



# **Mercy McAuley High School**

**2024-25**

## **Academic Policies and Course Offerings**

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

Catherine McAuley

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## **Charism of the Sisters of Mercy inspiring Mercy McAuley High School**

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:

**Compelled  
by Mercy**

**Educational  
Courage**

**Inspirational  
Faith**

**Principled  
Leadership**

**Voice of Dignity  
& Respect**

### **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 off campus service-learning opportunities. Women of Mercy think and learn beyond their comfort zone and are equipped to bring compassionate change to this world.

A woman of Mercy 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 a 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.

Electronic signature handbook forms are required of each student/parent each school year. The electronic signatures include updated Demographic and Emergency Contact information, the Handbook Acknowledgement, Technology Policy, Publicity Release, Breathalyzer Release, Family Income, Consent for Medical Treatment and over the Counter Medications.

## 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	FINANCIAL LITERACY	½
		(Beginning with the Class of 2026)	

**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. Graduation requirements consist of **three key components**. Here is what is needed to graduate:

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

#### **Course Completion**

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
- Financial Literacy .5 credit (beginning with the Class of 2026)
- Mercy McAuley – 4 credits of theology and two additional credits (26 credits)

## Demonstrating 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.
- ACT or SAT scores
  - ACT scores
    - English – 18 or higher
    - Mathematics – 22 or higher
    - Reading – 22 or higher
  - SAT scores
    - Writing – 430 or higher
    - Mathematics – 520 or higher
    - Reading – 450 or higher
  - These scores are subject to change and are set by Ohio's university presidents.
  - Mercy McAuley High School has selected the ACT as the college readiness assessment. All juniors take the ACT free of charge each spring.
- Enter into a contract to enlist in the military upon graduation.

## Demonstrating Readiness (Seals)

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: [Ohio's Long-term Graduation Requirements | Ohio Department of Education](#)

## Graduation Awards of Distinction

### Honors Diplomas from the State of Ohio

Mercy McAuley offers programs towards earning the Academic Honors Diploma from the State of Ohio: Please visit ODE's website at: [State of Ohio Academic Honors Diploma](#) for more information.

- **Academic Honors Diploma** (most frequently received by Mercy McAuley Graduates)  
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 1280 combined score on the SAT (no superscores per ODE). For more information visit the ODE's website page for diploma with honors.

### **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.

### **Latin Model of Awards and Valedictorian/Salutatorian**

Mercy McAuley does not have a valedictorian or a salutatorian. Instead, Mercy McAuley uses 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. Mercy McAuley does not provide class rank information to schools or scholarship venues because Mercy McAuley does not have a ranking system.

### **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. Many times an alternate elective is needed to complete a student's schedule; students should choose alternates that are of most interest and meet their interests.
- **The school reserves the right to cancel any course that does not have sufficient registration.**
- 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 7 school days of the **first** semester for ALL first and second semester classes. After this time a class may only be dropped at with an administrator’s approval
- 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<sup>®</sup>, 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.
- 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 with permission of the administration. 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.

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), Individual Education Plan (IEP) or an accommodation plan 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. Accommodations are warranted if there is a medical diagnosis that significantly interferes with a student's academic performance. This means the student's grades fall significantly short of the National Average after exhausting all Mercy McAuley resources. Once a plan is in place, the expectation is that their accommodations are used on a regular basis in the classroom. Accommodations are not meant solely for "high stake tests" and if a student is not regularly using their accommodations, we will re-evaluate the need for a plan. 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 during TEA.

#### **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. An “A” for CP classes begins with 4.0, an “A” for Honors classes begins with a 4.5 and an “A” for AP and CCP classes begins with a 5.0. This is because our classes are weighted. Mercy McAuley only reports weighted GPA’s and does not convert it for schools or scholarship venues.

### 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

### 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 by the State of Ohio 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.
4. 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.
5. 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.
6. Elementary students receiving high school credit after successfully completing a high school course will be granted high school credit for the course/s completed.

7. This credit will be recorded on the student's high school transcript as a "P" for passing. 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.
8. 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.

## **ADVANCED EDUCATIONAL OPPORTUNITIES**

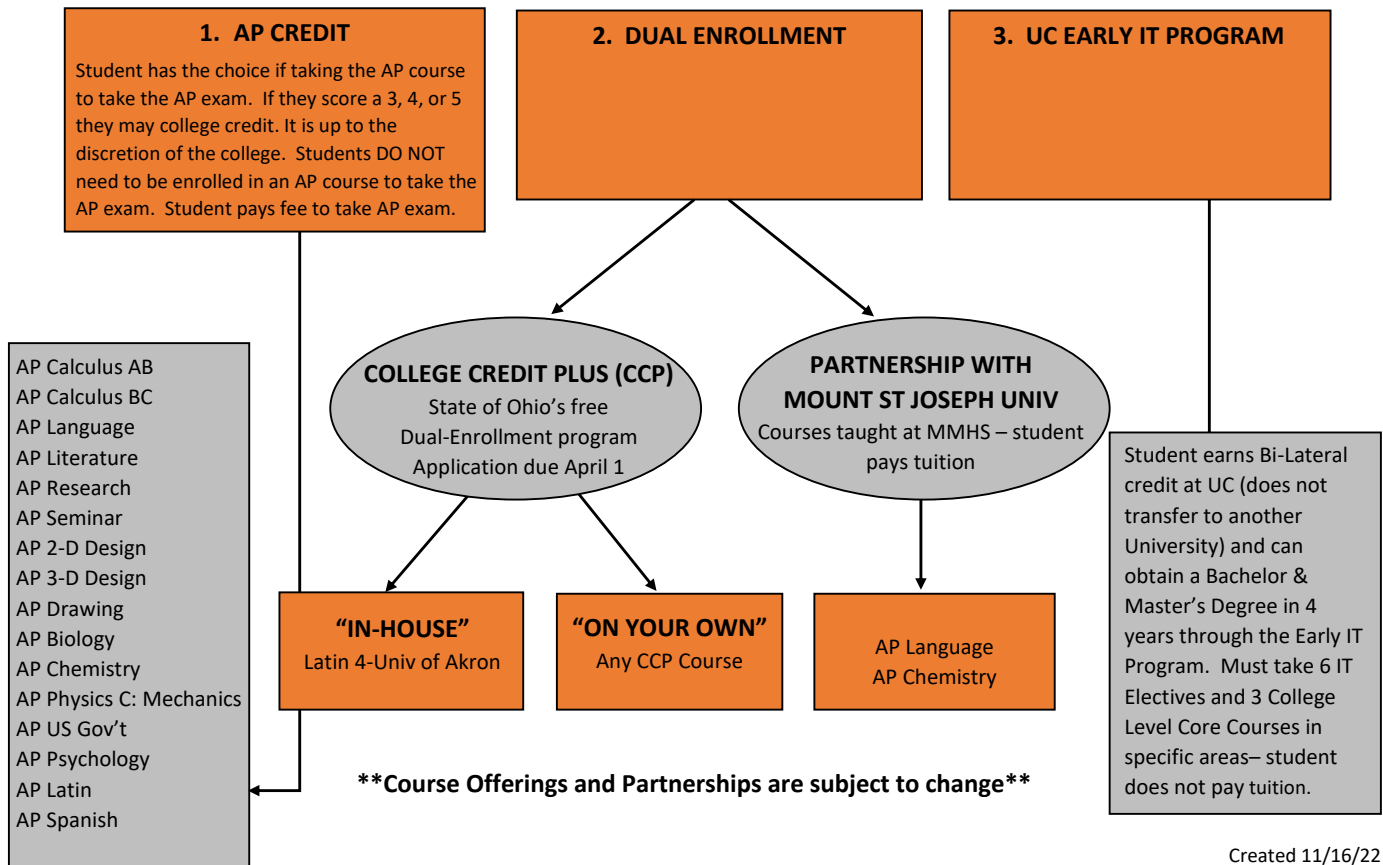
### **Credit Flex**

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.

# 3 Pathways to Earning College Credit at Mercy McAuley HS



## Advanced Placement® and Dual Credit Enrollment

Students who are taking Advanced Placement and/or Dual Credit courses have the opportunity to receive college credit. 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.

## Advanced Placement®

Students who are taking Advanced Placement 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.

The following courses are offered for AP credit:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- 2D Design
- 3D Design
- Drawing
- English Language and Composition
- English Literature and Composition
- Latin
- Physics C: Mechanics
- Psychology
- Research
- Seminar
- Spanish
- US Government and Politics

### **Dual Credit Enrollment**

Mercy McAuley has entered into an agreement with Mount Saint Joseph University for its early college credit program. These college level courses are awarded both high school credit and college credit, providing that the student earns a C or better in the course. It is important to note that these grades will be carried on a college transcript and will follow the student to college.

The Dual Credit Enrollment courses offered as of 2024-2025 at Mercy McAuley are as follows:

- AP Language and Composition = ENG 101 (3 semester credits)
- AP Biology (first semester) = BIO 111 & BIO 111A (4 semester credits)
- AP Biology (second semester) = BIO 112 & BIO 112A (4 semester credits)
- AP Chemistry (first semester) = CHE 111 & CHE 111A (3 lecture credits + 1 lab credit)
- AP Chemistry (second semester) = CHE 112 & CHE 112A (3 lecture credits + 1 lab credit)

### **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.

Mercy McAuley currently has an agreement with the University of Akron and the University of Toledo.

University of Akron = Latin IV

### University of Cincinnati Early IT Program

The UC Early IT Program is an innovative partnership between UC and MMHS. If a student completes the following 9 UC courses, or its equivalent at MMHS, with a minimum grade of a C, she will automatically be accepted to complete a bachelor's, a master's, and 20 months of work experience in just four years after high school. Students who earn a C or above in the 9 courses prior to graduating high school will receive automatic admission to any of the BSIT technical areas of Cybersecurity, Software Application Development, Networking/Systems, Game Development and Simulation, Data Technologies or BS-Cyber at UC.

There is no cost to the student to attend these courses. Grades **WILL NOT** transfer to another university.

#### 9 Required courses:

**Note: These courses are college level classes and are academically rigorous. College credit will be awarded if the student enrolls in the University of Cincinnati IT program and the student completes the course with a minimum average of 77%.**

Fundamentals of Information Technology

Computer Programming 1

Computer Networking

Fundamentals of Web Development

System Administration

Database Management 1

AP English Language & Composition/AP English Literature & Composition/AP Seminar/AP Research

AP Calculus

AP 2D Design/AP 3D Design/AP Drawing/AP Psychology/AP US Government

## **Women Lead Honors Program**

Mercy McAuley's Women Lead Honors Program offers unique opportunities for career exploration and academic achievement to eligible students. This signature, invitation only program exposes young women to careers in medicine, engineering, law, technology, and business through a specific curriculum, monthly seminars, discussion, hands-on activities, job shadows, field trips, and volunteer opportunities.

Students in the program are awarded a "leg up" with competitive colleges and universities and graduate with significant advantages in becoming leaders within these highly sought-after careers. Credit is recorded on their transcripts, showing competitive universities their experiences exceed typical extracurricular activities. One-fourth academic credit will be given per year if the student completes the requirements for the program.

Women Lead Honors Program students are mentored by professionals in their future fields- many of who are alumnae- setting the stage for vast career networking and learning opportunities!

### **Freshman Year Selection Criteria:**

Students who meet the following criteria will receive an invitation to the Women Lead Honors Program in their Freshman Year:

- 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 Score designated by Mercy McAuley
- 4) Placement in Honors English, Math, and Science classes at Mercy McAuley
- 5) Completion of the Women Lead application

### **Sophomore Year Selection Criteria:**

A student may enter the Women Lead program after her Freshman year if their average grades in Honors English, Math, and Science classes are B+ or above after the first semester. Students must also maintain placement English, Math, Science, and Social Studies Honors classes and complete a Women Lead Application.

### **The Freshman Year Women Lead Honors Program:**

The Freshman Year serves as a survey year in which 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 2-3 hours plus travel time. Participants may have opportunities to attend other workshops in various careers that are offered in the Cincinnati area. In their Freshman year, students will prepare to define one of our five Women Lead cohorts to continue with in their Sophomore-Senior years. One-fourth academic credit will be given provided the student completes the requirements for the program.

### **Sophomore, Junior and Senior Years Women Lead Honors Program:**

After the third quarter of their Freshman year (or upon receiving an invitation to join us their Sophomore year), students will choose one of the following cohorts: Women Lead Business, Women Lead Sciences, Women Lead Law, Women Lead Medicine, or Women Lead Technology.

Each of these cohorts will award students the opportunity to explore many careers through monthly seminars, network with professionals in those careers, tour facilities, and experience hands-on learning and career exploration. Most seminars are held after school and last approximately 2-3 hours plus travel time. Participants may have opportunities to attend other workshops in these career areas that are offered in the Cincinnati area. One-fourth academic credit will be given each year a student is in the program and provided the student completes the requirements for the program.

### **Requirements for All Program Participants (Freshman-Senior Year):**

- 1) Attend all monthly seminars
- 2) Complete required assignments including a yearly project or service requirement
- 3) Participate in the required curriculum of the Women Lead program.
- 4) Maintain an average grade of B+ or higher in this curriculum

## Curricular Requirements for Women Lead Honors Program

### Freshman Year Curricular Requirements:

Students in Women Lead Honors Freshman Program should be enrolled in Computer Literacy OR Fundamentals of Information Technology, and Honors courses in English, Math, Science and Social Studies.

### Women Lead BUSINESS Curricular Requirements

	ENGLISH	SOCIAL STUDIES
<b>SOPHOMORE YEAR</b>		Basic and Business Law Economics
<b>JUNIOR &amp; SENIOR YEAR</b>	Art of Speech AP English Course	Basic and Business Law Economics

### Women Lead SCIENCES Curricular Requirements:

	MATH	SCIENCE
<b>SOPHOMORE YEAR</b>	Algebra 2 (completed by the end of Sophomore Year)	Chemistry Biology (both completed by the end of Sophomore year) (4 semesters)
<b>JUNIOR &amp; SENIOR YEAR</b>	TWO of the following: Honors Pre-Calc, Calculus; AP Calculus AB, AP Calculus BC, Prob Stats 1 & 2	THREE of these: AP Biology, AP Chemistry, AP Physics, Physics, and 2 Science Semester Electives

### Women Lead LAW Curricular Requirements:

	ENGLISH	SOCIAL STUDIES
<b>SOPHOMORE YEAR</b>		Basic and Business Law
<b>JUNIOR &amp; SENIOR YEAR</b>	Art of Speech AP English Course	AP Government & Politics Basic and Business Law

### Women Lead MEDICINE Curricular Requirements:

	MATH	SCIENCE
<b>SOPHOMORE YEAR</b>	Algebra 2 (completed by the end of Sophomore Year) Trig is optional	Chemistry & Biology (completed by the end of Sophomore year) (4 semesters)
<b>JUNIOR &amp; SENIOR YEAR</b>	TWO of these: Honors Pre-Calc, AP Calculus, Calculus, Probs and Stats 1 & 2	1. Anatomy and Physiology (2 semesters) 2. TWO of the following (one must be an AP course): AP Physics, AP Biology, AP Chemistry, Physics, Science Semester Elective and Medical Terminology (4 semesters)

### Women Lead TECHNOLOGY Curricular Requirements:

	DIGITAL MEDIA & TECHNOLOGY
<b>SOPHOMORE, JUNIOR, &amp; SENIOR YEAR</b> FOUR of these:	Fundamentals of Information Technology Computer Networking Computer Programming 1 Database Management 1 Fundamentals of Web Development System Administration

## Course Offerings Summary

### Digital Media and Technology

Computer Literacy		9	Req.	1 Sem.	0.5
Computer Networking (2025-2026, 2027-2028)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Computer Programming 1 (2024-2025, 2027-2028)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Database Management 1 (2024-2025, 2026-2027)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Fundamentals of Information Tech (offered every fall)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Fundamentals of Web Development (2024-2025, 2026-2027)		9, 10, 11, 12	Elect.	1 Sem.	0.5
System Administration (2024-2025, 2025-2026)		9, 10, 11, 12	Elect.	1 Sem.	0.5

### English

Intro to Lit & Composition	CP, Honors	9	Req.	Year	1
American Lit & Composition	CP, Honors	10	Req.	Year	1
British Lit & Composition	CP, Honors	11	Req.	1 Sem.	0.5
Global Lit & Composition	CP, Honors	12	Req.	1 Sem.	0.5
AP® Language & Composition (2024-2025)	Honors	11, 12	Req.	Year	1
AP® Literature & Composition (2025-2026)	Honors	11, 12	Req.	Year	1
AP® Research	Honors	12	Elect.	Year	1
AP® Seminar	Honors	10, 11, 12	Elect.	Year	1
The Art of the Speech (offered yearly)		11, 12	Elect.	1 Sem.	0.5
Contemporary Literature (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5
Creative Writing Workshop (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5
Dystopian Literature (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5
HerStory (2024-2025, 2026-2027)		11, 12	Elect.	1 Sem.	0.5
Holocaust Literature (2024-2025, 2026-2027)		11, 12	Elect.	1 Sem.	0.5
Literature & Pop Culture (2024-2025)		11, 12	Elect.	1 Sem.	0.5
Multicultural Literature (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5
Play Time (2024-2025, 2026-2027)		10,11,12	Elect.	1 Sem	0.5

### Fine Arts

#### Theatre

Intro to Theatre		9, 10, 11, 12	Elect.	1 Sem.	0.5
On Broadway		10, 11, 12	Elect.	1 Sem.	0.5
Play Time		10, 11, 12	Elect.	1 Sem.	0.5
Theatre Arts 1		10, 11, 12	Elect.	1 Sem.	0.5

#### Music

Beginning Concert Band and Orchestra		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
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
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2-D Design 1		10, 11, 12	Elect.	1 Sem.	0.5
3-D Design 1		9, 10, 11, 12	Elect.	1 Sem.	0.5
3-D Design 2		10, 11, 12	Elect.	1 Sem.	0.5
Creative Mark Making 1		10, 11, 12	Elect.	1 Sem.	0.5
Creative mark Making 2		10, 11, 12	Elect.	1 Sem.	0.5
Sketchbook Design		10, 11, 12	Elect.	1 Sem.	0.5
Visual Arts Portfolio 1		11, 12	Elect.	Year	1
Visual Arts Portfolio 2		12	Elect.	Year	1
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
Yearbook 1		10, 11, 12	Elect.	Year	1
Yearbook 2		11, 12	Elect.	Year	1

### Health & Wellness

Physical Education Activities		9, 10, 11, 12	Req.	1 Sem.	0.25
Lifetime Activities		9, 10, 11, 12	Req. or Elect.	1 Sem.	0.25
Health		9, 10, 11, 12	Req.	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
AP® Biology (2025-2026, 2027-2028)	Honors	10, 11, 12	Elect.	Year	1.25
AP® Chemistry (2024-2025, 2026-2027)	Honors	11, 12	Elect.	Year	1.25
AP® Physics C: Mechanics (2025-2026, 2027-2028)	Honors	12	Elect.	Year	0.5
Applied Physics	CP	11, 12	Elect.	1 Sem.	0.5
Anatomy & Physiology	CP, Honors	11, 12	Elect.	Year	1
Astronomy		10, 11, 12	Elect.	1 Sem.	0.5
Intro to Engineering		10, 11, 12	Elect.	1 Sem.	0.5
Forensics: Crime Scene (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5
Forensics: Lab Approach (2024-2025, 2026-2027)		11, 12	Elect.	1 sem.	0.5
M.A.D. Science		9	Elect.	1 Sem.	0.5
Medical Terms		11, 12	Elect.	1 Sem	0.5
Microbiology & Infectious Disease (2025-2026, 2027-2028)		11, 12	Elect.	1 Sem.	0.5

Physics	Honors	11, 12	Elect.	Year	1.0
The Color Experience		10, 11, 12	Elect.	1 Sem.	0.5
Zoology (2025-2026, 2027-2028))		10, 11, 12	Elect.	1 Sem.	0.5
STNA		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
Financial Literacy		11	Req.	1 Sem.	0.5
U.S. Govt. & Politics	CP, Honors	12	Req.	1 Sem.	0.5
AP® U.S. Govt. & Politics	Honors	12	Req.	Year	1
Contemporary World Issues	CP	12	Req.	1 Sem.	0.5
American History through Film (2026-2027)		10, 11, 12	Elect.	1 Sem.	0.5
AP® Psychology	Honors	10,11,12	Elect.	1 Sem	0.5
Celebrating American Diversity (2024-2025, 2026-2027)		10, 11, 12	Elect.	1 Sem.	0.5
Economics (2024-2025, 2026-2027)		10, 11, 12	Elect.	1 Sem.	0.5
Passport Around the World		9	Elect.	1 Sem.	0.5
Law (2025-2026, 2027-2028)		10, 11, 12	Elect.	1 Sem.	0.5
Sociology (2024-2025, 2027-2028)		10, 11, 12	Elect.	1 Sem.	0.5
History of Cincinnati (2025-2026, 2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5
Protest Movements that Shaped America (2025-2026, 2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5
Psychology		10, 11, 12	Elect.	1 Sem.	0.5
Women Through History (2026-2027, 2029-2030)		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 (2024-2025)		11, 12	Elect.	1 Sem.	0.5
Hope within Suffering (2025-2026)		11, 12	Elect.	1 Sem.	0.5
Prayer and Spirituality (2024-2025)		11, 12	Elect.	1 Sem.	0.5
World Religions (2024-2025)		11, 12	Elect.	1 Sem.	0.5

### World Languages

American Sign Language		9, 10, 11, 12	Elect.	Year	1
French II		9, 10, 11, 12	Req.	Year	1
French III	Honors	9, 10, 11, 12	Elect.	Year	1
French IV	Honors	9, 10, 11, 12	Elect.	Year	1
Latin II		9, 10, 11, 12	Req.	Year	1
Latin III	Honors	9, 10, 11, 12	Elect.	Year	1
Latin IV	Honors	9, 10, 11, 12	Elect.	Year	1
AP® Latin	Honors	9, 10, 11, 12	Elect.	Year	1
Spanish I		9, 10, 11, 12	Req.	Year	1
Spanish II		9, 10, 11, 12	Req.	Year	1
Spanish III	Honors	9, 10, 11, 12	Elect.	Year	1
Spanish IV	Honors	9, 10, 11, 12	Elect.	Year	1
AP® Spanish	Honors	9, 10, 11, 12	Elect.	Year	1
Heroes and Monsters of Ancient Greece		9, 10, 11, 12	Elect.	1 Sem.	0.5

## Mercy McAuley High School Daily Class Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A BELL 8:00 – 9:12	A BELL 8:00 – 9:12	B BELL 8:00 – 9:12	A BELL 8:00 – 9:12	B BELL 8:00 – 9:12
C BELL 9:15 - 10:27	B BELL 9:15 - 10:27	C BELL 9:15 - 10:27	C BELL 9:15 - 10:27	D BELL 9:15 - 10:27
DEN 10:30 - 10:50	CLASS MEETINGS 10:30 - 10:50	SET BELL 10:30 - 11:00	DEN 10:30 - 10:50	E BELL 10:30 - 11:45
LUNCH 10:50 - 11:30	LUNCH 10:50 - 11:30	LUNCH 10:50 - 11:30	LUNCH 10:50 - 11:30	
E BELL 11:30 - 12:42	D BELL 11:30 - 12:42	E BELL 11:30 - 12:42	D BELL 11:30 - 12:42	LUNCH 11:45 - 12:25
H BELL 12:45 - 2:00	F BELL 12:45 – 1:57	H BELL 12:45 – 1:57	F BELL 12:45 – 1:57	F BELL 12:25 - 1:37
PLC MEETINGS 2:00 - 3:00	TEA BELL 2:00 - 3:00	TEA BELL 2:00 - 3:00	TEA BELL 2:00 - 3:00	H BELL 1:40 - 3:00

## Digital Media and Technology

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.

<b>Requirements</b>	
All students are required to take Computer Literacy. Honors Freshmen have the option to take Fundamentals of IT in lieu of Computer Literacy.	

<b>Freshman Year</b>	Computer Literacy or Fundamentals of IT (Honors Level students only) UC IT Courses
<b>Sophomore, Junior and Senior Years</b>	UC IT Courses

### 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. Addressing the Critical Concerns of the Sisters of Mercy, students in this course will recognize the importance of technology in the preservation of our world, learning how they can be sustainable students.

### Computer Networking (offered 2025-2026, 2027-2028)

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit  
 Blended TEA Schedule – 1061  
 Prerequisite: Computer Literacy and Recommendation

**Note: This course is a college level class and is academically rigorous. College credit will be given if the student enrolls in the University of Cincinnati IT program, and the student completes the course with a minimum average of 77%.**

The Computer Networking course explains, in a theoretical and practical framework, how communication occurs across a network. Students study such topics as computer/network hardware, network media, topologies, security, protocols, network architectures, IP addressing, & the Transmission Control Protocol/Internet Protocol (TCP/IP) model. Hands-on, active learning required.





## 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, especially those related to the critical concerns of the Sisters of Mercy 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. During their four years at Mercy McAuley, students are required to take Introduction to Literature, American Literature, British Literature and Global Literature. AP Literature and Composition fulfills the requirement for British Literature. AP Language and Composition and AP Seminar fulfill the requirement for Global Literature.

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
<b>Freshman Year</b>	English 9 – Honors Intro to Literature and Composition	English 9 – CP Intro to Literature and Composition
<b>Sophomore Year</b>	English 10 – Honors American Literature and Composition (required) AP Seminar (optional)	English 10 – CP American Literature and Composition OR Honor American Literature (recommendation required)





In this course students trace the literature of America’s earliest people to those in the present. Historical events, societal issues, and philosophical thoughts all influence the writing of the people. Critical Concerns of anti-racism, women, immigration, and the environment will be addressed as we reflect on how American writers responded to the issues of their time. Literary periods will be examined chronologically, tracing the development of American thought and dreams. In response, students will interact with the literature to analyze writings, mimic style, and deepen their own understanding of what it means to be an American, then and now. Research assignments refining technology skills will be required. Vocabulary building and the use of grammar in writing will be stressed.

**English 11 – British Literature and Composition**

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

This required semester of British Literature explores the highlights of culture and literature, including selections from the Medieval, Renaissance and Romantic eras. The impact of historical events, society issues (such as the marginalization of women, minorities, and the poor), and philosophies on writing are analyzed. Students further develop their critical thinking skills through careful reading, thought-provoking discussions, and academic writing and research projects involving the Sisters of Mercy Critical Concerns. Vocabulary building and mechanics of writing are also emphasized. **Students choose a focused selection to study second semester.**

**English 12 – Global Literature, Research and Composition**

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

This course polishes the language skills of previous English courses and prepares students for lifelong learning. Global literature examines the issues of earth, immigration, racism, nonviolence, and women both in nonfiction and literary selections. Students explore how the language arts have depicted these issues and use the filtering lens of Catholic Social Teaching and the Sisters of Mercy’s values to discuss and shape informed views on global citizenship. Toward this end, students draw upon their experiences and knowledge of these issues in Social Studies and Theology courses. The course guides students through the writing elements of college applications and continued development of vocabulary, grammar and usage skills, research skills, and critical thinking skills. Students choose a focused selection to study second semester. **Students choose a focused selection to study second semester.**

**AP® Language and Composition (offered 2024-2025)**

Grade 11,12	Elective	Full Year	1 credit
Honors Regular Schedule - 1840			
Dual enrollment option			

The first semester introduces rhetorical principles, with college admission essays providing a practical framework for study. As the course continues, students increase their understanding and application of rhetoric as they read and analyze primarily nonfiction texts, with a concentration on the Critical Concerns of the Sisters of Mercy. The curriculum will follow the one prescribed by the College Board, placing emphasis on explaining ideas, arguing







**Play Time**

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule English - 1880

Regular Schedule Fine Arts - 1741

Prerequisite – None

Need something to liven up your literary studies? How about more play time? Study plays, all kinds of plays in this course. From classical to modern, serious to silly musicals. Gain some practical experience both on and backstage in mounting and performing your own productions.

Students can either take this course for an English or Fine Arts credit. Students taking the course for an English credit can expect to focus on writing and research skills. Students taking the course for a Fine Arts credit can expect to focus on collaborative design and performance skills. All students will have the opportunity to grow in all skills through this unique co-taught learning experience. All students in the course will explore the Critical Concerns of the Sisters of Mercy in dialogue with various forms of Theatre.

## Fine Arts

Mercy McAuley offers numerous opportunities for students who have a passion for the arts. Whether it is visual arts, music or theatre, 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 2-D and 3-D arts, to drama and technical theatre, Mercy McAuley offers an abundance of fine arts courses for students. Participation in our art courses and programs inspires many students to pursue the arts even further in their college years and beyond.

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

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

### Requirements

One full credit of Fine Arts courses is required for graduation.

## Theatre

### Intro to Theatre

Grades 9, 10, 11, 12	Elective	1 Semester	0.5 credits
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Regular Schedule - 1744  
Blended TEA Schedule – 1745  
Prerequisite - None

Do you love being onstage? Have you always wondered about the magic of theatre that happens behind the scenes? This course is for you! In Intro to Theatre, you will explore basic performance and design principles. Throughout the course, you will get to choose how you meet various learning outcomes through practice of your performance skills and/or technical theatre skills. Script analysis, character development, set design, and costume design will be just some of the things you might explore in this course. Students in Intro to Theatre will explore the Critical Concerns of the Sisters of Mercy through script analysis, and explorations of note-worthy artists, designers and sustainability practices in theatre.

### Theatre Arts 1

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1742  
Blended TEA Schedule - 1743  
Prerequisite- Intro to Theatre

Did you love Intro to Theatre? Do you want to learn more? Theatre Arts 1 Is for you! In this course, you will take a deeper dive into your performance or technical theatre skills... the choice is yours! As a performer, you will focus on different schools of acting, monologue work, and more! As a technician, you will focus on all aspects of design and execution, directing, and more! Students in Theatre Arts I will choose and focus on theatre works that address the Critical Concerns of the Sisters of Mercy.







of music are studied, and students will be assessed on individual progress throughout the semester. Pianos at home are not required.

### **Piano Lab II**

Grades 9, 10, 11, 12 Regular Schedule – 1784	Elective	1 Semester	0.5 credit
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Building on the skills from Piano Lab 1, this course continues artistic performance proficiency on the instrument.

### **Vocal Ensemble I**

Grades 10, 11, 12 Regular Schedule - 1792	Elective	Full Year	1 credit
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Prerequisite: admission by audition only

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

### **Vocal Ensemble II**

Grades 11, 12 Regular Schedule - 1794	Elective	Full Year	1 credit
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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. **Participation in all performances is a requirement for the class.**

### **Vocal Ensemble III**

Grades 12 Regular Schedule - 1796	Elective	Full Year	1 credit
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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. **Participation in all performances is a requirement for the class.**

## Visual Arts

### 2-D Design

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1713

Pre-Requisite – Fundamentals

This intermediate class is for students who want to further their knowledge of art. In 2-D students will explore different ways to approach designing on a flat 2-dimensional surface. They will learn and experiment with ways to think about composition and explore how they can implement the elements of design, principles of design, and gestalt theory. Possible 2-D mediums include (but are not limited to):

- Photography
- Collage
- Digital Arts
- Batik
- Printmaking

As a TAB (Teaching Artistic Behaviors) class, this style of class will focus on the process of art making, rather than a finished product. They will do this through practicing in their sketch book, experimenting with a variety of media, and revising what they've learned through their experimentation. 2- D Design students will engage and create as they tackle issues of Women, Care for the Earth, and this year's school focused Critical Concern. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

### 3-D Design 1

Grades 9, 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1717

Pre-Requisite - None

This beginning class is for anyone who wants to learn how to create in 3-Dimensions through a variety of mediums – both conventionally and unconventionally.

Possible mediums include (but are not limited to):

- clay
- paper-mache
- wood
- wire
- felting
- found objects

They will do this through practicing in their sketch book, experimenting with a variety of media, and revising what they've learned through their experimentation. 3-D design students will engage and create as they tackle issues of Women, Care for the Earth, and this year's school focused Critical Concern. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

### 3 – D Design 2

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1719

Pre-Requisite – 3-D Design 1

This course builds on skills acquired in 3-D Design 1. It is ideal for sophomores, juniors, and seniors who want to continue their exploration of 3-D art media and technique. Students will continue to explore different ways to approach designing on a 3--dimensional surface. As a TAB class, the focus will be on the process of art making. They will continue to do this through practicing in their sketch book, experimenting with a variety of media, and revising what they've learned through their experimentation. 3- D Design students will engage and create as they tackle issues of Women, Care for the Earth, and this year's school focused Critical Concern. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression. Wheel Throwing will become an option in this course!

### AP® 2-D Design

Grades 11, 12	Elective	Year	1 credit
Regular schedule – 1721			
Pre-Requisite – 1 ½ Visual Arts credits or teacher recommendation			

AP® Art is an advanced level class 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 cohesive 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 includes Graphic Design 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, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence, women, and anti-racism as they build their own personal investigations. **Note: Students are required to complete work over the summer.**

### AP® 3-D Design

Grades 11, 12	Elective	Year	1 credit
Regular schedule – 1723			
Pre-Requisite – 1 ½ Visual Arts credits or teacher recommendation			

AP® Art is an advanced level class 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 cohesive 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® 3-D Design. This includes work in Ceramics, sculpture, Fashion, and Technical Theatre. 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, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence **Note: Students are required to complete work over the summer.**

## AP® Drawing

Grades 11, 12

Elective

Year

1 credit

Regular schedule – 1706

Pre-Requisite – 1 ½ Visual Arts credits or teacher recommendation

AP® Art is an advanced level class 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® Drawing. This focuses on mark making. Printmaking and Painting also fall under this category. 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, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence. **Note: Students are required to complete work over the summer.**

## Creative Mark Making

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule – 1721

Pre-Requisite - Fundamentals of Art

This class is an intermediate level class for students who want to further their knowledge of art. “Marking Making” is the learning how to creatively make unique marks through a variety of mediums – both conventionally and unconventionally.

Possible mediums include (but are not limited to):

- painting
- carving in clay
- needle point
- using staples
- colored pencil
- charcoal

As a TAB (Teaching Artistic Behaviors) class, this style of class will focus on the process of art making. They will do this through practicing in their sketch book, experimenting with a variety of media, and revising what they’ve learned through their experimentation. Creative Mark Making students will engage and create as they tackle issues of Women, Care for the Earth, and this year’s school focused Critical Concern. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression. With mark making, the possibilities are endless!

## Fundamentals of Visual Art Survey

Grades 9, 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule – 1716

Pre-Requisite – None

This course is a beginning level survey style class that will explore the basics of different 2-D, 3- D, and Creative Mark Making mediums. Students will learn about perspective and fundamental color theory. This course is a prerequisite for many other Visual Arts classes and is a great course for freshman and sophomores. Fundamentals



practice and understand the value of sustainability through digitally archiving images and documents. Other elements of the course include journalistic writing.

**Yearbook Editing (2<sup>nd</sup> Semester)**

Grades 9, 10,11, 12

Elective

Semester

0.5 credit

Blended TEA Schedule – 1707

Prerequisite: None

Using digital technology this beginning level course prepares and finalizes all that needs to be done to publish an amazing yearbook, which records the current school year in pictures and words. Students will work with advanced desktop publishing software. They learn the principles of layout and design and make final decisions about the layout and content placed on each page of the book. Students will also learn some principles of photography, picture cropping, and photo editing skills on the computer. They will focus on journalistic writing and copy-editing ensuring that the entire student population is equally represented, and all the information is correct.

**NOTE: This course meets during T.E.A. on both Tuesday and Thursday.**

## Health & Wellness

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

A major emphasis is placed on shaping individual values and beliefs that support healthy behaviors to allow students to create a personalized health portfolio. Students are engaged in analyzing social pressures and influences, with relation to current health concerns, in an effort to build personal competence and self-efficacy. Lifestyle sustainability is stressed through student participation in fitness and sports activities.

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) **a minimum of 1 semester must be completed by the end of the Junior Year**
- State Waiver: PE option for athletes with two interscholastic seasons

### Health & Physical Education

Required Courses	Grade Level
Lifetime Activities	9, 10, 11 or 12
Physical Education Activities	9, 10, 11 or 12
Health	9, 10, 11

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

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

#### LIFETIME ACTIVITIES

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 program. Students will participate in activities that will improve their physicality and strength through health related skills, through these possible activities: yoga, Pickleball, flag football, weight/strength training, aerobics, self-defense, recreational activities, and archery.

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

**Health**

Grades 9, 10, 11

Required

1 Semester

0.5 credit

Regular Schedule – 1310

This course provides students with practical knowledge of physical, social/emotional and mental health. Topics include nutrition; substance abuse; sex education; and mental health issues. There is a course-wide emphasis on decision-making, goal setting, and refusal skills to promote positive behaviors and continuous self-assessment. The units taught in the course emphasize the health and well-being of women.



## Mathematics

The Mathematics Department and its commitment to excellent teaching offers a challenging, individualized program designed to meet the needs of each student through a supportive environment that employs a variety of teaching styles and includes intervention plans to help students succeed at differentiated levels. 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/ Math Expressions	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 OR Prob & Stats 1 & 2

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

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

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

### Math Expressions

Grade 9 Required Full year 1 credit

College Prep Regular Schedule - 1116

Placement based on records.

This course is designed to strengthen the foundation of elementary mathematics to ensure success in Algebra I. This course will build a foundation of algebraic concepts using technology, problem solving, and cooperative learning. Students will learn to utilize a graphing calculator in appropriate situations. Concepts include algebraic operations, solving and graphing linear functions and inequalities, solving and graphing quadratic functions, and basic statistical analysis. Students in this course are required to participate in Math Numeracy, a class designed to offer extra math support.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

**Note: Math Expressions will count as one of the four math credits needed to graduate if a student masters all CP Algebra 1 content. If so, they will receive their Algebra 1 credit and move on to Geometry the following year.**

### Algebra 1

Grade 9 Required Full year 1 credit

College Prep Regular Schedule - 1112

Placement based on records.

In this course, standard Algebra skills are introduced and developed. Students will learn to utilize a graphing calculator in appropriate situations. Concepts include algebraic operations, solving and graphing linear functions and inequalities, solving and graphing quadratic functions, and statistical analysis. Some students in this course will be required to participate in Math Numeracy, a class designed to offer extra math support.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.



quadratic, and polynomial functions. Students in this course may be required to attend Math Lab which provides extra support for this class.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

### **Algebra 2**

Grades 10, 11	Required	Full year	1 credit
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Honors Regular Schedule - 1130  
Prerequisite: Geometry

This course is an expansion of the topics covered in Algebra I. Students will continue to use their graphing calculators in appropriate situations to solve problems. Topics include algebraic operations, the study of linear, quadratic, polynomial, radical, rational, exponential, logarithmic, inverse, and composition functions.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

### **Foundations of College Algebra & Foundations of Probability and Statistics**

Grade 12	Elective	Full Year	1 credit
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College Prep Regular Schedule - 1140  
Prerequisite: Faculty recommendation

This course is designed primarily for the senior college-prep level math student. In preparation for college level math, this course explores the following functions: radical, rational, exponential, logarithmic, inverse, and composition. Along with an introductory study of probability and statistics, and trigonometry. Students in this course may be required to attend Math Lab which provides extra support for this class.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

### **Pre-Calculus**

Grades 11, 12	Elective	Full year	1 credit
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Honors Regular Schedule - 1134  
Prerequisites: An average of 85% in Algebra 2 and recommendation of teacher.

This course will continue to build on and integrate all prior Algebra topics as well as take a rigorous approach to prepare students for the study of Calculus. Topics include a more thorough study of polynomial, exponential, logarithmic, and rational functions. As well as an in-depth study of the trigonometric functions.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

### **Calculus**

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



**AP® CALCULUS (AB)**

Grades 11, 12	Elective	Full year	1.5 credit
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Honors Regular Schedule and TEA Schedule - 1146

Prerequisites: An average of 85% in Honors level Pre-Calculus and **faculty recommendation.**

This course studies rates of change for continuous and discontinuous functions. Topics include the study of limits, the limit definition of a derivative, finding derivatives, interpreting derivatives in context, applying derivatives to motion problems, integrating functions, using integration to solve differential equations and to find the area and volume of curvature shapes.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

**AP® CALCULUS (BC)**

Grade 12	Elective	1 Semester (2 <sup>nd</sup> )	.75 credit
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Honors Regular Schedule and TEA Schedule - 1148

Prerequisite: Successful completion of AP® Calculus AB

This course is a continuation of AP Calculus AB. Additional integration topics include integration by parts, integrating using linear partial fractions, and evaluating improper integrals. Other topics include using Euler’s method, logistic models with differential equations, parametric equations, polar coordinates, and vector-valued functions, infinite sequences, and series.

The department acknowledges the important roles women have played throughout the history of mathematics. Embedded in each course will be a research assignment, wherein students will explore a famous female mathematician, highlighting her contribution in math, science, or physics.

**Math Numeracy 1 & 2**

Grade 9	Elective	1 Semester/Full Year	.25/.5 credit
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Blended TEA Schedule – 1156, 1157

Placement based on records.

This course is designed to strengthen and build confidence in students Pre-Algebra skills and help students be successful in their Algebra I course. Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life – at work, in practical everyday activities at home and beyond, as consumers, in managing finances, as parents helping children learn, as patients making sense of health information, and as citizens understanding the world around us.

**Math Lab 1 & 2**

Grade 10, 11, 12	Elective	1 Semester/Full Year	no credit
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Blended TEA Schedule - 1160, 1161

The purpose of Math Lab is to offer help to all students with the skills they need for positive academic performance and success in their math classes. Math Lab is open each week and students have access to many qualified math teachers and tutors who can help with homework, test prep including ACT/SAT, and any other deficiencies in their mathematical foundation. Some students are required to be in Math Lab based on past and current performance in their math classes. While there is no credit earned for this course, it has proved beneficial to students who have taken charge of their learning and seek out extra assistance and encouragement in mathematics.

## 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. 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.

Through personal witness and academic programming, the Science Department demonstrates its commitment to showcase the vital contributions of women in the field of science, emphasize the role that 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, and develop an awareness of her own potential to contribute to the scientific world.

According to the Ohio Department of Education's Graduation Requirements, students must demonstrate readiness as a part of their pathway to earning a high school diploma. To demonstrate readiness, students must earn at least two seals, one of which must be a state-defined seal. The Science Seal is a state-defined seal.

To earn Ohio's Science Seal, students must satisfy at least one of the following.

1. Earn a score of proficient on Ohio's State Test in Biology; all students will take this test at the end of their freshman year. Mercy McAuley's goal is for all students to reach "Proficient" status on the Ohio State Test.
2. Earn a final course grade that is equivalent to a "B" or higher in an Advanced Science course. *Courses considered to be "advanced science" by Mercy McAuley High School are noted in the course description book with an \**,
3. Earn a score equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate science test; or
4. Earn a "B" or higher in a College Credit Plus science course.

### Requirements

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

#### College Prep

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

#### Honors

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

## **Biology**

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

The content of this course focuses on these unifying themes: the nature of life, genetics, evolution, diversity & interdependence of life, and cells. Essential Learning Outcomes are taught through laboratory activities, demonstrations and lectures. Many online and digital resources are used such as virtual labs, interactive tutorials, and digital worksheets and case studies. The critical concern of the Earth will be emphasized as students examine human interactions with the environment and how those interactions affect the sustainability of earth and its resources, now and in the future.

## **Living by Chemistry**

Grade 10	Required	Full year	1.25 credit
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College Prep Regular Schedule –1526  
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. Through green chemistry initiatives, students will explore possibilities for reducing toxic or hazardous substances in the environment and promote the critical concern of the Earth.

## **Chemistry**

Grades 10	Required	Full year	1.25 credits
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College Prep Regular Schedule – 1522  
Honors Regular Schedule - 1520  
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. Through green chemistry initiatives, students will explore possibilities for reducing toxic or hazardous substances in the environment and promote the critical concern of the Earth.

## **ELECTIVES**

### **AP® Biology (offered in 2025-2026, 2027-2028)\***

Grades 11, 12	Elective	Full year	1.25 credits
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Honors Regular Schedule – 1546  
Prerequisite: Honors Chemistry, faculty recommendation  
Dual Credit Option

### **\*\*\*This course will alternate with AP Chemistry**

The AP Biology course is designed to be the equivalent of a college level introductory biology course. Students will deepen their knowledge and understanding of molecular and cellular biology, 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





**Astronomy**

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

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

**Introduction to Engineering**

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

This course explores many fields of engineering through project-based learning. Students will apply the principles of math and science to solve engineering design challenges. Students work in teams and will gain experience using power tools and making drawings of their prototypes. If you are considering engineering as a possible career path, this course is definitely for you.

**Forensics: Crime Scene Analysis\* (offered in 2025-2026, 2027-2028)**

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

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

**Forensics: A Laboratory Approach (offered in 2024-2025, 2026-2027)\***

Grades 11, 12	Elective	1 Semester	r0.5 credit
Regular Schedule – 1570			

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

**M.A.D. Science**

Grade 9 ONLY	Elective	1 Semester	0.5 credit
Blended TEA Schedule - 1565			

Science is EVERYWHERE and touches on every aspect of our lives. In this course, we will look at science topics presented through Movies, Audio (podcasts) and Digital media (such as YouTube, web pages, etc.) while also learning to use Microsoft Teams and OneNote at Mercy McAuley High School. Students will critically analyze sources, engage in discussion (virtually and face-to-face), and will be exposed to interesting science topics. The critical concern of the Earth will be addressed through a variety of topics, including climate change and habitat loss due to unsustainable human activity.



**The Color Experience**

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1563

The Color Experience explores the applications of color in various aspects of science and the arts. Topics include: anatomy of the eye – including dissection; optics—how the eyes perceive color and shapes, color blindness, color psychology – especially how it’s used in marketing, advertising and the use of color in films

**Zoology (offered in 2024-2025, 2026-2027)**

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1590

Zoology is the study of animals, including their characteristics and classifications, growth and development, and their comparative anatomy. Students will discover the unique behavioral and physical adaptations of animals within their environments. Some Virtual/Online dissections will be used.

A module on Marine Biology will allow students to explore the various physical and biological relationships existing in a variety of marine habitats, and topics such as: structure of the ocean, and ecological issues affecting the health of our oceans.

## 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 Department 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.

<b>Requirements</b>	
- 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 juniors.	

### 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 & Contemporary World Issues OR AP US Government **

### REQUIRED COURSES

#### Modern World History

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

This course examines world events from 1600 to the 20<sup>th</sup> 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 Scientific Revolution, Age of Enlightenment,

Industrialization, Nationalism and Imperialism (1800-1914), WWI & WWII, and the Cold War. This course will emphasize the Sisters of Mercy Critical Concern of Non-violence.

### **United States History**

Grade 10	Required	Full year	1.0 credit
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. This course will emphasize the Sisters of Mercy Critical Concern of Anti-Racism.

### **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	Full Year	1.0 credit
Honors Regular Schedule - 1928			
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 will be an emphasis during the 2<sup>nd</sup> Semester.

**Contemporary World Issues** (required for all seniors not in AP Government)

Grade 12	Required	1 Semester	0.5 credit
Regular Schedule -1938			

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 Sisters of Mercy Critical Concern (especially immigration) 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 (required beginning 2024-2025)**

Grade 11	Required	1 Semester	0.5 credit
Regular Schedule –1940			

Pursuant to Ohio State Law, all students starting with the class of 2026, are required to take a Financial Literacy course. Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect every day financial decisions, including events in the economy. **This course is required for graduation but does not count toward your required three credits of Social Studies.**

**ELECTIVES****American History through Film (offered 2026-2027, 2028-2029)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Blended TEA Schedule -1953			

The goal of this class is to enhance the student’s understanding of American History through watching movies. The films we will be watching for this class are Hollywood films rather than documentaries. The homework for this class each week will be to read an introductory PowerPoint, watch the film, and answer journal questions about the movie. In class, the students will discuss the film and complete activities that pertain to U.S. History and the film itself. The course will cover The American Revolution—September 11. There will a variety of films shown ranging from musicals to comedies, to romances, to dramas, etc. This course will emphasize the Sisters of Mercy Critical Concern of Women and Anti-Racism.

**Basic and Business Law (offered 2025-2026, 2027-2028)**

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

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

This course is required for students in the Women Lead Law program and recommended for any student interested in learning how law affects their everyday lives or interested in pursuing careers in business. The Basic Law portion will cover employment, healthcare, family, freedom of speech, juvenile, criminal law, and more. The Business Law portion will cover the ethics of business practices, licensing and copyrights, contracts, product liability, and corporations. This course will emphasize the Sisters of Mercy Critical Concerns of Women, Anti-Racism, Immigration, and Non-Violence.

**Celebrating American Diversity (offered 2024-2025, 2027-2028)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Blended TEA Schedule - 1945			

Help us celebrate the contributions by Americans of African, Asian, Latin, and Indigenous decent. The course will focus on their history in America and notable achievements. This course will allow students to dive deeper into the positive contributions that shape America. This course will emphasize the Sisters of Mercy Critical Concerns of Women, Anti-Racism, Immigration, and Non-Violence.

**Economics (offered in 2024-2025, 2026-2027)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule – 1952			

Understanding how the economy works is a key to financial success both personally and in business environment. Students who are interested in a future major and or career in business should take this course as a basic introduction to economics. Students will discover how individuals and companies decide to spend their money to satisfy their needs and wants. Students will also explore how countries interact with each other through a financial lens. This course will emphasize the Sisters of Mercy Critical Concern of Women.

**History of Cincinnati (offered in 2025-2026, 2028-2029)**

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 and culture. This course pursues the development of Cincinnati, from its infancy as a frontier town to the modern metropolis of today. It emphasizes how Cincinnati handled challenges during some of the toughest times of U.S. History. It also highlights the growth and development of the Queen City's industry, culture, entertainment, and much more. This course will emphasize the Sisters of Mercy Critical Concerns of Anti-Racism.

**Passport Around the World (offered yearly for freshmen)**

Grades 9 ONLY	Elective	1 Semester	0.5 credit
Blended TEA Schedule – 1947			

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. This course will emphasize the Sisters of Mercy Critical Concern of Earth.

**Protest Movements that Shaped America (offered 2025-2026, 2028-2029)**

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. This course will emphasize all five of the Sisters of Mercy Critical Concerns.



**Psychology (offered yearly)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1964  
(students may take Regular Psychology or AP Psychology, but not both)

This course is an appreciative view of the science of psychology. The focus is on understanding human behavior from a scientific perspective. Topics to be covered include: an introduction to psychology, biological foundations of behavior, learning, human development, and psychological disorders. Students will be exposed to real-life examples and will gain a better understanding of themselves and those around them. The course is designed for those students who might require the background for the health or “helping” professions or any student who has an interest in the study of human behavior. Throughout this course students will be encouraged to grow in their compassion and understanding for others. This course will emphasize the Sisters of Mercy Critical Concern of Women.

**AP® Psychology**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1966

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

**Beginning the 2025-2026 School Year, AP Psychology will be offered as a full-year class, offered every other year. You will not take both regular Psychology and AP Psychology – you will take just one of them.**

**Sociology (offered in 2024-2025, 2027-2028)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Regular Schedule – 1968  
Blended TEA Schedule – 1969

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

**Women through History (offered 2026-2027, 2029-2030)**

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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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.



**Church**

Grade 10  
Regular Schedule – 1220

Required	1 Semester	0.5 credit
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This course provides a study of the Church as the Body of Christ through biblical images and contemporary models. The Church will be studied through its history, sacramental presence, and ministerial outreach. The Critical Concern of Anti-Racism will be looked at through the lens of the historical period of the Early Church. Discipleship will be explored through the lives of the saints. Through this study of the saints and a look at the modern Church, the students will appreciate the importance of their participation in the life of the Church.

**Catholic Social Teaching**

Grade 10  
Regular Schedule – 1222

Required	1 Semester	0.5 credit
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Through a culture of encounter, this course introduces a greater awareness of compassion toward social injustices through the lens of Catholic Social Teaching and promotes justice as an integral part of one's commitment to be Christian. A study of national and international non-profit organizations will be used to explore the Five Critical Concerns of the Sisters of Mercy with a special emphasis on Immigration. They will explore and reflect upon a variety of moral issues confronting them and be encouraged to discern how they can follow God's will, respond more fully to God's love, and live as a disciple of Jesus Christ.

**Catholic Morality**

Grade 11  
Regular Schedule – 1230

Required	1 semester	0.5 credit
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In this course students will explore the Catholic understanding of the human person, created, and loved by God and exemplified in the humanity of Jesus Christ, which grounds the Catholic vision of morality. Students will be provided with a systematic approach to moral problem solving and conscience formation, drawing upon Catholic Social Teaching and Theology of the Body to help them develop their ability to critically examine moral issues from a Catholic perspective. Students will be able to explain the role moral decision-making plays in shaping a person's character and how choosing to live a life modeled after Jesus leads to true happiness and holiness. This can be particularly seen in the Lord's command to "love your enemies" (Mt. 5:44), through the practice of non-violence, in which we actively bear redemptive goodwill for all people. They will explore and reflect upon a variety of moral issues confronting them and be encouraged to discern how they can follow God's will, respond more fully to God's love, and live as disciples of Jesus Christ.

**Lifestyles and Relationships**

Grade 12  
Regular Schedule –1240

Required	1 Semester	0.5 credit
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In this course the student will explore her identity as a disciple of Christ. The course will focus on the spiritual, physical, philosophical, and psychological aspects of love. They will develop skills for building relationships to enhance their participation in the Body of Christ. The student will study the vocations of marriage and family life, single life, and religious life with a special emphasis on the unique perspective and Critical Concern of Women. The student will reflect on her universal call to holiness and begin to discern her vocational calling within Catholic Tradition and as a Woman of Mercy.



## 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
- possible experiential learning through travel, home-stays and student exchanges
- opportunity to earn college credit through AP® Spanish and Dual Enrollment courses in French and Latin
- 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 the same world language is required for graduation
- 3 or 4 years of the same language is 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 a minimum I-5 score in all 4 AAPPL assessments or I-5 in 4 scores with I-4 score only one score: Interpretive Reading, Presentational Writing, Interpretive Listening, and Interpersonal Speaking & Listening

### American Sign Language I

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Regular Schedule - 1705

This is an introductory course designed for students with little or no previous study of American Sign Language (ASL). This course teaches basic conversation grammar and vocabulary focusing on communication in a cultural context and the development of visual receptive and gestural expressive skills. The course includes vocabulary development, manual alphabet, numeral system, simple structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people.

### Spanish I

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Regular Schedule – 1440

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

### **French II**

Grades 9, 10, 11, 12 Online Course –1412	Elective	Full year	1.0 credit
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French II will be offered as an Online course.

French II builds upon French 1. Students will work with the French language through in-depth lesson, participate in thoughtful forum discussions and learn to interpret and produce the language in both written and oral form. New vocabulary topics will be explored. By the end of the course, students will be able to use present tense, past tense for events, and immediate future construction.

### **Latin II**

Grades 9, 10, 11, 12 Regular Schedule – 1432	Elective	Full year	1.0 credit
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This course begins with a thorough review of Latin I. More advanced vocabulary and grammar are introduced to further students' language skills. Students will focus primarily on gaining reading proficiency this year as a way to communicate with the peoples of ancient Rome. Topics of Roman culture and mythology are introduced as they pertain to the course work. During the course of Latin II, the Critical Concern of Non-Violence and the Core Value of Compassion will serve as the overarching Sisters of Mercy themes for the year.

### **Spanish II**

Grades 9, 10, 11, 12 Regular Schedule – 1442	Elective	Full year	1.0 credit
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Reviewing concepts from Level I and continuing to focus on communication, students will extend their study of the target language and culture. Through the use of authentic resources and media, students will begin to explore more complex grammar of the target language and hone communication skills. The goal of this course is for students to achieve Novice-High proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Mid proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course. Through discussions of culture and connections to thematic units, the critical concern of non-violence and women will be explored.

### **French III**

Grades 9, 10, 11, 12 Honors Online Course – 1414	Elective	Full year	1.0 credit
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French III will be offered as an online course.

French III builds upon concepts from French I and French II. Students will work with the French language through in-depth lessons, participation in thoughtful forum discussions, and learn to interpret and produce the language in both written and oral form. New vocabulary topics will be explored and new verb tenses and grammar concepts are presented and students are challenged to write and speak on their own. The goal of this course is for students to

achieve Intermediate-Low proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-High proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL’s AAPPL test will be administered as an end-of-course assessment for this course.

### **Latin III**

Grades 9, 10, 11, 12                                      Elective                                      Full year                                      1.0 credit  
Honors Regular Schedule – 1434

This course begins with a thorough review of Latin I and II. Advanced grammar topics are integrated into the study of Roman history and Classical mythology. The course centers around reading progressively more complex passages of Latin, culminating in the translation of original Latin texts from authors such as Caesar, Pliny and Catullus. Writing, listening and speaking skills are also improved through a variety of high-interest, dynamic projects. Throughout Latin III the Sisters of Mercy Critical Concern of Women and the Core Value of Service are the guiding lights for the year.

### **Spanish III**

Grades 9, 10, 11, 12                                      Elective                                      Full year                                      1.0 credit  
Honors Regular Schedule – 1444

Continuing to focus on communication, students will be introduced to advanced grammar and vocabulary in the target language. Authentic reading materials and works of literature are used to build reading skills. Writing and speaking skills are improved through a variety of interactive assignments. The goal of this course is for students to achieve Intermediate-Low proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-High proficiency in the area of interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL’s AAPPL test will be administered as an end-of-course assessment for this course. Through discussion of culture and connections to thematic units, the critical concern of Earth, immigration, women and non-violence will be explored.

### **French IV**

Grades 9, 10, 11, 12                                      Elective                                      Full year                                      1.0 credit  
Honors Online Course – 1416  
Dual Credit option

French IV will be offered as an online 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 the University of Toledo.

### **Latin IV**

Grades 9, 10, 11, 12                                      Elective                                      Full year                                      1.0 credit  
Honors Regular Schedule – 1436  
CCP option

In this course students survey the rich history of all of Latin literature by interacting with Roman authors from throughout the Mediterranean World as they explore the Sisters of Mercy Critical Concern of Anti-Racism and the Core Value of Leadership from an ancient perspective. From the epic verse of Vergil in Italy to the humorous satire of Martial in Spain and on to the haunting myths of Ovid written in exile on the Black Sea, students will experience a literary Odyssey through the 1200 year history of the Roman Empire. Advanced grammar points will be reviewed primarily through translation and composition exercises, but listening and speaking skills will continue to be



developed. 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.

### **Spanish IV**

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Honors Regular Schedule – 1446

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. Through discussion of culture, the critical concerns of women and immigration will be explored

### **AP® Latin**

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Teacher recommendation required

Honors Blended TEA Schedule – 1439

Open to advanced and highly motivated students, this course prepares students to take the AP® Latin exam. Over the course of the year, students will translate passages from Vergil's epic masterpiece poem, the *Aeneid*, and selections from Julius Caesar's *Gallic War* as prescribed by the College Board. In addition to translating, students will read other parts of the *Aeneid* and *Gallic War* in English in order to learn about the fascinating historical context of the time period leading up to Julius Caesar's assassination and the rise of the Roman Empire thereafter. Special attention is also given to the study of Latin verse, poetic devices and literary criticism in preparation for the AP® examination. The Sisters of Mercy Critical Concern of Immigration and the Core Value of Excellence will serve as touchstones of the course.

**NOTE: This course meets on Thursday TEA.**

### **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 students with the necessary skills and intercultural understanding necessary to communicate successfully in an environment where the target language is spoken. Through coursework in AP Spanish, the critical concern of immigration, earth and women will be explored.

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, presentational writing and interpersonal speaking (based on ACTFL proficiency guidelines). **NOTE: This course meets on both Wednesday and Thursday.**

**Heroes and Monsters of Ancient Greece and Rome**

Grades 9, 10, 11, 12

Elective

Semester

0.5 credit

Blended TEA Schedule - 1455

This course explores the famous tales and traditions of the Classical world. Topics include the Olympian gods, heroes such as Hercules and Perseus, monsters like Medusa and the Minotaur and the Trojan War Cycle of myths. Students will also be introduced to the Ancient Greek alphabet, learning how to write their names, as well as the names of the most famous heroes and monsters, as the ancients did. This is a very hands-on, active, project-based class designed for those interested in the fantastic stories of Greece and Rome. Throughout our studies of these pre-Christian cultures, all the Sisters of Mercy Critical Concerns and Values will be stressed as context and a counterpoint to these ancient tales.