	Elect.	Year	1
Physics	CP, Honors	11, 12	Elect.	Year	1.25
AP® Physics	Honors	11, 12	Elect.	Year	1.25
AP® Physics C: Mechanics	Honors	11, 12	Elect.	Year	1
Anatomy & Physiology	CP, Honors	11, 12	Elect.	Year	1
Human Biology	CP	11, 12	Elect.	Year	1
Anthropology		11, 12	Elect.	1 Sem.	0.5
Astronomy		10, 11, 12	Elect.	1 Sem.	0.5
Botany		11, 12	Elect.	1 Sem.	0.5
Intro to Engineering		10, 11, 12	Elect.	1 Sem.	0.5
Engineering	Honors	10, 11, 12	Elect.	1 Sem.	0.5
Environmental Science		9, 10, 11, 12	Elect.	1 Sem.	0.5
FOCUS: Investigation in Contemporary Science		11, 12	Elect.	1 Sem.	0.5
Forensics: Crime Scene		11, 12	Elect.	1 Sem.	0.5
Forensics: Lab Approach		11, 12	Elect.	1 sem.	0.5
Human Genetics		11, 12	Elect.	1 Sem.	0.5
Marine Biology		11, 12	Elect.	1 Sem.	0.5
Microbiology & Infectious Disease		11, 12	Elect.	1 Sem.	0.5
The Color Experience		10, 11, 12	Elect.	1 Sem.	0.5
Zoology		9, 10, 11, 12	Elect.	1 Sem.	0.5

Social Studies

Modern World History	CP, Honors	9	Req.	1 Sem.	0.5
United States History	CP, Honors	10	Req.	Year	1
AP® United States History	Honors	11	Req.	Year	1
U.S. Govt. & Politics	CP, Honors	12	Req.	1 Sem.	0.5
AP® U.S. Govt. & Politics	Honors	12	Req.	1 Sem.	0.5
Contemporary World Issues		12	Req.	1 Sem.	0.5
Financial Literacy		12	Req.		0.25
American History through Film		11,12	Elect.	1 Sem.	0.5
Economics		10, 11, 12	Elect.	1 Sem.	0.5
Geography		10, 11, 12	Elect.	1 Sem.	0.5
History of Cincinnati		10, 11, 12	Elect.	1 Sem.	0.5
Law		10, 11, 12	Elect.	1 Sem.	0.5
Minority Studies		10, 11, 12	Elect.	1 Sem.	0.5
Psychology		10, 11, 12	Elect.	1 Sem.	0.5
AP® Psychology	Honors	10, 11, 12	Elect.	1 Sem.	0.5
Sociology		10, 11, 12	Elect.	1 Sem.	0.5
Women Through History		10, 11, 12	Elect.	1 Sem.	0.5
Dynamic Leaders		10, 11, 12	Elect.	1 Sem.	0.25
20 th & 21 st Century Conflict		10, 11, 12	Elect.	1 Sem.	0.25
Protest Movements of the 20 th Century		10, 11, 12	Elect.	1 Sem.	0.25

Theology

Revelation of Christ in Scripture		9	Req.	1 Sem.	0.5
Mission of Christ in Scripture		9	Req.	1 Sem.	0.5
Church		10	Req.	1 Sem.	0.5
Catholic Social Teaching		10	Req.	1 Sem.	0.5
Catholic Morality		11	Req.	1 Sem.	0.5
Lifestyles and Relationships		12	Req.	1 Sem.	0.5

Christianity in the Arts	11, 12	Elect.	1 Sem.	0.5
Prayer and Spirituality	11, 12	Elect.	1 Sem.	0.5
Hope within Suffering	11, 12	Elect.	1 Sem.	0.5
World Religions	11, 12	Elect.	1 Sem.	0.5
Service Learning	11, 12	Elect.	1 Sem.	0.5
World Languages				
French I	9, 10, 11, 12	Req.	Year	1
Spanish I	9, 10, 11, 12	Req.	Year	1
Latin I	9, 10, 11, 12	Req.	Year	1
French II	9, 10, 11, 12	Req.	Year	1
Spanish II	9, 10, 11, 12	Req.	Year	1
Latin II	9, 10, 11, 12	Req.	Year	1
French III	9, 10, 11, 12	Elect.	Year	1
Spanish III	9, 10, 11, 12	Elect.	Year	1
Latin III	9, 10, 11, 12	Elect.	Year	1
French IV	9, 10, 11, 12	Elect.	Year	1
Spanish IV	9, 10, 11, 12	Elect.	Year	1
Latin IV	9, 10, 11, 12	Elect.	Year	1
AP French	9, 10, 11, 12	Elect.	Year	1
AP Spanish	9, 10, 11, 12	Elect.	Year	1
AP Latin	9, 10, 11, 12	Elect.	Year	1
French V	9, 10, 11, 12	Elect.	Year	1
Spanish V	9, 10, 11, 12	Elect.	Year	1
Heroes and Monsters of Ancient Greece	9, 10	Elect.	1 Sem	0.5
Medical Terms	10, 11, 12	Elect.	1 Sem	0.5

Business and Digital Communication and Information Systems (Informatics)

The Business and Informatics Department offers a broad and rigorous program to instruct students to effectively, safely, and ethically utilize information technology as a learning tool. All students will achieve advanced technological skills and will be prepared to succeed in post high school education and career in fields requiring technology. The department also provides training and maintenance for the school-mandated device.

Informatics offers course work on entry level Computer Literacy and continually upgrades the curriculum to keep pace with advancements in technology. All students are required to master the skills of keyboarding, terminology, operating systems, hardware components, software applications, programming, database management, the creation of media-rich presentations, graphing applications, and basic web design.

Through personal witness and academic programming, the Business and Informatics Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

<h3>Requirements</h3> <p>All students are required to take Computer Literacy.</p>

Freshman Year	Computer Literacy (required), 21 st Century Research Skills
Sophomore, Junior and Senior Years	21 st Century Research Skills, Accounting, Broadcasting I and II, Multimedia, World of Business

Computer Literacy

Grade 9	Required	1 Semester	0.5 credit
Regular Schedule - 1010			
Prerequisites: None			

This survey course prepares students for the technological rigors of a Mercy McAuley education, beginning with foundational skills required to effectively use their Tablet PC to create documents, presentations, digital portfolios and projects required at Mercy McAuley High School. Topics will include keyboarding, operating systems, file management, as well as building on skills in productivity applications. Students will develop critical thinking and logic skills through an introduction to programming, while creating media-rich content in presentations, videos, animations, and more.

21st Century Research Skills

Grades 9, 10, 11, 12	Elective	1 Semester	0.5 credit
Blended TEA Schedule - 1021			

This course focuses on the many facets of the research process (as it applies to all subjects) while simultaneously teaching students how to take a blended class. Topics will include the research process—developing a topic, identifying sources, honing search strategies, using library resources, evaluating sources and information, and presenting research findings. Students will strengthen their information literacy skills including: close reading, discerning fact from opinion, using information responsibly, and citing sources to avoid plagiarism. Students will develop critical thinking, adaptive learning, and complex problem solving skills through project-based learning that promotes ethical online collaboration and multi-media communication.

Planning for Your Financial Future

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1046

Blended TEA Schedule -1047

The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions, related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking and protecting against risk.

Knowing, understanding and applying these concepts offers the necessary analytical tools for addressing economic issues, both personal and societal. Understanding economic principles and developing sound financial literacy skills provide the basis for responsible citizenship, financial solvency and career success

Accounting

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1022

Accounting provides opportunities to learn the language and problems of business. Major areas of study include principles of debt and credit, nature of accounts, posting, preparation of financial statements, and the use of various types of journals and ledgers. Students also learn to apply their accounting knowledge to digital use with automated accounting programs and by completing a business simulation. This course is highly recommended to college-bound students planning to pursue a career in accounting or business administration.

Broadcasting I

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1024

Blended TEA Schedule - 1025

This course focuses on the study of television production and broadcast journalism. Students learn how to track down stories, film interviews, and produce films including commercials, public service announcements, and news stories. It covers all facets of broadcasting from pre-production, production, and post-production to airing a product. Students will become familiar with the basics of video editing and on-air etiquette.

Broadcasting II

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1026

Blended TEA Schedule - 1027

Prerequisites: Broadcasting I

In this course, students continue the study of broadcast journalism, focusing specifically on the art of storytelling through news stories. Students direct and produce news broadcasts by managing story ideas, assigning news segments, organizing film shoots, overseeing the editing process, and producing web-based broadcasts. Students will be required to assist with morning television announcements. Students will have the opportunity to announce and stream for the Internet home volleyball and basketball games. Students may be expected to videotape identified Mercy McAuley activities during and after school.

Multimedia

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1036

Blended TEA Schedule - 1037

Prerequisites: Computer Literacy

This course is open to sophomores, juniors and seniors that are interested learning about Photoshop, movie making and editing, and wikis. Other issues surrounding multimedia will also be explored. Students will take computer skills to the next level by using various software programs, developing and then maintaining a student website of Mercy McAuley High School.

World of Business: Entrepreneurship

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1040

Blended TEA Schedule - 1041

When students think about career paths they sometimes rule out the possibility of starting and managing their own businesses. In this course students will develop a business idea, write a SBA business plan, and develop a conceptual business. Aspects of the project include: cost frameworks, accounting, economics, entrepreneurship, finance, international business, management science, marketing, operations management, organizational behavior, project management, real estate, and strategy. Students will then start to recognize the importance of technology to business operations and performance, surveying the range of electronic tools now available for business and using interactive internet technologies to identify and solve various business problems, including developing a business “presence” on the internet. Skills are reinforced through several case studies and simulations. The course will have guest speakers and field trips to local businesses.

English

The English curriculum is a blend of breadth and depth in language arts. Required full-year courses in the 9th and 10th grades survey the essential elements of specific literary genres, composition and skill development. Included in these courses are special thematic units offered at appropriate age and ability levels. Capitalizing on student interest areas, these special units challenge students to look deeply into a subject from many perspectives, thereby increasing critical thinking skills.

In the 11th and 12th grade years students study traditional language arts elements first semester and choose a second semester course from among several popular and timely focused selections. Regardless of the specific subject addressed, each focused selection is composed of all elements of a sound English program: composition, grammar, critical thinking and reading, oral expression, vocabulary study, fiction and non-fiction, technology, research, and standardized test preparation.

This curriculum affords students several advantages over a more traditional program. It offers flexibility and easy movement among difficulty levels as well as increased involvement of parents and students in the scheduling process. In addition, this arrangement of topics encourages integration with courses in other departments, fostering transfer and enrichment of concepts and skills across the entire school curriculum. Courses offered at both College Prep and Honors levels are distinguished by the depth of content coverage and pace.

Through personal witness and academic programming, the English Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

All students are required to complete four years of English. Freshman and sophomore years are each covered by a full year of one course. Students in AP® courses take a full-year class, while other juniors and seniors complete a required course during their first semester and choose from a focused selection their second semester to complete their year requirement.

Electives are available to all students in their sophomore, junior and senior years. Juniors and seniors may also take additional focused selections courses for elective credit. However, students who take two focused selections during their junior year must still complete a full year of senior English.

	Honors	College Prep	Focused Selections	Electives
Freshman Year	English 9 – Elements of Literature and Composition	English 9 – Elements of Literature and Composition		
Sophomore Year	English 10 – American Literature and Composition	English 10 – American Literature and Composition		AP® Seminar, Creative Writing Workshop

	Honors	College Prep	Focused Selections	Electives
Junior Year	AP® Literature and Composition (full year) OR Honors English 11 – British Literature and Composition (1 st Semester)	English 11 – British Literature and Composition (1 st Semester)	- HerStory - Dystopian Literature - Holocaust Literature - Multicultural Literature - The Art of the Speech - Shakespeare and the Dramatic Tradition - Contemporary Literature - Myths, Legends, and Folklore - Classics: Ancient and Modern - Literary Adaptations	AP® Seminar, AP® Research, Creative Writing Workshop
Senior Year	AP® Language and Composition (full year) OR Honors English 12 – World Literature, Research and Composition	English 12 – World Literature, Research and Composition (1 st semester)	- HerStory - Dystopian Literature - Holocaust Literature - Multicultural Literature - The Art of the Speech - Shakespeare and the Dramatic Tradition - Contemporary Literature - Myths, Legends, and Folklore - Classics: Ancient and Modern - Literary Adaptations	AP® Research, Creative Writing Workshop

NOTE: Honors level courses are comprised of a pace and depth appropriate to the honors level.

English 9 – Introduction to Literature and Composition

Grade 9 Required Full Year 1 credit

College Prep Regular Schedule - 1812

Honors Regular Schedule - 1810

This required course provides students with the fundamental skills necessary to succeed in high school. The curriculum covers composition, grammar and vocabulary, reading and critical thinking skills, oral language skills, technology applications, and varied genres of literature, both fiction and nonfiction. Literary pieces are chosen for high student interest as well as for developing core proficiencies and acquiring analytical skills. Topics may include metaphorical journeys through life, the self-discovery process, the role of the individual, and multi-cultural society. Formal and informal writing experiences are required. Students also develop research skills.

English 10 – American Literature and Composition

Grade 10 Required Full year 1 credit

College Prep Regular Schedule - 1822

Honors Regular Schedule - 1820

In this course students trace the literature of America’s earliest people to those in the present. Historical events, societal issues and philosophical thoughts all influence the writing of the people. These will be examined chronologically, tracing the development of American thought and dreams. In response, students will interact with the literature to analyze thoughts, mimic style, and deepen their own understanding of what it means to be an American. Research assignments, refining technology skills, will be required, and vocabulary building and the use of grammar in writing will be stressed.

English 11 – British Literature and Composition

Grade 11 Required 1 Semester 0.5 credit
Offered first semester
College Prep Regular Schedule – 1832
Honors Regular Schedule - 1830

This required semester of British Literature explores the highlights of culture and literature, including selections from the Medieval, Renaissance, and Romantic eras. The impact of historical events, societal issues, and philosophies on writings are analyzed. Students further develop their critical thinking skills through careful reading, thought-provoking discussions, and academic writing and research. Vocabulary building and mechanics of writing are also emphasized.

Students choose a focused selection to study second semester.

English 12 – Global Literature, Research and Composition

Grade 12 Required 1 Semester 0.5 credit
Offered first semester
College Prep Regular Schedule - 1844
Honors Regular Schedule – 1842

This course polishes the language skills of previous English courses and prepares students for lifelong learning. Blended literary and nonfiction thematic units are emphasized. Students explore how the language arts have depicted these issues and use the filtering lens of Catholic Social Teaching and the Sisters of Mercy's values to discuss and shape informed views on global citizenship. Toward this end, students draw upon their experiences and knowledge of these issues in Social Studies and Theology courses. The course guides students through the writing elements of college applications and continued development of vocabulary, grammar and usage skills, research skills, and critical thinking skills.

Students choose a focused selection to study second semester.

AP® Literature and Composition

Grade 11, 12 Required Full Year 1 credit
Honors Regular Schedule - 1838

This course concentrates on British Literature as an advanced placement option for those students planning to take the AP® Literature and Composition exam. Students explore the rich heritage of culture and literature from the British Isles, beginning with their roots in the Medieval Period, working chronologically through the Renaissance, Romantic, and Victorian Eras, and culminating with contemporary selections. Because this is an advanced placement course, emphasis is placed on analysis, writing, and research. Students are expected to respond to the literature as well as to the historical time periods to support their responses.

AP® Language and Composition

Grade 12 Required Full Year 1 credit
Honors Regular Schedule - 1840
Dual enrollment option

The first semester introduces rhetorical principles, with college entrance essays providing a practical framework for study. As the course continues, students increase their understanding and application of rhetoric as they read primarily nonfiction texts, participate in discussions, and write analytical papers.

AP® Seminar

Grades 10, 11, 12

Elective

Full Year

1 credit

Honors Blended TEA Schedule – 1829

AP Seminar is the first of two courses required for the AP® Capstone. According to College Board, “This course fosters research, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning. [It] offers students a unique opportunity to distinguish themselves to colleges and universities.” Students study articles, speeches, and personal accounts and develop their own perspective through written essays and presentations, both group and individual. The topics vary, depending on the interests of the students. Offered in TEA as blended course. **NOTE: This course would meet on both Wednesday and Thursday. Students can take this course as an elective or as one of the required English courses. Please check with your counselor and English teacher for more information.**

AP® Research Blended

Grades 11, 12

Elective

Full Year

1 credit

Honors Blended TEA Schedule - 1837

Prerequisite: AP® Seminar

AP Research is the second of two courses required for the AP® Capstone. Students who successfully complete this course along with the AP Seminar and achieve a score of 3 or higher on four other AP® exams will receive an AP Capstone diploma. According to College Board, this course “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.” Students produce an academic paper of 4,000-5,000 words and a presentation with an oral defense. Offered in TEA as blended course.

The Art of the Speech

Grades 11, 12

Required focused selection

1 Semester

0.5 credit

Offered second semester

Blended TEA Schedule – 1850

Great speeches persuade and influence people, and effective storytelling helps students reach college, community, and personal goals. Students study effective speech models to improve their own communication and leadership skills as well as participate in evolving global dialogue.

This course explores the techniques speechwriters and speakers use, from research to rhetoric, to shape messages that move people and change the world. Students actively participate in discussions, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized.

Classics: Ancient and Modern

Grades 11, 12

Required focused selection

1 Semester

0.5 credit

Offered second semester

Regular Schedule - 1852

This course explores great works, including British, American and world literature. Students choose novels to study in depth as they examine the literary traditions of the Ancient World, non-Western cultures, and modern times. Students actively participate in discussions, engage in research, and write critical reflections.

Vocabulary building and mechanics of writing are also emphasized.

Contemporary Literature

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester
Regular Schedule - 1854

Contemporary Literature is intended for students who enjoy reading and who would like to study literature published from the late twentieth century to the present. This class explores the purpose and effect of powerful storytelling in the modern world. Emphasis is placed on analyzing and responding to texts with regard to genre, thematic content, style, and cultural implications. Students actively participate in discussions and performances, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized.

Creative Writing Workshop

Grades 11, 12 Elective 1 Semester 0.5 credit
Offered second semester
Blended TEA Schedule - 1857

This course introduces students to the craft of short fiction and poetry writing. Through extensive analysis of current writers, students will discern the elements of short fiction (narrative voice, plot, characterization) and poetic forms (diction, imagery, sound) and begin incorporating those elements into their own writings. Students complete original works of short fiction and multiple works of poetry throughout the semester in order to create a final portfolio with significantly revised works. Students actively participate in discussions and performance, engage in research, and write critical reflections. Vocabulary building and the mechanics of poetry and fiction writing are also emphasized. In addition to independent study the student will periodically meet with a faculty member and peers during TEA Bell.

Dystopian Literature

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester
Regular Schedule - 1858

Reading a variety of dystopian novels and short stories in the tradition of Orwell's *1984* and *The Hunger Games* series, students explore how authors turn an inquisitive eye toward the problems and fears represented in society. Further, students investigate a variety of non-fiction works, ranging from critical essays to contemporary science and technology articles. Vocabulary building and mechanics of writing are also emphasized.

HerStory

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester -
Regular Schedule - 1860
Blended TEA Schedule - 1861

HerStory is a semester-long course that addresses current issues facing global women of today, through the lens of the Sisters of Mercy's Critical Concerns. The goals of the course include critical reflection on global issues, study of influential women, and, most important, development of personal voice as women in today's

society. Students actively participate in discussions and pro-activism projects, engage in research, and write critical reflections. Vocabulary building and the mechanics of writing are also emphasized.

Holocaust Literature

Grades 11,12 Required focused selection 1 Semester 0.5 credit
Regular Schedule - 1862
Blended TEA Schedule - 1863

Students explore various genres for political, cultural, economic, and social implications of the Holocaust. Additionally, the roles of gender, religion, and Second Generation impact of the Holocaust are investigated. Students note how fantasy and humor are used as literary responses to catastrophe and observe memory versus fact as these impact the collective memory of society. Students actively participate in discussions, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized. In addition to independent study the student will periodically meet with a faculty member during TEA Bell.

Myths, Legends and Folklore

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester
Regular Schedule - 1868
Blended TEA Schedule - 1869

Myths, legends and folklore endure and remain relevant today. Through a multi-genre and multi-cultural approach, students develop a deep understanding of oral tradition, the ancient need for mythology, and the continued value of classical literature. Creative writing and personal storytelling are also included. Students actively participate in discussions, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized.

OFFERED IN 2020 - 2021

Literary Adaptations

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester 2020-2021
Regular Schedule - 1864
Blended TEA Schedule - 1865

This course explores narratives and the process of adapting works from page to screen. Throughout the course, students study various genres of literature and film and critically evaluate the influence of media upon culture. Students not only learn about the art of filmmaking, they create their own films, putting into practice their knowledge of camera shots, the meaning of those shots, and the power of editing. Students actively participate in discussions and performance, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized. In addition to independent study the student will periodically meet with a faculty member during TEA Bell.

Multicultural Literature

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester – 2020 - 2021
Regular Schedule - 1866
Blended TEA Schedule - 1867

Certain experiences have emerged across world literature: generational conflicts, socio-political adversity, the struggle of the individual against society, coming of age, the question of war, and the difficulty of human relationships. In this course, students learn about various cultures both in their country and throughout the world in order to discuss and write about experiences that are woven into the fabric of a common humanity. Students actively participate in discussions, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized.

Shakespeare and the Dramatic Tradition

Grades 11, 12 Required focused selection 1 Semester 0.5 credit
Offered second semester 2020 - 2021
Regular Schedule – 1872

This course is a cross-cultural survey of dramatic traditions, including those from ancient Greece, the English Renaissance and modern times. A central element of this course is an in-depth study of several Shakespearean plays, as well as additional plays of the student's choosing. Students actively participate in discussions and performances, engage in research, and write critical reflections. Vocabulary building and the mechanics of poetry and dramatic writing are also emphasized.

Fine Arts

Mercy McAuley offers numerous opportunities for students who have a passion for the arts. Whether it is visual arts, music or theater, Mercy McAuley inspires and empowers students to not only explore their creativity, but to unleash it. From chorus, orchestra, Vocal Ensemble, and piano lab, to painting, ceramics, printmaking, photography and 3-D design, to drama and technical theater, Mercy McAuley offers an abundance of fine arts courses for students. Participation in our art courses and programs inspires many students to pursue the arts even further in their college years and beyond.

There are three different disciplines in the Fine Arts Program at Mercy McAuley High School: Theatre, Music, and Visual Arts.

Through personal witness and academic programming, the Fine Arts Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

One full credit of Fine Arts courses is required for graduation

Theatre

Intro to Theatre

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1744

Blended TEA Schedule - 1745

Intro to Theatre will give students an overview of theatre arts. This course is designed to be a springboard for all other performance based classes a student will take in her time at Mercy McAuley. Students will leave the course with a wealth of theatre vocabulary and the basic elements of theatre such as ensemble acting, improvisation, pantomime and self-confidence building are introduced to the young actresses. Special emphasis is placed on theatre etiquette, noteworthy playwrights, and vocabulary. NO EXPERIENCE REQUIRED.

***Can be taken at the same time as Monologue Intensive

Monologue Intensive

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1748

Blended TEA Schedule - 1749

Prerequisite- Intro to Theatre - can be taken in the same semester as Intro to Theatre

This course offers practical tools for preparing audition monologues. Class work concentrates on tricks to relax you, helping you focus more on storytelling. Students will explore how to "cold read," receive directorial adjustments, or be put through their paces in mock callbacks. All students will be asked to self-assess in the process of overcoming unproductive auditioning/performance habits. At the end of the semester, the student will have put together a repertoire of monologues for any audition.

Theatre History

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule - 1755

Prerequisite- Intro to Theatre

Calling all history and art lovers! This course provides a comprehensive overview about world theatre history. Theatre History class traces theatre from the ancient world to present; exploring theatrical architecture, conventions, and literature as they interact with cultural movements.

Theatre Portfolio Work

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1742

Prerequisite- Intro to Theatre (Recommended for grades 11 & 12)

This course is designed for students wishing to take their theatrical skills to the next level. Throughout the semester students will learn to compile a professional arts resume, take a proper headshot, and compile a portfolio of contrasting pieces that would ultimately serve them at any audition. Students then create a makeup portfolio, learning skills such as: basic corrective, old-age, fantasy design, and special effects (bruises, cuts, scars, etc). Students will finish the course with a completed Makeup Morgue and Audition Portfolio. Students who take this course will also have the opportunity to interact with college professors from area Theatre programs in order to help any that may choose to pursue theatre at the next academic level.

Directing/Playwriting

Grades 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1740

Prerequisite- Intro to Theatre

(Recommended for only seniors - juniors at recommendation)

Advanced acting work, the director's responsibilities and dramatic criticism are stressed at this level; this class encompasses the whole drama students. Students work to create a script, create characters, blocking, props, and, ultimately, a show/scene that will be performed at the end of the semester. Enrolled students are then entrusted to direct the Showcase as their final class project.

The Fashion of Design in Costumes

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule -

Interested in the design of costumes or fashion? Love to sew? Want to learn? This course is for you! In a semester you will develop the skills to design and sew a garment for a play, a musical, or even for the prom. Throughout the course students will explore a wide array of hands on projects as they acquire execution and skills in design, draping, pattern making and sewing.

Technical Theatre I

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1750

This introduction to Technical Theatre will allow students to explore a wide array of hands-on projects. Students will acquire execution and design skills in: set construction, special effects make-up, lighting, costuming, props, and sound. Students will work on current productions and will have the opportunity to work events of their choice (such as working lights, sound or crew for a production, mass or concert).

Technical Theatre II

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule - 1752
Prerequisite: Tech. Theatre I

In Technical Theatre II, students will continue to hone skills from Technical Theatre I while working more independently. They will also begin to develop a design portfolio as they work on productions and/or events.

Music**Beginning Orchestra/Concert Band**

Grades 9, 10, 11, 12 Elective Full Year 0.25 credit
Regular Schedule - 1774
Meets before school one day a week all year.

This course, designed for the student new to an instrument, and will teach a student all necessary basics of playing her chosen instrument.

Concert Band and Orchestra

Grades 9, 10, 11, 12 Elective Full Year 0.5 credit
Regular Schedule - 1776
Meets before school three days a week for the full year
Prerequisite: Student must know how to play instrument

This course is designed for students who already know how to play a musical instrument. Music of all genres will be performed, including musicals, pop and classical. Students perform at the Annual Christmas and Spring Concerts, Fine Art Assembly and Band-o-Rama. Students are also given the opportunity to play in the school musical with professional musicians. Students will have the opportunity to play at school liturgies throughout the year. All performances are in the Mercy McAuley Performing Arts Center. Participation in all concerts is a requirement for the class.

Chorus I

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1758

This course is a combination of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. Chorus performs at the annual Christmas and Spring Concerts, various school activities and the Fine Arts Assembly. Chorus members will learn to sing in S(S)A style and SATB style to sing with the Men's Choir of La Salle. All concerts are at Mercy McAuley's Performing Arts Center. No individual singing is expected. No experience is necessary. Participation in all concerts is a requirement for each semester the class is taken.

Chorus II

Grades 9, 10, 11, 12
Regular Schedule – 1760

Elective

1 Semester

0.5 credit

This course will build on the skills from Chorus I, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus III

Grades 10, 11, 12
Regular Schedule – 1762

Elective

1 Semester

0.5 credit

This course will build on the skills from Chorus 2, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. Chorus performs at the annual Christmas (2) and Spring (2) Concerts, various school activities and the Fine Arts Assembly. (See Chorus I for more information.)

Chorus IV

Grades 10, 11, 12
Regular Schedule – 1764

Elective

1 Semester

0.5 credit

This course will build on the skills from Chorus 3 including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus V

Grades 11, 12
Regular Schedule – 1766

Elective

1 Semester

0.5 credit

This course will build on the skills from Chorus 4, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus VI

Grades 11, 12
Regular Schedule – 1768

Elective

1 Semester

0.5 credit

This course will build on the skills from Chorus 5, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus VII

Grades 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1770

This course will build on the skills from Chorus 6, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus VIII

Grades 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1772

This course will build on the skills from Chorus 7, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.)

Chorus Blended

Grades 9, 10, 11, 12

Elective

1 Semester

0.25 credit

Blended TEA Schedule – 1773

This course is a combination of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. Chorus performs at the annual Christmas and Spring Concerts, various school activities and the Fine Arts Assembly. Chorus members will learn to sing in S(S)A style and SATB style to sing with the Men’s Choir of La Salle. All concerts are at Mercy McAuley’s Performing Arts Center. No individual singing is expected. No experience is necessary, just the desire to sing! Participation in 2 concerts is a requirement for each semester the class is taken. **NOTE: This course meets on both Wednesday and Thursday.**

Music Theory

Grades 10, 11, 12

Elective

Full Year

0.5 credit

Blended TEA Schedule - 1781

Music Theory is a comprehensive insight into the fundamental notions of music theory: music notation, rules of harmony, ear training, etc. It covers most of the topics needed to understand and develop your musical skills.

Piano Lab I

Grades 9, 10, 11, 12

Elective

1 semester

0.5 credit

Regular Schedule – 1782

This course offers an opportunity for students of all levels to play the piano in a lab setting. Beginners will learn how to play the piano, to read music, and basic skills. Intermediate and experienced students will continue to learn new music and improve reading skills and techniques. Music Theory is also incorporated into the class. All genres of music are studied, and students will be assessed on individual progress throughout the semester. Pianos at home are not required.

Piano Lab II

Grades 9, 10, 11, 12
Regular Schedule – 1784

Elective

1 Semester

0.5 credit

Building on the skills from Piano Lab 1, this course continues artistic performance proficiency on the instrument.

Vocal Ensemble I

Grades 10, 11, 12
Regular Schedule - 1792

Elective

Full Year

1 credit (Pass/Fail grading)

Prerequisite: admission by audition only

Admittance to Vocal Ensemble for the following school year is by auditions held in January. Previous choral experience is necessary. Vocal Ensemble performs in various school activities, all school liturgies, music competition (out of town during spring break) annual Christmas (2) and Spring (2) Concerts, and community functions throughout the year. Various genres of music are taught from classical to pop to Broadway. Solo singing and choreography are elements of the class. Students are also taught to sing in SATB style for numerous performances with the Vocal Ensemble of La Salle High School. Participation in all performances is a requirement for the class.

Vocal Ensemble II

Grades 11, 12
Regular Schedule - 1794

Elective

Full Year

1 credit (Pass/Fail grading)

Prerequisite: admission by audition only

Builds on skills acquired in previous choral music experience in addition to in-depth study and performance projects as noted on the course syllabus.

Vocal Ensemble III

Grades 12
Regular Schedule - 1796

Elective

Full Year

1 credit (Pass/Fail grading)

Prerequisite: admission by audition only

Builds on skills acquired in previous choral music experience in addition to in-depth study and performance projects as noted on the course syllabus.

Visual Arts

3-D Studio 1

Grades 10, 11, 12
Regular Schedule – 1702

Elective

Semester

0.5 credit

Pre-Requisite - Fundamentals of Art

Students are introduced to the world of three-dimensional art. Students survey important sculptures as inspiration in completing their own three-dimensional forms and ideas. Traditional materials such as plaster, wood, clay and metal alongside contemporary materials including found and repurposed items are used.

Students also collaborate to create a large-scale sculpture installation in a public space on school grounds. Students will gain a better understanding of design, spatial reasoning, and problem solving.

3-D Studio 2

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule - 1704
Pre-Requisite - 3-D Studio 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus.

AP® 2-D Design, AP® 3-D Design, AP® Drawing

Grades 11, 12 Elective Year 1 credit
Regular schedule – 1705, 1707, 1706
Pre-Requisite - 3 Semesters of art including Fundamentals of Art and Drawing 1 and teacher recommendation

AP® Art is designed for highly motivated students to do college level work in studio art while in high school. The student should be aware that the quality and quantity of work she must generate in order to receive advanced placement credit for a studio art portfolio is equivalent to work done in the freshman year of college. Students must be self-motivated and committed to spending a considerable amount of time outside of class to complete assignments. The content for this course follows requirements set forth by the Advanced Placement College Board. These include students preparing a developed and coherent portfolio of work that meets the standard requirements for admission into college art programs and to prepare students for the Advanced Placement examination and portfolio submission in May. Students will elect to complete their portfolio of work in one of three AP® disciplines (AP® 2-D Design, AP® 3-D Design, AP® Drawing). This decision is made early in the school year or in the summer prior to senior year. The 3 required sections of the portfolio include: Quality, Concentration, and Breadth. Note: Students are required to complete three pieces during the summer.

Ceramics 1

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule - 1708
Pre-Requisite - None

Students in this course will learn the fundamentals of ceramics as an art form. Students will experience various hand-building techniques including pinch, coil, and slab-based construction. Students will explore the functionality of ceramics in combination with creative and contemporary possibilities. Students will learn about carving and surface treatments, glazing and firing processes, and actively participate in a truly hands-on course.

Ceramics 2

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule - 1710
Pre-Requisite - Ceramics 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Students will also learn to use the potter’s wheel in the creation of thrown pottery as well as sculptural form.

Fundamentals of Visual Art

Grades 9, 10, 11, 12 Elective Semester 0.5 credit
Regular schedule – 1716

This course is an introduction to the foundations of drawing, design, painting, and sculpture. Students will also begin to understand art as visual communication that connects the artist to many facets of the world. Prior art and drawing experience is not necessary - all abilities are welcome. This course is a prerequisite for many other Visual Arts classes it focuses on the elements and principles of design.

Life Drawing 1

Grades 9, 10, 11, 12 Elective Semester 0.5 credit
Regular schedule – 1718
Pre-Requisite - Fundamentals of Art

Students taking drawing will advance different drawing skills established in Fundamentals of Visual Art. In addition to learning perspective and realism, students will learn about composition, value, and shading. Students work from direct observation, still life, student models, and even the skeleton all while using a wide variety of media. Students will be required to create culminating artworks using their newly learned techniques combined with artistic voice and expression.

Life Drawing 2

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule – 1720
Pre-Requisite - Life Drawing 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus.

Painting 1

Grades 9, 10, 11, 12 Elective Semester 0.5 credit
Regular schedule – 1722
Pre-Requisite - Fundamentals of Art

Students will learn a variety of painting techniques using a variety of paint media including watercolors and acrylics. Students will study the technical aspects of these media, pairing this new knowledge with artistic voice and content. This studio course is full of hands-on projects that gain context through surveying historical and contemporary painting.

Painting 2

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule – 1724
Blended TEA Schedule – 1725
Pre-Requisite - Painting 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Students will also learn to use oil paints.

Photography 1

Grades 10, 11, 12 Elective Semester 0.5 credit
Regular schedule - 1726
Pre-Requisite – None

Many methods for making visual images will be explored such as pinhole photography and photograms. Students will learn the basics of Adobe Photoshop on the computer. Students will also receive instruction on the optimum use of digital cameras. Black and white chemical processed photography may be demonstrated. All students will be required to complete a portfolio. Students will gain familiarity with the history of photography. Photographs are mounted and exhibited regularly.

Photography 2

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1728

Pre-Requisite - Photography 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Classic 35 mm black and white chemical processed photography may be demonstrated. All students will be required to complete a portfolio. Students will build upon their familiarity of photographers. Photographs are mounted and exhibited regularly.

Printmaking 1

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1732

Pre-Requisite - Fundamentals of Art

This class will explore various types of printmaking such as woodcut, etching, embossing linoleum block, monotype printing, collagraphs. They create their prints from sketchbook ideas, still life, models, perspectives, landscapes, portraits, self-portraits, and abstractions. Students develop their own interests and artistic themes by making one or more prints with similar intent and subject but with changes in technique, format, printing process, or style. In addition to creating print editions expressing their art ideas.

Printmaking 2

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1734

Pre-Requisite - Printmaking 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Printmaking students apply their design and printmaking skills for invitations, announcements, fabrics, and illustrations for their own writing and journals.

Visual Arts Portfolio 1 & 2

Grades 11, 12

Elective

Year

1 credit

Blended TEA Schedule - 1731

Pre-Requisite - Fundamentals of Art and Drawing 1 OR Fundamentals of Art and Painting 1 and teacher recommendation

This class is for juniors and seniors who want to advance their art. Instead of being focused on specific media, like painting or printmaking for example, this course teaches students how to develop ideas and enhance creativity through guided methods and approaches. The student gains confidence in what it means to have an "artistic voice" and to communicate with a viewer. Students will experiment with a broad range of media at first and later to specific media to meet the needs of the artist as the course progresses. Students will complete the course with a strong body of artwork that exemplifies sustained artistic growth. This course would also be excellent preparation for AP® Art.

Visual/Digital Design 1

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1712

Pre-Requisite - Fundamentals of Art

This course looks at the principles of design and allows students to create artwork using computers. Creative techniques are used to communicate visually. Students create ads, posters, identity logos, etc. Students receive an introduction to Adobe Photoshop, Adobe InDesign, and Adobe Illustrator. Students will also learn how

visual culture has progressed since the modern era, and they will produce artwork with the knowledge of art history, social issues, and aesthetics.

Visual/Digital Design 2

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule – 1714

Pre-Requisite -Visual Design 1

This course builds on Visual/Digital Design 1 with advanced projects as noted on course syllabus.

Yearbook

Grades 10, 11, 12

Elective

Year

1 credit

Blended TEA Schedule - 1043

Pre-Requisite -application

Using digital technology this course prepares and publishes the yearbook, which records the school year in pictures and words. Students will work with advanced desktop publishing software as they learn the principles of layout and design. Students will also learn some principles of photography, picture cropping, and photo editing skills on the computer. Other elements of the course include journalistic writing, copy-editing, financial management, and marketing. Dependability, initiative, attention to detail, and computer skills are essential qualities of yearbook students. Class size is limited. The course may be repeated for credit. **NOTE: This course meets on both Wednesday and Thursday.**

Health & Wellness

The Health & Wellness Department strives to promote healthy lifestyles and enhance the social, emotional, and mental wellbeing of the individual. Students will accomplish this through authentic learning opportunities, hands-on activities and interest-based student projects.

A major emphasis is placed on shaping individual values and beliefs that support healthy behaviors to allow students to create a personalized health portfolio. Students are engaged in analyzing social pressures and influences, with relation to current health concerns, in an effort to build personal competence and self-efficacy. Lifestyle sustainability is stressed through student participation in fitness and sports activities. Students develop valuable behavioral outcomes in the areas of nutritional meal planning and preparation, child development, and self-management skills. Integral components of this department include: field trips, guest speakers, demonstrations, and an on-site preschool program.

The opportunity to take summer or independent study Physical Education courses and a blended on-line Health course allows students to earn state-required Health/PE credits beyond the traditional curriculum pathway.

Through personal witness and academic programming, the Health & Wellness Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements:

- ½ credit Health (one semester)
- ½ credit Physical Education (two semesters)
- State Waiver: PE option for athletes with two interscholastic seasons
- Summer Health and/or PE option

Health & Physical Education

Required Courses	Grade Level
PE CORE A or B	9, 10, 11 or 12
Additional PE Course Options (listed below)	
Summer PE	9, 10, 11 or 12
Lifetime Adventures and Activities	11, 12
Lifetime Fitness & Nutrition	11, 12
Health	9, 10, 11 or 12
Elective Courses	
Lifetime Fitness & Nutrition	11, 12
Lifetime Adventures and Activities	11, 12

Healthy Living Electives

All courses are semester electives and enrichment courses.

Elective Courses	Grade Level
DIY Sampler	9, 10, 11 or 12
Basic Culinary Arts	9, 10, 11 or 12
Advanced Culinary Arts*	10, 11 or 12
Child Development*	11, 12

PHYSICAL EDUCATION A-CORE COURSE

Grades 9, 10, 11, 12 Required 1 Semester 0.25 credit
Regular Schedule - 1320

In this semester course, students will participate in these units: golf, self-defense, field hockey, kickboxing, recreational activities, basketball, and flag football. All Physical Education courses will include physical fitness activities such as jogging, walking, rope jumping, yoga, strength training, and flexibility exercises.

PHYSICAL EDUCATION B- CORE COURSE

Grades 9,10,11,12 Required 1 Semester 0.25 credit
Regular Schedule - 1322

In this semester course, students will participate in the following units: volleyball, soccer, archery, floor hockey, zumba, frisbee games, and pickle ball. All Physical Education courses will include physical fitness activities such as jogging, walking, rope jumping, yoga, strength training, and flexibility exercises.

LIFETIME ADVENTURES AND ACTIVITIES

Grades 11,12 Required or Elective 1 Semester 0.25 credit
Regular Schedule - 1326

This course may be used for PE required credit after completion of a Physical Education Core course, or can be taken as an elective. A [Fitness for Life](#) ebook is used in this course.

This physical education course for juniors and seniors emphasizes activities such as volleyball, floor hockey, aerobics, star ball, badminton, speed-a-way, and orienteering. All Physical Education courses will include physical fitness activities such as jogging, walking, rope jumping, yoga, strength training, and flexibility exercises.

LIFETIME ADVENTURES AND ACTIVITIES

Grades 11,12 Required or Elective 1 Semester 0.25 credit
Blended TEA Schedule Only

This course may be used for PE required credit after completion of a Physical Education Core course, or can be taken as an elective. A [Fitness for Life](#) ebook is used in this course.

In this blended learning class, students will perform and videotape themselves performing with several types of video's including: yoga, calisthenics, kickboxing, jazzercise, aerobics, zumba, and Tai Chi.

Students will be required to go to either Colerain or Western Hills Bowling Alley's to bowl three free games. Units on orienteering, biking, self- defense, hiking, and performing fitness trails at either Miami Whitewater or Winton Woods will be presented. Students must know how to ride a bike, and have access to one, to enroll in this course.

LIFETIME FITNESS AND NUTRITION

Grades 11,12 Required or Elective 1 Semester 0.25 credit
Regular Schedule - 1328

This course may be used for PE required credit after completion of a Physical Education Core course, or can be taken as an elective. A [Fitness for Life](#) ebook is used in this course.

The main focus of this course will center on designing a personal lifetime fitness and nutritional program. Activities such as: power walking, yoga, stress reduction techniques, pillow hockey, eclipse ball, jazzercise, pickle ball, softball, lacrosse, and archery will be included.

All Physical Education courses will include physical fitness activities such as jogging, walking, rope jumping, yoga, strength training, and flexibility exercises.

PHYSICAL EDUCATION- SUMMER

Grades 9,10,11,12 Required or Elective Summer 0.25 credit
Regular Schedule - 1324

May be taken only once as fulfillment of the Physical Education requirement

Registration form available on Mercy McAuley's website or can be found in the Guidance Office
Cost is determined based on salary and activity cost.

The activities in this summer course can vary from year to year, but may include activities such as: golf, volleyball, self- defense, swimming, orienteering, hiking, canoeing, frisbee golf, strength training, kickboxing, yoga, archery, walking, and jazzercise. Some guest presenters are brought in. Some activities will occur off campus.

Health

Grades 9, 10, 11, 12 Required 1 Semester 0.5 credit
Regular Schedule - 1310
Blended TEA Schedule - 1311

This course provides students with practical knowledge of physical, social/emotional and mental health. Topics include CPR and first aid; nutrition; tobacco, alcohol and other drugs; STIs and sex education; and mental health issues. There is a course-wide emphasis on decision-making, goal setting, and refusal skills to promote positive behaviors and continuous self-assessment.

Basic Culinary Arts I

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule - 1610

This course is designed to help the student make wise food choices that result in a healthy lifestyle. Topics will include: meal preparation, nutritional content of foods, kitchen safety, menu planning, and international cuisine. Highlights of this class include a field trip to Findlay Market or Jungle Jim's, a student-designed class cookbook and two independent projects of personal choice.

Culinary Arts II

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule - 1612
Prerequisite: Basic Culinary Arts I

Culinary Arts II will delve more deeply into topics such as nutrition, trends in foods, different cuisines, meal etiquette, knife skills, creating sauces, vegan and vegetarian options, and cooking complete meals. Highlights of this course include: a class-prepared dinner party for the students' parents, guest chef demonstrations, and field trips to Kroger and the Midwest Culinary Institute.

Child Development

Grades 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule - 1614

This course is a study of the developmental stages of children from conception to age 6. The knowledge gained from this class will help students prepare for the realistic challenges of children through direct interaction and observation. Students will learn about guiding children through their physical, social, emotional and intellectual stages by actively participating in an on-campus preschool program. Highlights of

this class include planning child-related activities for small and large group settings, making a simple toy, and observing the developmental milestones in the individual child.

DIY Sampler

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1616

Blended TEA Schedule - 1617

This is a product-driven class in which students can sample a variety of Do-It-Yourself projects, including but not limited to: event planning, interior design, budgeting basics, sewing and needlecrafts, environmental awareness, and healthy meal planning. Other topics may emerge according to student interest.

Mathematics

The Mathematics Department and its commitment to excellent teaching offer a challenging, individualized program designed to meet the needs of each student through a supportive environment that employs a variety of teaching styles and include intervention plans for students that are ready to advance and for students that need extra help. In an ever-changing society, we are committed to challenging students to develop skills with appropriate tools and technologies to help them collaboratively communicate mathematical ideas, to apply and adapt strategies to solve real world problems, and to investigate, analyze, and verify mathematical models. We encourage each student to consider her ability, goals and motivation, along with teacher recommendation when choosing her math course. Each student is encouraged to develop her capacity to utilize, enjoy, and appreciate mathematics.

Through personal witness and academic programming, the Mathematics Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

4 credits in Mathematics are required for graduation.

Any incoming freshman who has taken an Algebra 1 course in grade school is strongly encouraged to take our Math Placement Test. This test will be administered in the spring and assesses knowledge of Algebra 1 material. A list of topics is available from the Math Department Chairperson. Based on the results of the assessment an individualized path will be created which may include some summer enrichment for advanced placement. The Math Department partners with grade schools and families to ensure success.

All students are required to have a TI-84 Plus graphing calculator.

College Prep Sequence:

Freshman Year	Sophomore Year	Junior Year	Senior Year
Math Expressions	Algebra 1	Geometry	Algebra 2 + one more math credit needed to fulfill the math requirement-TBD
Algebra 1	Geometry	Algebra 2	Foundations of College Algebra & Prob & Stats

Honors Sequences:

Freshman Year	Sophomore Year	Junior Year	Senior Year
Algebra 1	Geometry	Algebra 2	Hon Pre-Calculus

Freshman Year	Sophomore Year	Junior Year	Senior Year
Algebra 1	Geometry	Algebra 2 /Trigonometry	Prob & Stats 1 & 2 OR Calculus OR AP® Calculus AB

Honors Sequences: (cont.)

Freshman Year	Sophomore Year	Junior Year	Senior Year
Geometry	Algebra 2 /Trigonometry	AP® Calculus AB	AP® Calculus BC Prob & Stats 1 & 2

Freshman Year	Sophomore Year	Junior Year	Senior Year
Geometry	Algebra 2	Hon Pre-Calculus	Prob & Stats 1 & 2 OR Calculus OR AP® Calculus AB

Math Expressions

Grade 9 Required Full year I credit
 College Prep Regular Schedule - 1116
 Placement based on records.

This course is to serve as a bridge between elementary mathematics and Algebra I. This course will build a foundation of algebraic concepts through the use of technology, manipulatives, problem solving, and cooperative learning. Students will learn to utilize the graphing calculator in appropriate situations. Concepts include algebraic expressions, linear equations, polynomials, inequalities, and graphing. Problem solving, reasoning, estimation, and connections between math and everyday applications will be emphasized throughout Math Expressions. This course is designed to prepare students for Algebra I.

Note: Math Expressions does not count as 1 of the 4 Math credits needed to graduate.

Algebra 1

Grade 9 Required Full year I credit
 College Prep Regular Schedule - 1112
 Placement based on records.

In this course, standard Algebra skills are introduced and developed. The topics include: real number system, linear equations and inequalities, compound inequalities, functions, slope and equations of lines, systems of equations and inequalities, exponents, radicals and polynomials. Some students registered for this course will be required to have math support throughout the year.

Algebra 1

Grade 9 Required Full year 1 credit
 Honors Regular Schedule - 1110
 Placement based on records and recommendation.

This course will introduce students to higher level high school work and leads into Honors Geometry placement sophomore year. The same material as in other Algebra 1 courses will be covered but in greater depth and faster pace, including quadratic functions. Students are also introduced to some Algebra 2 concepts.

Geometry

Grades 9, 10 Required Full year 1 credit
 College Prep Regular Schedule - 1122
 Prerequisite: Algebra 1

This course stresses the basic structure of geometry including line, angle, triangle and circle relationships, polygons, right triangle trigonometry, area and volume of plane and solid figures. In addition, students will learn different methods of proofs. Algebra skills are integrated within the context of the geometric concepts.

Geometry

Grades 9, 10
Honors Regular Schedule - 1120
Prerequisite: Algebra 1

Required	Full year	1 credit
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This course stresses the basic structure of geometry including line, angle, triangle and circle relationships, polygons, right triangle trigonometry, area and volume of plane and solid figures. In addition, students will learn different methods of proofs. Algebra skills are integrated within the context of the geometric concepts. Topics will be covered more in depth and at a faster pace.

Algebra 2

Grades 10, 11
College Prep Regular Schedule -1132
Prerequisite: Geometry

Required	Full year	1 credit
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The goal of this course is to prepare students to work with more advanced mathematics and to give them the basic tools to apply Algebra to other courses of study. It is an expansion of the topics mastered in Algebra 1 along with applications of higher order polynomials.

Algebra 2

Grades 10, 11
Honors Regular Schedule - 1130
Prerequisite: Geometry

Required	Full year	1 credit
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The goal of this course is to prepare students to work with more advanced mathematics and to give them the basic tools to apply Algebra to other courses of study. It is an expansion of the topics mastered in Algebra 1 along with applications of higher order polynomials. This course includes some trigonometry. Topics will cover more in depth and at a faster pace.

Foundations of College Algebra & Foundations of Probability and Statistics

Grade 12
College Prep Regular Schedule - 1140
Prerequisite: Faculty recommendation

Required	Full Year	1 credit
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This course is designed primarily for the senior non-advanced level math student. In preparation for college level math, this course takes a rigorous approach to the topics of complex numbers, exponential functions, logarithmic functions, and unit circle trigonometry. As well it is an introductory course to probability and statistics and includes the topics of permutations, combinations, sequences and series, and involves practical applications of statistical analysis.

Pre-Calculus

Grades 11, 12
Honors Regular Schedule - 1134
Prerequisites: An average of 85% in Algebra 2 and recommendation of teacher.

Required	Full year	1 credit
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This course will continue to build on and integrate all prior Algebra topics as well as take a rigorous approach to the following topics: polynomial, exponential, logarithmic, rational, and trigonometric functions. Topics covered more in depth and at a faster pace.

Calculus

Grades 11, 12 Required Full year 1 credit
Honors Regular Schedule - 1138

This course covers differentiation and integration of functions, and problems related to maxima, minima, and related rates. Students also learn methods of finding volumes and areas using definite integrals, fundamental theorems, and the solution of separate differential equations.

Trigonometry

Grades 10, 11 Elective Summer .5 credit
Honors Blended TEA Schedule - 1151
Summer- 1150
Prerequisite: Geometry and faculty recommendation.

May be taken summer after completion of Algebra 2 to better prepare for AP® Calculus.

This course is for sophomores and juniors planning to take AP® Calculus. It is a rigorous study of right triangle trigonometry and unit circle trigonometry. Topics include defining trig functions, finding inverse trig functions, applying Laws of Sines and Cosines, graphing trig functions, and defining trig identities. **NOTE: The Blended TEA course meets on both Wednesday and Thursday.**

Probability and Statistics 1

Grades 11, 12 Required 1 Semester (1st) .5 credit
Honors Regular Schedule - 1142
Honors Blended TEA Schedule - 1143
Prerequisite: Honors Algebra 2

The format of this advanced level course is very different from courses leading up to it. There is a strong emphasis on reading statistical information, evaluating conditions and techniques used in studies, and interpreting results. Students in this level will be expected to take the responsibility for their learning by reading chapters, completing problems, and asking questions. Topics will include: displaying and organizing data applying the Normal model, regression and correlation, randomness and gathering data.

This course may be taken concurrently with another math course.

Probability and Statistics 2

Grades 11, 12 Required 1 Semester (2nd) .5 credit
Honors Regular Schedule - 1144
Honors Blended TEA Schedule - 1145
Prerequisite: Probability and Statistics 1

This course is a continuation of Probability and Statistics 1. Further topics include probability, confidence intervals, hypothesis tests and inferences.

AP® CALCULUS (AB)

Grades 11, 12 Required Full year 1 credit
Honors Regular Schedule - 1146
Prerequisites: An average of 85% in Honors level Pre-Calculus and faculty recommendation.

This is an intensive course in Differential and Integral Calculus. It is the culmination and integration of all previous math courses. Applications to real problems are used throughout the year. Students are prepared and encouraged to take the Advanced Placement® (AP) test.

AP® CALCULUS (BC)

Grade 12 Required 1 Semester (2nd) .5 credit
 Blended TEA Schedule - 1148
 Prerequisite: Successful completion of AP® Calculus AB or taken concurrently with AP® Calculus AB

This course is a one semester extension of AP® Calculus (AB). Topics from the AB course will be briefly reviewed as new topics are introduced and learned. Applications to real problems are used throughout the semester. Students are prepared and encouraged to take the AP® Calculus (BC) test. **NOTE: This course meets on both Wednesday and Thursday.**

Math Numeracy

Grade 9, 10, 11, 12 Required 1 Semester/Full Year .25/.5 credit
 College Prep Regular Schedule – 1156, 1157
 Placement based on records.

“Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life - at work, in practical everyday activities at home and beyond, as consumers, in managing our finances, as parents helping our children learn, as patients making sense of health information, as citizens understanding the world about us.

Numeracy complements literacy and is sometimes called ‘mathematical literacy.’ Both skills are needed in order to function fully in modern life.

Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems.”

--Source: www.nationalnumeracy.org.uk

Science

It is the goal of the Mercy McAuley Science Department to help each student excel by identifying and developing her God-given talents. To do this, the Science Department collaboratively built this curriculum to meet the individual needs of each student. The Science Department offers a range of electives to allow each student to explore her interests. These electives include college level and special interest courses, creating a well-rounded graduate ready to act as a global citizen and advocate for the earth (one of the critical concerns of the Sisters of Mercy). The Science Department utilizes technology and blended learning strategies that encourage student self-sufficiency. Finally, the Science Department incorporates multifaceted learning strategies in the various electives, from project-based Engineering courses to heavily lab-based Anatomy & Physiology courses. The array of electives offer a variety of courses not typically offered at the high school level, setting us apart from other area high schools.

Through personal witness and academic programming, the Science Department demonstrates its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Mercy McAuley graduate.

Requirements

Three (3.0) years of Science coursework is required for graduation.
Blended courses will require periodic meetings with faculty during TEA Bell.

College Prep

Freshman Year	Sophomore Year	Junior Year	Senior Year
Biology	Living by Chemistry OR Chemistry	Elective	Elective

Honors

Freshman Year	Sophomore Year	Junior Year	Senior Year
Biology →→→	Chemistry	Elective	Elective
Chemistry →→→	AP Biology		

Biology

Grade 9 Required Full year 1.25 credits

College Prep Regular Schedule – 1512

Honors Regular Schedule – 1510

NOTE: A select group of students may opt to take Chemistry Freshman year with faculty approval.

The content of this lab course focuses on four unifying themes: heredity, evolution, diversity & interdependence of life, and cells. Major ideas are stressed through laboratory activities, demonstrations and lectures.

Living by Chemistry

Grade 10 Required Full year 1.0 credit

College Prep Regular Schedule – 1524

Prerequisite: Biology

Living by Chemistry is an inquiry-based chemistry curriculum designed for the student who wants to focus on applied chemistry. Less emphasis is placed on mathematical concepts.

Chemistry

Grades 9, 10	Required	Full year	1.25 credits
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Honors Regular Schedule – 1520

Prerequisite: 9th graders must test out of Algebra 1

Chemistry is a lab course that investigates the composition and structure of matter and the changes that matter undergoes. Students will also explore the energy relationships and laws that govern those changes. The curriculum is designed to provide a general background and appreciation of chemistry for the non-science major, as well as prepare students interested in science careers.

Chemistry

Grades 10	Required	Full year	1.25 credits
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College Prep Regular Schedule – 1522

Prerequisite: Biology

Chemistry is a lab course that investigates the composition and structure of matter and the changes that matter undergoes. Students will also explore the energy relationships and laws that govern those changes. The curriculum is designed to provide a general background and appreciation of chemistry for the non-science major, as well as prepare students interested in science careers.

Diversity of Life

Grade 11	*Required	1 Semester (1 st)	0.5 credit
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Regular Schedule – 1530

*Required first semester for students who have not yet passed the Ohio end-of-course Biology exam.

This course focuses on cellular structure of life, genetics, and evolution, emphasizing the influence of the relationship between genetics and evolution on the diversity of organisms.

AP® Biology

Grades 10, 11, 12	Elective	Full year	1.25 credits
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Honors Regular Schedule – 1546

Prerequisite: Chemistry, faculty recommendation

Dual Credit option

This lab course follows the guidelines suggested by the College Board of Advanced Placement® Biology. Students will deepen their knowledge and understanding of molecular and cellular biology, Mendelian genetics, cellular processes and regulatory mechanisms, evolution, and ecology. AP® Biology will contribute to the development of the student's ability to think critically and to express ideas orally and in writing, emphasizing inquiry, reasoning, and quantitative skills. Through laboratory exercises, students will design plans for data collection and analysis, utilize mathematical applications, and connect concepts in and across the primary domains of science. A summer assignment is required in preparation for this course.

AP® Chemistry

Grades 11, 12	Elective	Full year	1.25 credits
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Honors Regular Schedule – 1548

Prerequisites: recommendation of Chemistry faculty; Algebra II completed or taken concurrently.

Dual Credit option

The AP® Chemistry course is designed to be the equivalent of the general chemistry course typically taken during the first year of college. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basics of thermodynamics will be presented in considerable depth.

Applied Physics

Grades 11, 12 Elective Full year 1.0 credit

College Prep Regular Schedule – 1556

Prerequisites: Algebra II completed or taken concurrently

Physics is the science that studies the relationships between matter and energy. The curriculum is designed to help students understand and appreciate the physical world around them. The topics covered include the conservation laws, force & motion centered on Newton's Laws of Motion, wave phenomena including sound and light, and a study of magnetism and electricity. The course emphasizes conceptual understanding, and hands-on laboratory activities. Less emphasis is placed on mathematical concepts.

Physics

Grades 11, 12 Elective Full year 1.25 credits

Honors Regular Schedule – 1586

Prerequisites: Algebra II, Chemistry

Physics is the science that studies the relationships between matter and energy. The curriculum is designed to prepare students interested in science and/or health-related fields for future courses in physics. The topics covered include the conservation laws, force and motion centered on Newton's Laws of Motion, wave phenomena including sound and light, and a study of magnetism and electricity. The course emphasizes conceptual understanding, mathematical problem-solving, and laboratory activities.

AP® Physics I

Grades 11, 12 Elective Full year 1.0 credits

Honors Regular Schedule – 1552

Prerequisites: Chemistry, Pre-Calculus or Algebra II; faculty recommendation

Advanced Placement® Physics I is a first-year physics course designed to be the equivalent of an introductory college algebra-based physics course. Topics include Newtonian mechanics (the study of forces, motion, and energy), rotation, electricity, and wave theory of light and sound. Strong math ability is necessary for this upper level science class, with a focus on critical thinking, problem-solving, and hands-on laboratory activities.

AP Physics I – Blended

Grades 11, 12 Elective 1 Semester 0.5 credit

Honors: Blended TEA Schedule (one semester)

Prerequisites: Taken concurrently with AP Physics 1

This course is an extension of AP Physics 1, to allow a more in-depth lab experience and connection of lab work to concepts covered in the class. Students will prepare for labs using online resources including readings and videos, and analyze data and results.

AP® Physics C: Mechanics

Grades 11, 12 Elective Full Year 1.25 credits

Honors Regular Schedule – 1554

Prerequisites: AP Calculus, faculty recommendation

The AP® Physics C: Mechanics course is equivalent to a one-semester, calculus-based college-level physics course. It is especially appropriate for students planning to specialize in physical science or engineering. The course explores topics such as kinematics; Newton's Laws of Motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Laboratory experiences are a significant part of this course.

Anatomy & Physiology

Grades 11, 12 Elective Full year 1.25 credits
College Prep Regular Schedule – 1542
Honors Regular Schedule – 1540

This course is an in-depth study of the structure and function of the various organ systems of the human body. The material provides an excellent background for students interested in nursing, pharmacy, and health-related professions. Major ideas are studied through laboratory activities, speakers, demonstrations and lectures.

Anthropology

Grades 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1544

Anthropology is the holistic study of humans. Although the subject matter is divided into the conventional broad areas of physical anthropology, archeology, and cultural anthropology, the curriculum attempts to integrate the topics to show their interrelatedness. Much emphasis is placed on case studies of the populations.

Astronomy

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1558
Blended TEA Schedule – 1559

This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space. Students will learn to operate a telescope and have opportunities for nighttime viewing.

Botany

Grades 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1561

Botany is the scientific study of plants and their relationship to the environment. In this course students investigate the growth, reproduction, anatomy, morphology, and taxonomy of plants. Laboratory and outdoor experiences complement classroom activities.

Introduction to Engineering

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1578
Prerequisites: Algebra I

This course explores many fields of engineering. Engineering is the application of math, science, and technology in solving the world's design problems. This course may include guest speakers, field trips, and video streamed lectures. The approach is project based, emphasizing teamwork.

Engineering

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1564
Prerequisites: Introduction to Engineering, faculty recommendation

This course is an extension to the Introduction to Engineering course. The projects will be more advanced in nature, requiring more research and analysis into design and construction. More mathematics will be used in this course. Guest speakers and field trips may be incorporated into the class.

Environmental Science

Grades 9, 10, 11 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1567

Environmental Science is a course which examines the interrelationship between organisms and their environment. The course analyzes human impact on the environment, evaluates the risks associated with the impact, and examines various solutions for resolving and preventing the problems created by human interaction with the Earth

The course is built around seven major topics: Earth Systems and Resources; The Living World; Population, Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change. Some outside of school laboratory field experiences may be included. This course is well suited for students who wish to study environmental a science but do not wish to take on the demands of an Advanced Placement course.

AP® Environmental Science

Grades 11, 12 Elective Full Year 1.25 credits
Honors Regular Schedule – 1550
Prerequisites: faculty recommendation

The goal of AP® Environmental Science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is built around seven major topics: Earth Systems and Resources; The Living World; Population, Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change. Some outside of school laboratory field experiences will be required.

FOCUS: Investigation in Contemporary Science

Grades 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule - 1581

This course is designed to provide students with insight into a variety of scientific disciplines through investigations into current events in science. Highly motivated students will engage in weekly readings from the *New York Times*, BBC News, and other trustworthy sources. Students will be expected to write reflections, respond to online discussion prompts, and complete projects. Optional field trips may be organized.

Forensics: Crime Scene Analysis

Grades 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule –1568

This course focuses on collection of evidence and analysis of the crime scene. Topics include crime scene processing and documentation, fingerprint collection and interpretation, entomology, ballistics, blood splatter analysis, arson, and explosives. Major ideas will be studied through laboratory activities, demonstrations, and lectures.

Forensics: A Laboratory Approach

Grades 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1570

This course focuses on laboratory processes to interpret evidence collected at a crime scene. Content includes toxicology, DNA analysis, hair and fiber analysis, gunpowder residue, skeletal remains, document examination, blood and fluid evaluation, and tissue decomposition. Major ideas will be studied through laboratory activities, demonstrations, and online investigations.

Human Genetics

Grades 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1573

This course discusses the principles of genetics with application to the study of biological functions at the level of molecules, cells, and multicellular organisms. The topics include: structure and function of genes; chromosomes and genomes; biological variation resulting from recombination, mutation, and selection; population genetics; use of genetic methods to analyze protein function; gene regulation; and inherited disease.

Marine Biology

Grades 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1583

Marine Biology is a science that studies the various physical and biological relationships existing in a variety of marine habitats. This course addresses topics such as structure of the ocean, marine life, and current issues affecting the health of our oceans. Dissections and field experiences may be included.

Microbiology & Infectious Disease

Grades 11, 12 Elective 1 Semester 0.5 credit
Regular Schedule – 1584

This course covers the fundamentals of microbiology and includes the study of bacteriology, virology, microbial cell structure, biotechnology, microbial growth and control, epidemiology, pathophysiology, and specialized laboratory techniques. Students will be introduced to normal microorganisms living in and on humans, the role of microorganisms in disease, and use of microorganisms in food and other industrial applications.

The Color Experience

Grades 10, 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1563

The Color Experience explores scientific applications in various aspects of the fine arts. Topics include: how science has influenced the arts, specifically during the Renaissance; optics—how the eyes perceive color, shape and objects; music and harmonics; application of art conservation and restoration; and chemical applications in photography.

Zoology

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule – 1591

Zoology is the study of animals, including characteristics and classifications, growth and development, and comparative anatomy. Students will investigate animal classifications, morphology, and adaptations.

Dissection is a major emphasis in this course and field experience may be included.

Social Studies

The purpose of the Mercy McAuley Social Studies department is to educate well-informed, global citizens. The state of Ohio suggests a high school syllabus that includes US History, US Government, Modern World History, Economics & Financial Literacy, Contemporary World Issues, and World Geography. In order to effectively address the six themes stated, develop well-rounded graduates, and provide all students the opportunity to explore social studies-related career paths, the Social Studies Curriculum Committee supports a policy requiring students to take 3 credits of social studies for graduation (2.5 credits of prescribed coursework and at least 0.5 credits of elective coursework). The topics and themes explored in the Social Studies courses support the core values of the Sisters of Mercy, bring awareness to the critical concerns of the Sisters of Mercy (specifically immigration, nonviolence, racism, and women), and will be beneficial to students in the multiple pathways offered at Mercy McAuley High School (specifically BELL, H3, and Encore). A curriculum rich in social studies actively promotes current events fluency along with knowledge and respect for cultural diversity through a global emphasis. Additionally, the skills taught and reinforced in the social studies curriculum will help graduates become strong, active citizens in their local and global communities. The Social Studies department will offer blended technologies, specifically with the requirement of financial literacy. **NOTE:** Honors level courses are comprised of a pace and depth appropriate to the honors level.

Through personal witness and academic programming, the Social Studies Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

- 2.5 credits of prescribed course work (Modern World History, US History, US Government and Contemporary World Issues)
- .5 credits of elective coursework
- State required Financial Literacy will be taken by all seniors during TEA Bell

College Prep

Freshman Year	Sophomore Year	Junior Year	Senior Year
Modern World History	US History	Elective	Elective <u>or</u> US Government* & Contemporary World Issues

Honors Sequences

Freshman Year	Sophomore Year	Junior Year	Senior Year
Modern World History	Hon US History	Elective	Hon US Government OR AP US Government ** & Contemporary World Issues

Freshman Year	Sophomore Year	Junior Year	Senior Year
Modern World History	Elective	AP US History	Hon US Government OR AP US Government ** & Contemporary World Issues

United States Government & Politics

Grades 12 Required 1 Semester 0.5 credit
College Prep Regular Schedule - 1934
Honors Regular Schedule – 1932

How the American people govern themselves at national, state, and local levels of government is the basis of this course. Students can impact issues addressed by local governments through service and project-based learning. This course is a study of the foundations, theory, structure, and process of local, state, and federal government. Students analyze the Constitution as well as the Ohio Constitution, voting, elections, political parties, interest groups, Congress, the Presidency, the Courts and current political issues, and will participate in the political process.

AP® United States Government & Politics

Grade 12 Required 1 Semester 0.5 credit
Honors Regular Schedule - 1930
Prerequisite: faculty recommendation

This course is for the highly motivated, politically astute student. Using the nationally designed AP® curriculum the course elaborates on the US Government & Politics class and allows the student to earn college credit while in high school.

How the American people govern themselves at national, state, and local levels of government is the basis of this course. Students can impact issues addressed by local governments through service and project-based learning. This course is a study of the foundations, theory, structure, and process of local, state, and federal government. Students analyze the Constitution, voting, elections, political parties, interest groups, Congress, the Presidency, the Courts and current political issues, and will participate in the political process.

Contemporary World Issues

Grade 12 Required 1 Semester 0.5 credit
Regular Schedule -1938
Honors Blended TEA Schedule – 1937

Developed as a project-based course, throughout the Contemporary World Issues class students have the opportunity to explore world issues of political, environmental, and economic importance in order to develop a sense of collaboration and a world vision. Students will investigate the dynamics of global interactions among nations and regions that present issues that affect all humanity. As a result, students will explore the relationship between the core Mercy values and their responsibilities as a citizen of the world. This course utilizes a variety of methodologies such as speakers, selected readings, media, technology, and traditional instruction.

American History through Film

Grades 11, 12 Elective 1 Semester 0.5 credit
Blended TEA Schedule -1953

For many people watching a Hollywood film on America is their only way of getting to know her history (no matter how accurate the film). The films we will be watching for this class are Hollywood films rather than documentaries so they are reenactments of historical events not a documentary record of events. These Hollywood films may present content in four possible ways:

1. As a Factual Record: Film is used to dramatize events.
2. To Convey Atmosphere: The use of fiction to convey a sense of past – lifestyles, values, and beliefs.
3. Analogy: An historical events is used to point out or explain contemporary motives or actions, particularly when the event is controversial.

4. A lesson in Historiography: Because the dramatic form used in films requires consistent and relatively simple motivational interpretations, students can often learn how the time period in which the film was made interpreted historical personalities and events.

The goal of this class is learn American History through watching movies. Each film will consist of 6 to 8 days of class work. This class work will be divided into three different areas. The first area will be the introduction. At this point we will introduce the time period and what the film is about. The second area will be the actual watching of the movie with discussion. The third and final area will be the post work which may include discussion questions, work sheets, film reviews and/or essays. This class will be a writing and research intensive class. Being gone for the actual watching of the film will cause problems so it will have to be made up.

History of Cincinnati

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Blended TEA Schedule – 1957			

The History of Cincinnati develops an awareness and appreciation of the rich heritage of Cincinnati's people, culture, economy, and politics. Students will research the history of the Queen City through the use of primary resources including newspapers, historic documents, books, audio-visual, speakers, maps and the buildings of Cincinnati. This course pursues the development of city life through the study of Cincinnati's history, geography, culture, political and social life, with an emphasis on our diverse economy and entrepreneurial spirit.

Law

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1958			
Blended TEA Schedule – 1959			

This course is required for students in the Women Lead Law program

The course's approach to law-related education is to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for responsible citizenship. The curriculum includes Law and the Legal System, Criminal Law, Juvenile Justice, and Torts. Included are case studies and problems dealing with the most current law-related public issues.

Protest Movements of the 20th Century

Grades 11, 12	Elective	1 Semester	0.25 credit
Blended TEA Schedule – 1963			

Protest movements and campaigns are often important mechanisms of social change. Yet such movements are complex and not well understood. Students taking this course will learn about tactics, social movement organizations, individual activists, and social movement leadership. While the broad understanding of protest movements are studied in required courses, the purpose of this class is to delve deeper into 20th century protest movements. Students will specifically study how these protest movements developed and how they have impacted the 1900s and modern day.

Psychology

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1964			

This course is an appreciative view of the science of psychology. The focus is on understanding human behavior from a scientific perspective. Topics to be covered include: an introduction to psychology, biological foundations of behavior, learning, human development, and psychological disorders. Students will be exposed to real-life examples and will gain a better understanding of themselves and those around them. The course is designed for those students who might require the background for the health or "helping" professions or any

student who has an interest in the study of human behavior. Throughout this course students will be encouraged to grow in their compassion and understanding for others.

AP® Psychology

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1966

Prerequisite: faculty recommendation

AP® Psychology is designed to replicate the curriculum and rigor of an undergraduate introductory psychology course. As such, the AP® Psychology course introduces students to the scientific study of human and animal behavior and mental processes, to the principles and concepts of the various subfields of psychology, and to the methods and ethics of practice. Topics to be covered include: psychology's scientific method, states of consciousness, thinking/intelligence/language, therapies, and health psychology. In order to accomplish this, the curriculum challenges students to think at a critical level while also modeling and providing methods that will help high school students make the transition to college-level material. Throughout this course students will be encouraged to grow in their compassion and understanding for others.

Sociology

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1968

Blended TEA Schedule – 1969

Sociology is the scientific study of human society and human behavior. As a course, Sociology explores how people interact with one another. In order to better understand society, one must be able to see the world through the eyes of others. Students will study methods used to investigate the world by sociologists. Topics for study include: culture and social structure; the individual in society; social inequality; social institutions; and the changing world. By using a sociological imagination, one can better understand the world around us. By taking the time to learn about human society and behavior, students will see the world through the eyes of others, encouraging them to grow in their compassion and understanding for others.

Women Through History

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1970

Blended TEA Schedule – 1971

Women's history from the Civil War to the present will be the focus of this class. This course will examine the broad themes that have shaped women's lives, as well as how women have impacted American society, via a chronological study of American history using a wide array of written and visual primary sources. While tracing larger trends and identifying common experiences, we will also pay close attention to the specific experience of individual women in order to shed light on social, economic, and ethnic differences among them. By deepening an understanding of the women who have come before them, students will gain confidence and interest in supporting the education, health, and spirituality of women around them.

Financial Literacy

Grade 12

Required

During TEA Bell

0.0 credit

Blended TEA Schedule – TUESDAY

This course is focused on giving students the skills needed to read, analyze, manage, and communicate about the personal financial conditions that affect material well-being. After completing the coursework, students will be able to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond to life events that affect every day financial decisions, including events in the

ever-changing national and global economy. The ultimate goal of the course is to develop fiscally responsible citizens ready to make informed decisions about their financial futures.

OFFERED IN 2020-2021

Dynamic Leaders

Grades 10, 11, 12	Elective	1 Semester	0.25 credit
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Blended TEA Schedule – 1951 - offered in 2020-2021

A student-directed course exploring local, national, and global leaders throughout history in a project-based setting.

Economics

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1952 - offered in 2020-2021

This course is an introduction to the basic theories of both microeconomics and macroeconomics and explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. Key economic concepts will include: supply and demand, opportunity and cost benefits, economic indicators, and the effects of recessions and depressions on economic growth. The importance of personal financing such as loans, credit, saving, working and earning, and personal budgeting will also be incorporated. This course will also incorporate guest speakers from the Junior Achievement program and an online Stock Market Game.

Geography

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1954 - offered in 2020-2021
Blended TEA Schedule – 1955 - offered in 2020-2021

This multi-disciplinary class uses a variety of internet resources and hands-on activities to allow students to gain a well-rounded view of globalization. Students will explore the relationship between location, movement, region, culture, and politics with regards to geographical boundaries. The topics covered will prepare students for their service-learning and for their senior-year Social Studies courses, as well as appealing to the Mercy values of global leadership, compassion and service.

Minority Studies

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Blended TEA Schedule – 1961 - offered in 2020-2021

Beginning with an historical, geographical, social, and cultural understanding of the various minority populations, the Minority Studies course will provide a descriptive overview which will introduce students of all ethnic backgrounds promoting respect and community among all citizens of our country

20th & 21st Century Conflict and Genocide

Grades 10, 11, 12	Elective	1 Semester	0.25 credit
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Blended TEA Schedule – 1949 - offered in 2020-2021

This course will allow students to dive more deeply into the wars that have shaped our world today and will give students the opportunity to study and understand the causes, circumstances, and repercussions of the Holocaust.

Theology

The Theology Department exists to serve young women throughout their spiritual journey as they become faith-filled women driven to action through the mission of Catherine McAuley and the Core Mercy Values. The curriculum is designed to give students the tools to shape their understanding of self, God, and others. As they advance through this curriculum students will understand who they are as individuals created in God's image, the importance of their role in the larger Body of Christ, and how to share and encounter the stories of others. Our courses are designed to include Scripture, prayer and meditation, discussions, self-reflection, service, and real world encounters.

Through personal witness and academic programming, the Theology Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

All students are required to have 4 credits of theology to graduate.
Each student will take one theology course per semester as laid out in the course sequence.

	1st Semester	2nd Semester
Freshman	Revelation of Christ in Scripture	Mission of Christ in Scripture
Sophomore	Church	Catholic Social Teaching
Junior	Catholic Morality	Choice of Elective (Christianity and the Arts, Prayer and Spirituality, Service Learning, Hope Within Suffering, World Religions)
Senior	Lifestyles and Relationships	Choice of Elective (Christianity and the Arts, Prayer and Spirituality, Service Learning, Hope Within Suffering, World Religions)

Revelation of Christ in Scripture

Grade 9 Required 1 Semester 0.5 credit
Regular Schedule – 1210

This course provides the students with the foundation for developing an ability to interpret the Bible using a contextualist approach guided by the teaching and tradition of the Church. Students will gain confidence in their ability to apply the teachings of the Hebrew Scriptures to the daily challenge of living a Christian life in today's culture. They will reflect upon the dignity of the human person created in the image and likeness of God and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity. Students will also reflect on the life and work of Catherine McAuley and the Sisters of Mercy.

Mission of Christ in Scripture

Grade 9 Required 1 Semester 0.5 credit
Regular Schedule – 1212

This course is designed to help students come to a deeper knowledge and appreciation of the Christian Scriptures' witness to the person of Jesus Christ. The purpose of this course is to look at the person of Jesus, his life and his teachings. The students will come to know the person of Jesus Christ revealed in the Gospels. They will reflect upon the dignity of the human person created in the image and likeness of God and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity.

Church

Grade 10

Required

1 Semester

0.5 credit

Regular Schedule – 1220

This course provides a study of the Church as the Body of Christ through biblical images and contemporary models, where the Church has been through its story, and what the Church does through evangelization, sacramental presence, and ministerial outreach. It is hoped that students will understand the vital role that the Church plays in the modern world and appreciate the importance of their participation in the life and mission of the Church.

Catholic Social Teaching

Grade 10

Required

1 Semester

0.5 credit

Regular Schedule – 1222

Through a culture of encounter, this course introduces a greater awareness of compassion toward social injustices through the lens of Catholic Social Teaching and promotes justice as an integral part of one's commitment to be Christian. Through discussion, personal reflection, prayer, and service, students will be able to articulate that the source of Catholic Social Teaching is the Church's view of the dignity of the human person made in the image and likeness of God.

Catholic Morality

Grade 11

Required

1 semester

0.5 credit

Regular Schedule – 1230

In this course students will explore the Catholic understanding of the human person, created and loved by God and exemplified in the humanity of Jesus Christ, which grounds the Catholic vision of morality. Students will be provided with a systematic approach to moral problem solving and conscience formation, drawing upon Catholic Social Teaching and Theology of the Body to help them develop their ability to critically examine moral issues from a Catholic perspective. They will explore and reflect upon a variety of moral issues confronting them and be encouraged to discern how they can follow God's will, respond more fully to God's love, and live as disciples of Jesus Christ.

Lifestyles and Relationships

Grade 12

Required

1 Semester

0.5 credit

Regular Schedule – 1240

Grounded in St. John Paul II's Theology of the Body, the course focuses on the spiritual, physical, philosophical, and psychological aspects of love. Relationships are enhanced through knowledge of self, through effective communication skills, and through sound foundations of Christian love and commitment. The student will study the vocations of marriage, single life, and the religious life. The student will reflect on her universal call to holiness and begin to discern her personal vocational calling.

Christianity and the Arts

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1250

Christianity and the Arts is a course that explores Christianity through exposure to the visual and performing arts. This course draws upon St. John Paul II's *Letter to Artists*. Students will reflect and analyze painting, film, architecture, and music and come to understand God and a deeper appreciation of the beauty and value of religious art. Students will have the opportunity to create expressions of their faith through the arts.

Hope within Suffering

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1252

In this course, students will study the human and faith dimensions of the reality of suffering and loss in their lives. With a focus on the passion, death, and resurrection of Jesus Christ, students will gain a richer understanding of the purposes and possibilities inherent to suffering. Topics will include the physical, philosophical, personal, psychological, cultural, historical, moral, and religious aspects of suffering and death. The goal of this course is to empower students to find hope within their suffering so that they may become beacons of hope and instruments of compassion to others, modeling the life of Christ.

Prayer and Spirituality

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1254

In this course students will experience and explore different forms of prayer and spiritual practices, which will enhance and inform their personal spiritual journey. Guided by the legacy of the Church, students will engage in several types of traditional and non-traditional prayer. Students will explore these topics through guided meditations, journaling, art, and nature, which will lead to discovery of the Sacred in the stories of their lives.

Service Learning

Grade 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1257

Lead by Catherine McAuley's life and mission of mercy, students will engage in regular service opportunity and reflection, responding to their call to be a disciple of Christ. This course will allow students to build upon their understanding of local and global injustices through service learning. Students will build relationships within the community by engaging in service ministries outside of the school; service experiences will be designed by the instructors.

World Religions

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1258

This course studies the major world religions: Christianity, Hinduism, Primal, Indigenous, Buddhism, Islam, Judaism and religions of Japan and China. Students will recognize the ways in which other systems of belief and practice differ from Catholicism and appreciate the distinctive characteristics of Catholicism. Through these encounters, students will be empowered to build relationships and value interreligious dialogue as they discover how to be instruments of peace in our world.

World Languages

*“If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart. “*
-Nelson Mandela

The World Languages Department at Mercy McAuley believes that bringing the languages, cultures and literatures of the rest of the world to our students is a vital humanistic endeavor which also serves essential national interests. Program highlights include:

- performance based assessments aligned with nationally accredited benchmarks of the American Council on the Teaching of Foreign Languages (ACTFL)
- development of the student as a global citizen who is able to compete effectively in the world economy
- empowerment and inspiration to make a social and global impact
- language based service learning opportunities
- experiential learning through travel, home-stays and student exchanges
- opportunity to earn college credit through AP® and Dual Enrollment courses in all three languages
- ability for qualified students to earn an Ohio Seal of Biliteracy

Through personal witness and academic programming, the World Languages Department will demonstrate its commitment to the vital role the Critical Concerns of the Sisters of Mercy plays in each student's journey to fulfill the characteristics of the Portrait of a Graduate.

Requirements

2 years of a world language is required for graduation
3 or 4 years preferred by most universities
3 years of a language or 2 years each of 2 different languages required for Ohio Honors diploma
Teacher recommendation required for all AP® level courses
Prerequisite for higher level courses is the course of the previous level
AAPPL/ALIRA/National Latin Exam used for placement of incoming students with previous target language experience.
Seal of Biliteracy requires an I-5 score in all 4 AAPPL assessments: Interpretive Reading, Presentational Writing, Interpretive Listening, and Interpersonal Speaking & Listening

French, Latin and Spanish (Levels I, II, III, IV, V and AP®)

Independent Blended courses for additional languages for motivated students
Chartered memberships in Société Honoraire de Français, National Latin Honor Society, and Sociedad Honoraria Hispánica

French I

Grades 9, 10, 11, 12
Regular Schedule – 1410

Required

Full year

1.0 credit

Focusing on communication, students will begin the study of the target language and culture. Through the use of authentic resources, students will begin to understand the basis of the target language and to begin to practice the four communication skills. The goal of this course is for students to achieve Novice-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Low proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Spanish I

Grades 9, 10, 11, 12
Regular Schedule – 1440

Required

Full year

1.0 credit

Focusing on communication, students will begin the study of the target language and culture. Through the use of authentic resources, students will begin to understand the basis of the target language and to begin to practice the four communication skills. The goal of this course is for students to achieve Novice-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Low proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Latin I

Grades 9, 10, 11, 12
Regular Schedule –1430

Required

Full year

1.0 credit

This course concentrates on fundamental grammar skills and vocabulary as a framework for mastery of the language. Students are prepared for further, more advanced study of Latin. Topics of Roman civilization, history, mythology and word derivation are also studied.

French II

Grades 9, 10, 11, 12
Regular Schedule –1412

Required

Full year

1.0 credit

Reviewing concepts from Level I and continuing to focus on communication, students will extend their study of the target language and culture. Through the use of authentic resources and media, students will begin to explore more complex grammar of the target language and hone communication skills. The goal of this course is for students to achieve Novice-High proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Mid proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Spanish II

Grades 9, 10, 11, 12
Regular Schedule – 1442

Required

Full year

1.0 credit

Reviewing concepts from Level I and continuing to focus on communication, students will extend their study of the target language and culture. Through the use of authentic resources and media, students will begin to explore more complex grammar of the target language and hone communication skills. The goal of this course is for students to achieve Novice-High proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Mid proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Latin II

Grades 9, 10, 11, 12
Regular Schedule – 1432

Required

Full year

1.0 credit

This course begins with a thorough review of Latin I. Advanced grammar and vocabulary are introduced. Students translate stories about Roman history and mythology to develop reading proficiency. Topics of Roman culture and mythology are introduced as they pertain to the course work.

French III

Grades 9, 10, 11, 12
Regular Schedule – 1414

Elective

Full year

1.0 credit

Continuing to focus on communication, students will be introduced to advanced grammar and vocabulary of the target language. Authentic reading materials and works of literature are used to build reading skills. Writing and speaking skills are improved through a variety of dynamic project-based assignments. The goal of this course is for students to achieve Intermediate-Low proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-High proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Spanish III

Grades 9, 10, 11, 12
Regular Schedule – 1444

Elective

Full year

1.0 credit

Continuing to focus on communication, students will be introduced to advanced grammar and vocabulary of the target language. Authentic reading materials and works of literature are used to build reading skills. Writing and speaking skills are improved through a variety of dynamic project-based assignments. The goal of this course is for students to achieve Intermediate-Low proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-High proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course.

Latin III

Grades 9, 10, 11, 12
Regular Schedule – 1434

Elective

Full year

1.0 credit

This course begins with a thorough review of Latin I and II. Advanced grammar topics are integrated into the study of Roman history and Classical mythology. The course centers around reading progressively more complex passages of Latin culminating in the translation of original Latin texts from authors such as Ovid, Caesar, Cicero, Vergil and Catullus. Writing and speaking skills are also improved through a variety of high-interest, dynamic projects.

French IV

Grades 9, 10, 11, 12
Regular Schedule – 1416
Dual Credit option

Elective

Full year

1.0 credit

The focus of this course is to further refine communication skills while adding exposure to more advanced grammar constructions, vocabulary and cultural comparisons. Vocabulary acquisition and grammar are highlighted through authentic media such as news programs, films and literary works. Students are engaged in speaking in the target language as the primary language of the course. The goal of this course is for students to achieve Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course. This course is available for college credit through Thomas More.

Spanish IV

Grades 9, 10, 11, 12
Regular Schedule – 1446
Dual Credit option

Elective

Full year

1.0 credit

The focus of this course is to further refine communication skills while adding exposure to more advanced grammar constructions, vocabulary and cultural comparisons. Vocabulary acquisition and grammar are highlighted through authentic media such as news programs, films and literary works. Students are engaged in speaking in the target language as the primary language of the course. The goal of this course is for students to achieve Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course. This course is available for college credit through Mount Saint Joseph.

Latin IV

Grades 9, 10, 11, 12	Elective	Full year	1.0 credit
Blended TEA Schedule – 1437			
CCP option			

In this course students survey the history of Latin literature as they read a variety of original texts. The humorous poems of Catullus and the mythological tales of the poet Ovid will be the central texts of this course and will serve as the basis for numerous cultural and historical projects. Advanced grammar points will be reviewed primarily through translation and composition exercises. Special attention will be given to Latin verse, poetic devices and literary criticism. This course is available for college credit through the University of Akron.

AP® French

Grades 9, 10, 11, 12	Elective	Full year	1.0 credit
Teacher recommendation required			
Blended TEA Schedule - 1418			

This course is designed according to the standards mandated by the College Board for highly motivated and interested students with the goal of taking the French AP® exam. Students are engaged in activities to develop proficiency across all modes of communication through the use of a variety of authentic media: literary works, podcasts, movies, news outlets, charts and graphs. This is a language acquisition course designed to provide students with the necessary skills and intercultural understanding necessary to communicate successfully in an environment where the target language is spoken. The target language is the primary language of the course. The goal of this course is for students to achieve Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). **NOTE: This course meets on both Wednesday and Thursday.**

AP® Spanish

Grades 9, 10, 11, 12	Elective	Full year	1.0 credit
Teacher recommendation required			
Blended TEA Schedule - 1449			

This course is designed according to the standards mandated by the College Board for highly motivated and interested students with the goal of taking the Spanish AP® exam. Students are engaged in activities to develop proficiency across all modes of communication through the use of a variety of authentic media: literary works, podcasts, movies, news outlets, charts and graphs. This is a language acquisition course designed to provide students with the necessary skills and intercultural understanding necessary to communicate successfully in an environment where the target language is spoken. The target language is the primary language of the course. The goal of this course is for students to achieve Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). **NOTE: This course meets on both Wednesday and Thursday.**

AP® Latin

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Teacher recommendation required
Blended TEA Schedule – 1439

Open to advanced and highly motivated students, this course prepares students to take the AP® Latin exam. Over the course of the year, students will translate passages from Vergil’s epic masterpiece poem, the *Aeneid*, and selections from Julius Caesar’s *Gallic War* as prescribed by the College Board. In addition to translating, students will read other parts of the *Aeneid* and *Gallic War* in English in order to learn about the fascinating historical context of the time period leading up to Julius Caesar’s assassination and the rise of the Roman Empire thereafter. Special attention is also given to the study of Latin verse, poetic devices and literary criticism in preparation for the AP® examination. Ideally, students should have one study hall per week to be used for reading and writing practice. **NOTE: This course meets on both Wednesday and Thursday.**

French V

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Blended TEA Schedule - 1420

This course is independent study and includes an online textbook and authentic materials. All four language skills are honed and evaluated through the use of various project based assessments. This course is NOT offered for dual-credit. The goal of this course is for students to maintain Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL’s AAPPL test will be administered as an end-of-course assessment for this course.

Spanish V

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Regular Schedule - 1450

(will be scheduled with Spanish IV)

This course is independent study and includes an online textbook and authentic materials. All four language skills are honed and evaluated through the use of various project based assessments. This course is NOT offered for dual-credit. The goal of this course is for students to maintain Intermediate-Mid proficiency in the areas of interpretive listening, reading, and presentational writing and Intermediate-Low proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL’s AAPPL test will be administered as an end-of-course assessment for this course.

Heroes and Monsters of Ancient Greece and Rome

Grades 9, 10

Elective

Semester

0.5 credit

Blended TEA Schedule - 1457

This course explores the famous tales and traditions of the Classical world. Topics include: the twelve Olympian gods; heroes and monsters such as Heracles, Perseus, Medusa and the Minotaur; Homer and the Trojan War Cycle of myths; etc. Students will also be introduced to the Ancient Greek alphabet and will learn how to write their names, as well as those of the most famous heroes and monsters, as the ancients did. This is a very hands-on, active, project-based class designed for those interested in the fantastic stories of Ancient Greece and Rome.

Medical Terminology

Grades 10, 11, 12

Elective

Semester

0.5 credit

Blended TEA Schedule – 1459

This course explains the stories behind the Latin and Greek roots at the base of common medical and anatomical terms. Using myths, archaeological artifacts and famous historical events from Ancient Greece and Rome, students will discover the hidden language contained within each of us. The course is structured to give an overview of all the bones, muscles and systems of the body as well as a unit on microbiological terms. The face-to-face portion of the class will be very active and hands-on; projects will include building a Classical root skeleton, creating an ancient vs. modern visual terminology guide, comparative clay modeling, toga yoga and more. This class is designed for those interested in breaking down complex scientific terms in new and creative ways to uncover the fascinating tales inside all of us.