



Mercy McAuley High School

2020-21

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

Table of Contents

Charism of the Sisters of Mercy

Mercy McAuley Vision

Portrait of a Woman of Mercy

Admissions Policy

Academic Policies:

Requirements: Mercy McAuley High School, Colleges and Universities, State of Ohio

Scheduling Policies

Recommendation Policies

Withdrawals from Courses

Failures

Students with Learning Disabilities

Credit Flexibility (Competency to Credit)

Advanced Placement[®] and Dual Enrollment

College Credit Plus

Physical Education Credit Option

Online, Summer and Blended Courses

Course Levels

Grading Scale

Graduation Awards Distinctions

TEA Bell

Elementary Students Receiving High School Instruction for Credit

Pathways

Programs:

Women Lead

Mock Trial

Summary Chart of Course Offering

Daily Class Schedule

Course Descriptions by Department

Business and Digital Communication and Information Systems

English

Fine Arts

Health and Wellness

Mathematics

Science

Social Studies

Theology

World Languages

Charism of the Sisters of Mercy inspiring Mercy McAuley High School

Mercy McAuley High School's mission statement: Mercy McAuley High School is a Catholic college-preparatory high school for young women sponsored by the Sisters of Mercy. Mercy McAuley High School is committed to excellence in education, compassionate service, and leadership in a Christ-centered community.

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 is where young women gain a broader worldview as part of a community, not part of the crowd. Within this sisterhood, we guide each student to mature in confidence and purpose through a customized plan for personal development. Mercy education provides a diverse range of formative experiences, innovative programs, experiential education, faith formation, and offcampus service learning opportunities. Women of Mercy think and learn beyond their comfort zone and are equipped to bring compassionate change to this world.

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 is 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)
- Physical education ½ credit * Mercy McAuley High School accepts PE Waivers
- 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: Class of 2021 and 2022 or see Permanent Graduation Requirements

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.

Permanent Graduation Requirements

State law created new, permanent requirements that will be available starting with the class of 2018. Students in the classes of 2021 and 2022 who have met or are on track to meet one of the original three pathways may continue to use those pathways to satisfy graduation requirements. Students in the classes of 2023 and beyond will be required to meet the permanent requirements in order to graduate. The permanent requirements are listed below:

1. **Demonstrate Competency:** Students must demonstrate competency in Math and English by passing the state's Algebra I and English II tests. Students who have taken required tests more than once without passing and have received remedial supports are able to show competency through one of the options below:
 - Earn credit for one math and/or one English course through College Credit Plus;
 - Demonstrate career readiness and technical skill through foundational and supporting options;
 - Enter into a contract to enlist in the military upon graduation.
2. **Preparation for College or Careers:** Students must earn two diploma seals, one of which must be state defined, to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions.

State System of Diploma Seals

- Ohio Means Jobs Readiness Seal Honors Diploma Seal
- State Seal of Biliteracy Technology Seal
- Industry-Recognized Credential Seal Citizenship Seal
- College-Ready Seal Fine and Performing Arts Seal (locally defined)
- Military Enlistment Seal Student Engagement Seal (locally defined)
- Science Seal Community Service Seal (locally defined)

For more information concerning Ohio's graduation requirements, visit <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>.

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 ½ credits to be a sophomore

13 credits to be a junior

19 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 **first** 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. (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:

Mercy McAuley uses an alpha system. After research, the numeric system has been replaced by the alpha system in many schools. For a weighted GPA, a 4.0 scale is being used. This is what 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 2 units of advanced science, 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 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.

4. For Classes 2021 and beyond:

Mercy McAuley offers programs towards earning the following Honors Diplomas from the State of Ohio: Academic Honors Diploma, STEM Honors Diploma, Arts Honors Diploma, and Social Science & Civic Engagement Honors Diploma. Please visit ODE's website at

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas> for more information.

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.

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 receive a 4 or 5 the ODE End of Course Exam, in order to receive credit from Mercy McAuley High School.

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

Science

Social Studies

Theology

World Language

Electives:

21st Century Research Skills

AP[®] Government

Cincinnati History

Contemporary World Issues

Economics & Financial Literacy

Geography

HerStory

Service Learning

World of Business: Entrepreneurship

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

Women Lead Business

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
 Fine Arts
 Health

Physical Education
 Mathematics
 Religion

Science
 Social Studies
 World Language

Electives:

Anthropology
 AP® Studio
 Choral Music
 Christianity and the Arts
 Cincinnati History
 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
 Service Learning

Spanish 1, 2, 3, 4
 Spirituality and Prayer
 Technical Theatre
 Theatre courses
 3-D Studio 1 and 2
 21 Century Research Skills
 Video Production
 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 Band

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

Social Studies
 World Language

Electives:

21st Century Research Skills
 Anatomy and Physiology

Basic Culinary Arts
 Child Development

Psychology
 Service Learning

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
 Social Studies
 World Language

Electives:

21st Century Research Skills
 Anatomy and Physiology
 AP[®] AB Calculus
 AP[®] BC Calculus

Engineering
 Physics/ AP[®] Physics
 Pre-Calculus
 Probability & Statistics

Science elective of choice
 Service Learning
 Trigonometry
 Video Production

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

Academic Team
 Athletics
 Eco Club
 INTERalliance

Library Assistants
 National Honor Society
 Service Trips

TEAMS
 Women Lead
 Women Lead Technology

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, business, 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 70th 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, engineering and business. 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, engineering and business through monthly seminars with professionals in these careers. Seminars will include meeting with professionals, tours of the medical, law, technology, engineering and business 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, engineering and business 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, Women Leads Business 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 freshman year if her grades in her freshman 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 and Women Lead Business for her sophomore year.

Curricular Requirements:***Sophomore Requirements for Medicine and Engineering:***

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

Junior and Senior Requirements for Medicine:

- 1) Honors Pre-Calculus or Algebra 2 and Trig; AP Calculus, Calculus or Probability and Statistics 1 and 2; Anatomy and Physiology
- 2) Two of the following, one must be an AP course: AP Physics, AP Biology, AP Chemistry, Physics, Science semester electives or Medical Terminology.

Junior and Senior Requirements for Engineering:

- 1) Honors Pre-Calculus or Algebra 2; AP Calculus or Calculus or Honors Pre-Cal
- 2) AP Physics or Physics
- 3) AP Biology, AP Chemistry, Intro to Engineering is also recommended.

Junior and Senior Requirements for Law:

- 1) AP US Government & Politics; Law

Sophomore Requirements for Technology:

- 1) Computer Literacy, required of all freshmen;
- 2) Fundamentals of Arts, preferably completed by end of grade 10 is recommended.

Junior and Senior Requirements for Technology:

- 1) At least two of the following courses: Graphic Design, 1 & 2, Video Production, 1&2, World of Business: Entrepreneurship, Yearbook 1 & 2.

Sophomore Requirements for Business:

- 1) Computer Literacy, required of all freshmen

Junior and Senior Requirements for Business:

- 1) Economics
- 2) World of Business: Entrepreneurship

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 ¼ 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, Technology and Digital Media

Computer Literacy		9	Req.	1 Sem.	0.5
21 st Century Research Skills		9, 10, 11, 12	Elect.	1 Sem.	0.5
Makerspace		9, 10, 11, 12	Elect.	1 Sem.	0.5
Video Production I		10, 11, 12	Elect.	1 Sem.	0.5
Video Production II		11, 12	Elect.	1 Sem.	0.5
World of Business: Entrepreneurship		10, 11, 12	Elect.	1 Sem.	0.5
Yearbook 1		10, 11, 12	Elect.	Year	1
Yearbook 2		11, 12	Elect.	Year	1

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 [®] Language & Composition	Honors	11, 12	Req.	Year	1
AP [®] Seminar	Honors	10, 11, 12	Elect.	Year	1
AP [®] Research	Honors	11, 12	Elect.	Year	1

(Offered 2020-2021 school year)

HerStory		11, 12	Elect.	1 Sem.	0.5
Holocaust Literature		11, 12	Elect.	1 Sem.	0.5
Literature & Pop Culture		11, 12	Elect.	1 Sem.	0.5
Literary Adaptations		11, 12	Elect.	1 Sem.	0.5
Myths, Legends, Folklore		11, 12	Elect.	1 Sem.	0.5
Shakespeare (Dramatic Literature)		11, 12	Elect.	1 Sem.	0.5

(Offered 2021-2022 school year)

AP [®] Literature & Composition	Honors	11, 12	Req.	Year	1
The Art of the Speech		11, 12	Elect.	1 Sem.	0.5
Classics: Ancient and Modern		11, 12	Elect.	1 Sem.	0.5
Contemporary Literature		11, 12	Elect.	1 Sem.	0.5
Creative Writing Workshop		11, 12	Elect.	1 Sem.	0.5
Dystopian Literature		11, 12	Elect.	1 Sem.	0.5
Multicultural Literature		11, 12	Elect.	1 Sem.	0.5

Fine Arts

Theatre

Intro to Theatre		9, 10, 11, 12	Elect.	1 Sem.	0.5
Acting 1		9, 10, 11, 12	Elect.	1 Sem.	0.5
Acting 2		10, 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
Intro to Technical Theatre		9, 10, 11, 12	Elect.	1 Sem.	0.5
Stagecraft 1		10, 11, 12	Elect.	1 Sem.	0.5
Stagecraft 2		10, 11, 12	Elect.	1 Sem.	0.5
Independent Theatre Study/Practicum (Performance or Technical Track)		11, 12	Elect.	1 Sem.	0.5

Music

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 Blended		9,10,11,12	Elect.	1 Sem.	0.25
Piano Lab I		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

Visual Arts

Fundamentals of Visual Arts		9, 10, 11, 12	Elect.	1 Sem.	0.5
Ceramics 1		10, 11, 12	Elect.	1 Sem.	0.5
Ceramics & Sculpture 2		11, 12	Elect.	1 Sem.	0.5
Drawing & Printmaking 1		10, 11, 12	Elect.	1 Sem.	0.5
Drawing & Printmaking 2		11, 12	Elect.	1 Sem.	0.5
Graphic Design 1		10, 11, 12	Elect.	1 Sem.	0.5
Graphic Design 2		11, 12	Elect.	1 Sem.	0.5
Painting 1		9, 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		11, 12	Elect.	1 Sem.	0.5
Sketchbook Design		10, 11, 12	Elect.	1 Sem.	0.5
Visual Arts Portfolio 1		11, 12	Elect.	1 Sem.	0.5
Visual Arts Portfolio 2		12	Elect.	1 Sem.	0.5
AP® 2-D Design		11, 12	Elect.	Year	1
AP® 3-D Design		11, 12	Elect.	Year	1
AP® Drawing		11, 12	Elect.	Year	1

Health & Wellness

Physical Education Activities		9, 10, 11, 12	Req.	1 Sem.	0.25
Lifetime Adventures & Activities		9, 10, 11, 12	Req. or Elect.	1 Sem.	0.25
Lifetime Fitness & Nutrition		9, 10, 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
Advanced Culinary Arts		10, 11, 12	Elect.	1 Sem.	0.5
Child Development		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	Elect.	Year	1
Pre-Calculus	Honors	11, 12	Elect.	Year	1
Calculus	Honors	11, 12	Elect.	Year	1
Trigonometry	Honors	10, 11	Elect.	1 Sem.	0.5
Probability & Statistics 1	Honors	11, 12	Elect.	1 Sem.	0.5
Probability & Statistics 2	Honors	11, 12	Elect.	1 Sem.	0.5

AP® Calculus AB	Honors	11, 12	Elect.	Year	1
AP® Calculus BC	Honors	12	Elect.	1 Sem.	0.5
Math Numeracy 1 & 2		9	Elect.	1-2 Sem.	.25/.5
Math Lab 1 & 2		10, 11, 12	Elect.	1-2 Sem.	0

Science

Biology	CP, Honors	9	Req.	Year	1
Living By Chemistry	CP	10	Req.	Year	1.25
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
Applied Physics	CP	11, 12	Elect.	Year	1
Physics	CP, Honors	11, 12	Elect.	Year	1
AP® Physics C: Mechanics	Honors	11, 12	Elect.	Year	1.25
Anatomy & Physiology	CP, Honors	11, 12	Elect.	Year	1
Astronomy		10, 11, 12	Elect.	1 Sem.	0.5
Botany		10, 11, 12	Elect.	1 Sem.	0.5
Intro to Engineering		10, 11, 12	Elect.	1 Sem.	0.5
Environmental Science		9, 10, 11	Elect.	1 Sem.	0.5
Forensics: Crime Scene		11, 12	Elect.	1 Sem.	0.5
Human Genetics		11, 12	Elect.	1 Sem.	0.5
M.A.D. Science		9	Elect.	1 Sem.	0.5
Marine Biology		10, 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
(Offered 2020-2021 school year)					
Forensics: Lab Approach		11, 12	Elect.	1 sem.	0.5
(Offered 2021-2022 school year)					
Microbiology & Infectious Disease		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	CP	12	Req.	1 Sem.	0.5
Financial Literacy		12	Req.	1 Sem.	0.0
Economics		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
(Offered 2020-2021 school year)					
American History through Film		10, 11, 12	Elect.	1 Sem.	0.5
Human Geography		9	Elect.	1 Sem.	0.5
Protest Movements that Shaped America		10, 11, 12	Elect.	1 Sem.	0.5
Women Through History					
(Offered 2021-2022 school year)		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
Sociology		10, 11, 12	Elect.	1 Sem.	0.5

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	Honors	9, 10, 11, 12	Elect.	Year	1
Spanish III	Honors	9, 10, 11, 12	Elect.	Year	1
Latin III	Honors	9, 10, 11, 12	Elect.	Year	1
French IV	Honors	9, 10, 11, 12	Elect.	Year	1
Spanish IV	Honors	9, 10, 11, 12	Elect.	Year	1
Latin IV	Honors	9, 10, 11, 12	Elect.	Year	1
AP® French	Honors	9, 10, 11, 12	Elect.	Year	1
AP® Spanish	Honors	9, 10, 11, 12	Elect.	Year	1
AP® Latin		9, 10, 11, 12	Elect.	Year	1
Medical Terms		11, 12	Elect.	1 Sem	0.5
(Offered 2021-2022 school year)					
Heroes and Monsters of Ancient Greece		9, 10	Elect.	1 Sem	0.5

Business, Technology, and Digital Media

The Business, Technology, and Digital Media 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, Technology, and Digital Media 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 take Computer Literacy.	

Freshman Year	Computer Literacy (required), 21 st Century Research Skills, Makerspace
Sophomore, Junior and Senior Years	21st Century Research Skills, Makerspace, World of Business, Video Production 1 & 2, Yearbook 1 & 2

Computer Literacy

Grade 9 Required 1 Semester 0.5 credit
 Regular Schedule - 1010
 Prerequisite: 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 Business, Technology, and Digital Media.

21st Century Research Skills

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit
 Blended TEA Schedule – 1021
 Prerequisite: None

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.

This course is offered to all grades but is best suited for freshmen and sophomores.

Yearbook 1

Grades 10, 11, 12

Elective

Year

1 credit

Blended TEA Schedule - 1043

Prerequisite: 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.**

Yearbook 2

Grades 11, 12

Elective

Year

1 credit

Blended TEA Schedule – 1045

Prerequisite: Yearbook 1

This course builds on Yearbook 1. Students will take on leadership roles within the yearbook staff with advanced assignments. 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 push their skills in layout and design. Students will also utilize their skills in photography and photo editing 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. **NOTE: This course meets on both Wednesday and Thursday.**

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
Freshman Year	English 9 – Honors Intro to Literature and Composition	English 9 – CP Intro to Literature and Composition	
Sophomore Year	English 10 – Honors American Literature and Composition	English 10 – CP American Literature and Composition OR Honor American Literature (recommendation required)	

AP® Literature and Composition (offered 2021-22)

Grade 11, 12	Elective	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® Seminar

Grades 11, 12	Elective	Full Year	1 credit
Regular Schedule - 1828			
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.

OFFERED IN 2020 – 2021**HerStory (offered 2020-2021)**

Grades 11, 12	Elective	1 Semester	0.5 credit
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

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

Performance Track

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.

Acting 1

Grades 9, 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1748			
Blended TEA Schedule - 1749			
Prerequisite- Intro to Theatre			

This course offers practical tools for tackling monologues and other basic acting techniques. 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.

Acting 2

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1754			
Blended TEA Schedule – 1755			
Prerequisites- Intro to Theatre, Acting I, or Teacher Approval			

This course builds upon skills acquired in Intro to Theatre and Acting I. Students will progress to perform scenes from classic and contemporary plays, explore advanced acting techniques, character development and more. Students will also have the opportunity to explore basic musical theatre performance skills in this course. Current events, theatrical journalism and criticism will also be a part of this course.

Directing/Playwriting

Grades 12	Elective	1 Semester	0.5 credit
Regular Schedule - 1740			
Prerequisite- Intro to Theatre			
(Recommended for seniors only - 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.

Independent Theatre Study/Theatre Practicum (Performance Track)

Grades 11, 12	Elective	1 Semester	0.5 credit
Blended TEA Schedule - 1741			
Prerequisite – Teacher approval			

This independent study course is designed for the student who wishes to pursue a career in theatrical design and production. Throughout the process of their independent study, a student would work closely with the director and technical director to choose or develop a production they would like to work on. The student will then serve as the primary director or playwright for the production. Depending upon the timing of the student's independent study, the production will serve as likely either the Fall or Winter Production.

Technical Theatre Track**Intro to Technical Theatre**

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).

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 Elective Full Year 1 credit (Pass/Fail grading)
 Regular Schedule - 1796
 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

	Beginner	Intermediate		Advance
2-D	Fundamentals of Art	→ Drawing & Printmaking 1 OR any beginner class	→ Drawing & Printmaking 2 OR Painting 1 OR Sketchbook Design OR any beginner class	→ A.P. Art OR Visual Arts Portfolio
		→ Painting 1 OR any beginner class	→ Drawing & Printmaking 1 OR Painting 2 OR Sketchbook Design OR any beginner class	
	Photography 1	→ Photography 2 OR any beginner class		
3-D	Ceramics 1	→ Ceramics & Sculpture 2 OR any beginner class		→ A.P. Art OR Visual Arts Portfolio
	The Fashion of Design in Costumes & Technical Theatre may also lead to A.P. Art			
Digital	Video Production 1	→ Video Production 2 OR any beginner class		→ Visual Arts Portfolio
	Graphic Design 1	→ Graphic Design 2 OR any beginner class		→ A.P. Art OR Visual Arts Portfolio

AP® 2-D Design

Grades 11, 12 Elective Year 1 credit
 Regular schedule – 1705
 Pre-Requisite – 2 intermediate classes or 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 AP® 2-D Design. This focuses on Design and included Graphic and Photography. 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: Sustained Investigation,

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

Health & Physical Education

Required Courses	Grade Level
Physical Education (choose 2)	9, 10, 11 or 12
Lifetime Adventures and Activities Lifetime Fitness & Nutrition Physical Education Activities Summer PE	
Health	9, 10, 11 or 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 ACTIVITIES

Grades 9, 10, 11, 12 Required 1 Semester 0.25 credit
Regular Schedule – 1330

Students will participate in activities that will improve their physical and health-related skills, through these possible activities: golf, self defense, floor hockey, lacrosse, speed-a-way, softball, volleyball, starball, aerobics, and field hockey. All Physical Education courses will include physical fitness activities such as jogging, walking, jumping rope, strength training, and flexibility exercises.

LIFETIME ADVENTURES AND ACTIVITIES

Grades 9,10,11,12 Required or Elective 1 Semester 0.25 credit
Blended TEA Schedule - 1327

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 record themselves performing with several types of video's including: yoga, 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 9,10,11,12 Required or Elective 1 Semester 0.25 credit
Regular Schedule - 1328

The main focus of this course will center on designing a personal lifetime fitness and nutritional program. Students will participate in activities that will improve their physical and health-related skills, through these possible activities: yoga, pillow hockey, eclipse ball, Pickleball, soccer, orienteering, flag football, badminton, recreational activities, and archery.

All Physical Education courses will include physical fitness activities such as jogging, walking, jumping rope, 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 partial fulfillment of the Physical Education requirement

Registration form available on Mercy McAuley's website or can be found in the Counseling 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 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; substance abuse; sex education; and mental health issues. There is a course-

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.

PLEASE NOTE: Mercy McAuley requires four years of math courses to be taken on campus.

If an incoming freshman who has taken an Algebra 1 course in grade school is interested in the possibility of having credit awarded for the course, she must 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 \Rightarrow Calculus AB

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 lab experience courses, such as Anatomy & Physiology. 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 AP Biology	Elective	Elective

Biology

Grade 9 Required Full year 1.0 credits
College Prep Regular Schedule – 1504
Honors Regular Schedule – 1502

The content of this 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 1.25 credit
College Prep Regular Schedule –1524
Prerequisite: Biology

Living by Chemistry is an inquiry-based chemistry curriculum 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 around the Living by Chemistry series. Students will complete a

full year of chemistry using a guided-inquiry approach and hands-on laboratory experiences. Less emphasis is placed on mathematical concepts.

Chemistry

Grades 10 Honors Regular Schedule – 1520	Required	Full year	1.25 credits
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Prerequisite:

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. The course emphasizes conceptual understanding, mathematical problem-solving, and laboratory activities.

Chemistry

Grades 10 College Prep Regular Schedule – 1522	Required	Full year	1.25 credits
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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. The course emphasizes conceptual understanding, mathematical problem-solving, and laboratory activities.

Diversity of Life

Grade 11* Regular Schedule – 1530	Required	1 Semester (1 st)	0.5 credit
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*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 Honors Regular Schedule – 1546	Elective	Full year	1.25 credits
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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 Honors Regular Schedule – 1548	Elective	Full year	1.25 credits
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Prerequisites: recommendation of Chemistry faculty; Algebra II completed or taken concurrently.
Dual Credit option

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; color psychology – especially in marketing and advertising; music and harmonics; application of art conservation and restoration.

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 state of Ohio suggests a high school curriculum that includes Modern World History, US History, US Government, Economics and Financial Literacy, and Contemporary World Issues. In order to effectively 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 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. 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.

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			
<ul style="list-style-type: none"> - 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	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

Please note: Students may choose to take the AP US History elective junior year. This would be taken in lieu of the required Honors US History course and the EOC exam would be taken as a junior. In this case, students will still need to take an additional elective (possibly during sophomore year) to reach the 3-credit requirement.

REQUIRED COURSES

Modern World History

Grade 9	Required	1 Semester	0.5 credit
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College Prep Regular Schedule - 1912
Honors Regular Schedule - 1910

This course examines world events from 1600 to the 20th century. It explores the impact of the scientific, political, and industrial revolutions, the effects of nationalism, the focus that led to world domination by European powers via imperialism, and a war that changed empires. Topics include Historical Thinking and Skills, Age of Enlightenment (1600-1800), Age of Revolution (1750-1914), Nationalism and Imperialism (1800-1914).

In preparation for later state assessments, emphasis will be placed on the development of skills in writing, reading, geography, and critical thinking (analysis and interpretation of primary and secondary sources, events, patterns, and themes).

United States History

Grade 10	Required	Full year	1.0 credit
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College Prep Regular Schedule - 1924
Honors Regular Schedule – 1922

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. The purpose of this course is to understand how these events came to pass and their meaning for today's citizens.

The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. With an emphasis on founding documents, topics in this course include the Revolutionary Period, the Civil War era, industrialization, Progressivism, imperialism, the rise of the US as a world power, World Wars I and II, and the Cold War, and social transformation in the post-war years.

AP[®] United States History

Grade 11	Elective	Full year	1.0 credit
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Honors Regular Schedule - 1920
Prerequisite: faculty recommendation

This course is designed to provide the students with analytical skills necessary to deal with problems and issues in United States History. As an AP[®] course, considerable reading and writing are required. Emphasis will be placed on the reading and interpretation of primary and secondary source materials and documents. The student will need to clearly organize sources and historical information in answering document-based questions (DBQs) in a historical essay.

The students must be prepared to meet the demands of taking an introductory college course in United States History. The course will cover from Native American societies before Columbus through the issues of the 21st century. College credit may be gained by taking the Advanced Placement[®] exam in May.

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	Elective	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.

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.

Human Geography

Grades 9 ONLY	Elective	1 Semester	0.5 credit
Blended TEA Schedule – 1955			

Human geographers are concerned with the “who”, “what”, “where”, “why”, “when”, and “how” of humans and their relationship to the environment. The course is designed to develop greater understanding of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environments by studying their relations with each other. A few exciting topics that will be discussed: Why people choose to live in certain places, the connection between culture and geography, how agriculture effects food production, and what is the major difference between Urban and Rural societies.

Protest Movements that Shaped America

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1962			
Blended TEA Schedule – 1963			

Protest movements have shaped American society. America wouldn’t be who we are today without movements such as Women’s Suffrage, Civil Rights, Black Lives Matter and the Me Too Movement. Students taking this course will learn about tactics (marches), organizations (NAACP), and dynamic leaders (Alice Paul and Caesar Chavez). Students will have an in-depth opportunity to explore the people, places, and events that shaped these various movements. This class will include a variety of culminating activities and projects.

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.

OFFERED IN 2021-2022**History of Cincinnati (offered 2021-2022)**

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.

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
- possible 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
We highly recommend that students take two or more years of a language on campus.
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 and AP®)

For Language levels beyond AP, online and College Credit Plus (CCP) options are available.

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

Elective

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

Spanish IV

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Honors Regular Schedule – 1446

Dual Credit option

The focus of this course is culture comparisons. Students will continue 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

Honors 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

Honors 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

Honors 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

