



Mercy McAuley High School

2026-27

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	FIRST YEAR FOUNDATIONS	½
SCIENCE	3	OTHER SUBJECTS	3
WORLD LANGUAGES	2	FINANCIAL LITERACY	½

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
- 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. Students may have no more than one study hall per semester.
- 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.**
- 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
- Final course selections will be shared with students and parents/guardians by **May 20**. At that time, both the student and parent/guardian must review and sign off on the selected courses.

- All schedule changes must occur **by appointment only on two summer dates (dates TBD)**. These are the only designated schedule change dates.
- After **the summer scheduling dates, no classes may be changed or dropped** for the upcoming school year for any reason.
- The school encourages each student to register for a set of courses that will be an ambitious stretch for her, but a stretch within her reach considering all of her activities and obligations. The goal is an invigorating challenge that engages the student fully but does not overwhelm her, deprive her of needed sleep, or deny her a well-rounded experience. Ordinarily students should register for no more than three AP[®], Dual Credit, or College Credit Plus courses per year. The high school schedule does not provide the discretionary study time necessary for more than three college-level courses.
- Each student should consider more than course load when making her selections. She needs to take into account time devoted to participation in co-curricular clubs and activities, athletics, volunteer work, part time employment and other time-consuming activities. Colleges and high schools throughout the country state that the maximum number of hours a student should work outside school is **15 per week**; most recommend 12 or fewer. The student should plan ahead and be realistic about the demands she places on herself.
- 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.

Students with Learning Disabilities and Accommodations

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	91-100	4.0	4.5	5.0
A-	90	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	81-86	3.0	3.5	4.0
B-	80	2.7	3.2	3.7
C+	78-79	2.3	2.8	3.3
C	76-77	2.0	2.5	3.0
C-	75	1.7	2.2	2.7
D+	73-74	1.3	1.8	2.3
D	71-72	1.0	1.5	2.0
D-	70	.7	1.2	1.7
F	0-69	0	0	0

TEA (Time for Educational Advancement)

TEA (Time for Educational Advancement) is an innovative component of the Mercy McAuley schedule, inspired by Catherine McAuley’s spirit of hospitality—offering warmth, friendship, and a “cup of tea” as an invitation to growth and connection. During TEA, students engage in 60-minute sessions three times a week designed to advance their learning through personalized, individualized, and experiential opportunities. On Tuesdays and Thursday students will engage with their Blended TEA courses. On Wednesdays, students will engage in a variety of enrichment activities including service projects, guest speakers, portrait of a graduate work, and more!

Blended TEA courses combine direct teacher instruction with experiential, project-based learning that empowers students to take ownership of their education. Teachers play a vital role in creating dynamic learning experiences that connect classroom knowledge to the broader world.

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

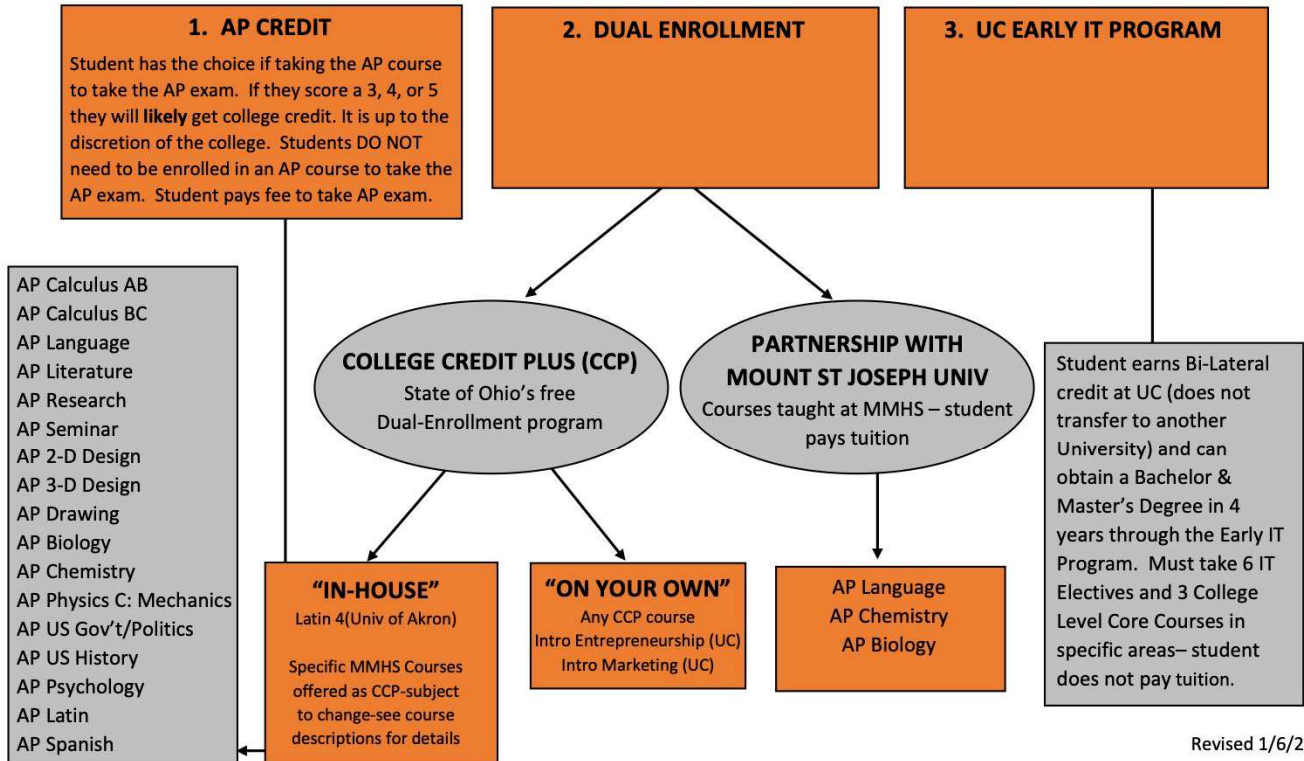
Mercy McAuley High School broadens the scope of curricular options available to students and increases the depth of study available for a particular subject. This is being accomplished through Flex Credit in Ohio Department of Education documents. It is possible to earn credit at Mercy McAuley High School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

****Course Offerings and Partnerships are subject to change****



Revised 1/6/26

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
- US History

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 for 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.

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.

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.

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 First Year Foundations OR Fundamentals of Information Technology, and Honors courses in English, Math, Science and Social Studies.

Women Lead BUSINESS Curricular Requirements

	ENGLISH	SOCIAL STUDIES
SOPHOMORE YEAR		Basic and Business Law Economics
JUNIOR & SENIOR YEAR	Art of Speech AP English Course	Basic and Business Law Economics

Women Lead SCIENCES Curricular Requirements:

	MATH	SCIENCE
SOPHOMORE YEAR	Algebra 2 (completed by the end of Sophomore Year)	Chemistry Biology (both completed by the end of Sophomore year) (4 semesters)
JUNIOR & SENIOR YEAR	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
SOPHOMORE YEAR		Basic and Business Law
JUNIOR & SENIOR YEAR	Art of Speech AP English Course	AP Government & Politics Basic and Business Law

Women Lead MEDICINE Curricular Requirements:

	MATH	SCIENCE
SOPHOMORE YEAR	Algebra 2 (completed by the end of Sophomore Year) Trig is optional	Chemistry & Biology (completed by the end of Sophomore year) (4 semesters)
JUNIOR & SENIOR YEAR	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
SOPHOMORE, JUNIOR, & SENIOR YEAR FOUR of these:	Fundamentals of Information Technology Computer Networking Computer Programming 1 Database Management 1 Fundamentals of Web Development System Administration

Course Offerings Summary

Business, Digital Media, Technology & Business

First Year Foundations		9	Req.	1 Sem.	0.5
Intro to Entrepreneurship	CCP	10, 11, 12	Elect.	1 Sem.	0.5
Intro to Marketing	CCP	10, 11, 12	Elect.	1 Sem.	0.5
Computer Networking (2028-2029, 2031-2032)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Computer Program 1 (2027-2028, 2030-2031)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Database Manage 1 (2027-2028, 2030-2031)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Fund of Information Tech (2026-2027, 2029-2030)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Fund of Web Development (2028-2029, 2031-2032)		9, 10, 11, 12	Elect.	1 Sem.	0.5
Information Security & Assurance (2026-2027, 2029-2030)		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 (2026-2027)	AP	11, 12	Req.	Year	1
AP® Literature & Composition (2027-2028)	AP	11, 12	Req.	Year	1
AP® Research	AP	11, 12	Elect.	Year	1
AP® Seminar	AP	10, 11, 12	Elect.	Year	1
The Art of the Speech (offered yearly)		11, 12	Elect.	1 Sem.	0.5
Contemporary Literature (2027-2028, 2029-2030)		11, 12	Elect.	1 Sem.	0.5
Creative Writing Workshop (2027-2028, 2029-2030)		11, 12	Elect.	1 Sem.	0.5
Dystopian Literature (2027-2028, 2029-2030)		11, 12	Elect.	1 Sem.	0.5
HerStory (2026-2027, 2028-2029)		11, 12	Elect.	1 Sem.	0.5
Holocaust Literature (2026-2027, 2028-2029)		11, 12	Elect.	1 Sem.	0.5
Literature & Pop Culture (2026-2027, 2028-2029)		11, 12	Elect.	1 Sem.	0.5
Multicultural Literature (2027-2028, 2029-2030)		11, 12	Elect.	1 Sem.	0.5
Play Time (2026-2027, 2028-2029)		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

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
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
Sketchbook Design		10, 11, 12	Elect.	1 Sem.	0.5
Visual Arts Portfolio		11, 12	Elect.	Year	0.5
Visual Arts Studio		11, 12	Elect.	Year	0.5
AP® 2-D Design	AP	11, 12	Elect.	Year	1
AP® 3-D Design	AP	11, 12	Elect.	Year	1
AP® Drawing	AP	11, 12	Elect.	Year	1
Yearbook Design 1		9, 10, 11, 12	Elect.	Year	0.5
Yearbook Design 2		10, 11, 12	Elect.	Year	0.5
Yearbook Editing 1		9, 10, 11, 12	Elect.	Year	0.5
Yearbook Editing 2		10, 11, 12	Elect.	Year	0.5

Health & Wellness

Physical Education Activities		9, 10, 11, 12	Req.	1 Sem	0.25
Lifetime Activities		9, 10, 11, 12	Req.	1 Sem	0.25
Health		9, 10, 11, 12	Req.	1 Sem.	0.5

Mathematics

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	AP	11, 12	Elect.	Year	1
AP® Calculus BC	AP	12	Elect.	1 Sem.	0.5
Math Numeracy		9	Elect.	Year	0.5

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 (2027-2028, 2029-2030)	AP	10, 11, 12	Elect.	Year	1.25
AP® Chemistry (2026-2027, 2028-2029)	AP	11, 12	Elect.	Year	1.25
AP® Physics C: Mechanics	AP	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
CNA		11,12	Elect.	1 Sem.	0.5
Intro to Engineering		10, 11, 12	Elect.	1 Sem.	0.5
Forensics: Crime Scene		11, 12	Elect.	1 Sem.	0.5
Green Tea		9, 10, 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 (2027-2028, 2029-2030)		11, 12	Elect.	1 Sem.	0.5
Physics	Honors	11, 12	Elect.	Year	1.0
Science Olympiad		9, 10, 11, 12	Elect.	Year	0.5
The Color Experience		10, 11, 12	Elect.	1 Sem.	0.5
Zoology (2026-2027 2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5

Social Studies

Modern World History	CP, Honors	9	Req.	1 Sem.	0.5
United States History	CP, Honors,	10	Req.	Year	1
AP US History	AP	10	Elect.	Year	0.5
U.S. Govt. & Politics	CP, Honors	12	Req.	1 Sem.	0.5
AP® U.S. Govt. & Politics	AP	12	Req.	Year	1
Contemporary World Issues	CP	12	Req.	1 Sem.	0.5
American History through Film (2026-2027, 2029-2030)		10, 11, 12	Elect.	1 Sem.	0.5
AP® Psychology (2027-2028, 2029-2030)	AP	10,11,12	Elect.	1 Sem	0.5
Celebrating American Diversity (2027-2028)		10, 11, 12	Elect.	1 Sem.	0.5
Economics (2026-2027, 2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5
Passport Around the World		9	Elect.	1 Sem.	0.5
Law (2027-2028, 2029-2030)		10, 11, 12	Elect.	1 Sem.	0.5
Sociology (2027-2028, 2029-2030)		10, 11, 12	Elect.	1 Sem.	0.5
History of Cincinnati (2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5
Protest Movements that Shaped America (2026-2027, 2029-2030)		10, 11, 12	Elect.	1 Sem.	0.5
Psychology (2026-2027, 2028-2029)		10, 11, 12	Elect.	1 Sem.	0.5
Women Through History (2026-2027, 2029-2030)		10, 11, 12	Elect.	1 Sem.	0.5

Theology

Intro to Catholicism					
Revelation of Christ in Scripture		9	Req.	1 Sem.	0.5
Mission of Christ in Scripture		9	Req.	1 Sem.	0.5
Ecclesiology & Hist of Catholic Church		10	Req.	1 Sem.	0.5
Catholic Social Teaching		10	Req.	1 Sem.	0.5
Sacraments		11	Req.	1 Sem.	0.5
Catholic Morality		11	Req.	1 Sem.	0.5
Vocations and Relationships		12	Req.	1 Sem.	0.5
Christianity in the Arts (2026-2027)		11, 12	Elect.	1 Sem.	0.5
Hope within Suffering (2027-2028)		11, 12	Elect.	1 Sem.	0.5
Prayer and Spirituality		11, 12	Elect.	1 Sem.	0.5
World Religions		11, 12	Elect.	1 Sem.	0.5

World Languages

American Sign Language I		9, 10, 11, 12	Elect.	Year	1
American Sign Language II		10, 11, 12	Elect.	Year	1
American Sign Language III		11, 12	Elect.	Year	1
French IV (online only)	Honors	12	Elect.	Year	1
Latin I		9, 10, 11, 12	Req.	Year	1
Latin IV	Honors	9, 10, 11, 12	Elect.	Year	1
AP® Latin	AP	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	AP	9, 10, 11, 12	Elect.	Year	1
General Electives					
Financial Literacy		11	Req.	1 Sem.	0.5
Basic Culinary Arts I		11, 12	Elect.	1 Sem.	0.5
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

Business, 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.

Requirements

Freshman Year	First Year Foundations or Fundamentals of IT (Honors Level students only), UC IT Courses
Sophomore, Junior and Senior Years	UC IT Courses, UC Business courses

First Year Foundations

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

This survey course focuses on computers and community. First Year Foundations 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 skills in productivity applications. Students will develop critical thinking and logic skills through an introduction to Business, Technology, and Digital Media. Along with technology, students will focus on what it means to be in a community through their journey at Mercy McAuley. Students will explore inclusivity, empathy, diversity, and more. 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 to students online and in community.

University of Cincinnati IT Courses

These courses are available as Bi-Lateral UC credit or as CCP credit as long as the process is followed and approved through the state. CCP credit is only for in-state students.

(Offered 2026-2027)

Fundamentals of Information Technology (2026-2027, 2029--2030)

Grades 9, 10, 11, 12	Elective	1 Semester – 2 nd	0.5 credit
Blended TEA Schedule - 1033			

Prerequisite: Computer Literacy/1st Year Foundations and Recommendation. To be successful taking an IT course spring semester of Freshmen year, you should be enrolled in all Honors Level courses.

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%.

This course is an introduction to the field of Information Technology including technology concepts, terminology, hardware components and software applications. Students will be introduced to, and asked to apply, basic skills in the core areas of information technology such as programming, database management, networking, systems administration, web development and the basic research, problem solving, and decision-making skills required to be successful in this field. The course emphasizes the role of technical communication, project management, languages, tools, models and application architectures within the IT development process. This course will earn you 3 credit hours and meets in-person, three times a week, for one semester. It is comprised of 14 modules, each covering a specific topic are in the field of IT. Generally, each module will include a quiz, an IT design project, and a hands-on learning lab.

Information Security and Assurance (offered 2026-2027 2029-30)

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit

Blended TEA Schedule - 1065

Prerequisite: Computer Literacy/1st Year Foundations and Recommendation. To be successful taking an IT course spring semester of Freshmen year, you should be enrolled in all Honors Level courses.

Note: This course is a college level class and thus is academically rigorous. College credit will be given if the student enrolls in the University of Cincinnati IT program.

This course is an overview of information security and assurance and how it can be used to mitigate cyber-attacks. This course provides the foundation for understanding the key issues associated with protecting information assets, how to do effective risk assessments, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. The course also provides an overview of various cyber-attacks and how they can negatively impact the bottom line. The purpose of the course is to provide the student with an overview of the damage that cyber-attacks can cause and provide some understanding of how these attacks can be minimized. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the information security planning and staffing functions. This is an entry level course into the field of information security.

Computer Networking (offered 2028-2029, 2031-2032)

Grades 9, 10, 11, 12 Elective 1 Semester 0.5 credit

Blended TEA Schedule – 1061

Prerequisite: Computer Literacy/1st Year Foundations and Recommendation. To be successful taking an IT course spring semester of Freshmen year, you should be enrolled in all Honors Level courses.

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.

in the next course in the sequence. You will learn HTML5, CSS3, responsive and user-centric design, XML, and SVG. Hands-on active learning required. This course is one of six semester-long courses that you need to take as a student at Mercy McAuley who is seeking to gain admission to the UC Early IT program.

University of Cincinnati CCP Business Courses

Introduction to Entrepreneurship

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Blended TEA Schedule – 1013
Prerequisite: None
CCP course through the University of Cincinnati

This course is offered in an online capacity with asynchronous instruction and content provided by a UC instructor. Non-Ohio residents: You cannot take this course for CCP credit because you cannot get funding from the State of Ohio, but you can apply under dual enrollment with a heavily reduced tuition price.

This course prepares entrepreneurs for the rewards and pitfalls of an entrepreneurial career choice. The content focuses on the essentials of effective management of a start-up company. These topics are also applicable to successfully creating a new product or service within an existing company and as a force for social change. Understanding the positioning of a new company to meet the various marketing, financial, and technological challenges is of central emphasis as well. The course integrates "real-time" decision-making for key management issues as students follow the development of a new venture. Through cases, exercises and discussion students apply course concepts to actual business scenarios to practice the broad range of skills required to start and build a company in today's complex world.

Introduction to Marketing

Grades 10, 11, 12	Elective	1 Semester	0.5 credit
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Blended TEA Schedule – 1015
Prerequisite: None
CCP course through the University of Cincinnati

This course is offered in an online capacity with asynchronous instruction and content provided by a UC instructor. Non-Ohio residents: You cannot take this course for CCP credit because you cannot get funding from the State of Ohio, but you can apply under dual enrollment with a heavily reduced tuition price.

Marketing activities, analysis, strategies, and decision making in the context of other business functions. Topics include integration of product, price, promotion, and distribution activities; research and analysis of markets, environments, competition, and customers; market segmentation and selection of target markets; and emphasis on behavior and perspectives of consumers and organizational customers. Planning and decision making for products and services in profit and nonprofit, domestic and global settings.

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.

Electives are available to students in their sophomore, junior and senior years. Juniors and seniors may also take additional focused selection 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
Freshman Year	English 9 – Honors Intro to Literature and Composition	English 9 – CP Intro to Literature and Composition
Sophomore Year	English 10 – Honors American Literature and Composition OR AP Seminar	English 10 – CP American Literature and Composition OR Honors American Literature (recommendation required)

English 10 – American Literature and Composition

Grade 10	Required	Full year	1 credit
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College Prep Regular Schedule – 1822
Honors Regular Schedule – 1820

In this course students trace the literature of America’s earliest people to those in the present. Historical events, societal issues, and philosophical thoughts all influence the writing of the people. 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. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

English 11 – British Literature and Composition

Grade 11	Required	1 Semester	0.5 credit
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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. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts. **Students choose a focused selection to study second semester.**

English 12 – Global Literature, Research and Composition

Grade 12	Required	1 Semester	0.5 credit
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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 should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts. **Students choose a focused selection to study second semester.**

AP® Language and Composition (offered 2026-2027)

Grade 11,12	Elective	Full Year	1 credit
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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 points, and persuading readers. Upon successful completion of the course, students can receive college credit through the Dual Credit program. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 2 hours per week of writing and reading components to reinforce in-class concepts.

AP® Literature and Composition (offered 2027-2028)

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

This course concentrates on British Literature as an advanced placement option for those students planning to take the AP® Literature and Composition exam. Students explore the rich heritage of culture and literature from the British Isles, beginning with their roots in the Medieval Period, working chronologically through the Renaissance, Romantic, and Victorian Eras, and culminating with contemporary works encompassing more global selections. Because this is an advanced placement course, emphasis is placed on analysis, writing, and research. Students are expected to respond to the literature as well as to the historical time periods to support their responses. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

AP® Seminar

Grades 10, 11, 12	Elective	Full Year	1 credit
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Honors Regular Schedule – 1829

AP® Seminar is the first of two courses required for the AP® Capstone. According to College Board, “This course fosters research, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning. [It] offers students a unique opportunity to distinguish themselves to colleges and universities.” Students study articles, speeches, and personal accounts and develop their own perspective through written essays and presentations, both group and individual. The topics vary, depending on the interests of the students. Students research real world problems that span across the globe as they consider various perspectives and make recommended solutions. In this course, women learn how to be scholars and problem solvers in the diverse, and ever changing world we live in today. Students should expect 2-3 hours per week of independent research and writing, especially second semester.

NOTE: Students can take this course as an elective or as one of the required English courses. Please check with your counselor and English teacher for more information.

AP® Research Blended

Grades 11, 12	Elective	Full Year	1 credit
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Honors Blended TEA Schedule - 1837
Prerequisite: AP® Seminar

AP® Research is the second of two courses required for the AP® Capstone. Students who successfully complete this course along with the AP Seminar and achieve a score of 3 or higher on four other AP® exams will receive an AP Capstone diploma. According to College Board, this course “allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question.” Students produce an academic paper of 4,000-5,000 words and a presentation with an oral defense. Students are strongly encouraged to pursue research topics that address the critical concerns of the Sisters of Mercy. Offered in TEA as a blended course. Students should expect 3-4 hours of independent research outside of class.

NOTE: Students can take this course as an elective. Please check with your counselor and English teacher for more information.

ELECTIVES

(Offered 2026-2027)

The Art of the Speech (offered yearly)

Grades 11, 12	Elective	1 Semester – 2 nd	0.5 credit
Regular Schedule – 1850			
Blended TEA Schedule – 1851			

Great speeches persuade and influence people, and effective storytelling helps students reach college, community, and personal goals. Students study effective speech models to improve their own communication and leadership skills as well as participate in evolving global dialogue. This course explores the techniques speechwriters and speakers use, from research to rhetoric, to shape messages that move people and change the world. Students actively participate in discussions, engage in research, and write critical reflections. After taking this course, young women will feel more equipped and empowered using their voices to lead others, both inside and outside the classroom walls. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

HerStory (offered 2026-2027)

Grades 11, 12	Elective	1 Semester -2 nd	0.5 credit
Regular Schedule - 1860			

HerStory is a semester-long course that addresses current issues facing global women of today, through the lens of the Sisters of Mercy’s Critical Concerns. The goals of the course include critical reflection on global issues, study of influential women, and, most important, development of personal voice as women in today’s society. Students actively participate in discussions and pro-activism projects, engage in research, and write critical reflections. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

Holocaust Literature (offered 2026-2027)

Grades 11,12	Elective	1 Semester – 2 nd	0.5 credit
Regular Schedule - 1862			

Students explore various genres for political, cultural, economic, and social implications of the Holocaust. Additionally, the roles of gender, religion, and Second Generation impact of the Holocaust are investigated. Students note how fantasy and humor are used as literary responses to catastrophe and observe memory versus fact as these impact the collective memory of society. Students actively participate in discussions, engage in research, and write critical reflections. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

Literature and Pop Culture (offered 2026-2027)

Grades 11, 12	Elective	1 Semester – 2 nd	0.5 credit
Blended TEA Schedule – 1871			

Literature does not simply exist in books; it exists in all facets of life, including television and films. Both are closely related to typical forms of literature, such as novels, plays, and poetry. In the past, books provided commonality for cultures; now, however, that role is played by television shows and films. What is the relationship, then, between literature and popular culture? By viewing and analyzing literary pieces, television shows, and films, this class studies the way popular culture has influenced literature as well as how literature has influenced pop culture. Students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

Play Time (Offered 2026-2027)

Grades 10, 11, 12	Elective	1 Semester - 2 nd	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. Students should expect 45 minutes of Membean (online vocabulary program) per week. Additionally, students should expect 1-2 hours per week of writing and reading components to reinforce in-class concepts.

(Offered 2027-2028)

Multicultural Literature (offered 2027-2028)

Grades 11, 12	Elective	1 Semester	0.5 credit
Regular Schedule - 1866			

Certain experiences have emerged across world literature: generational conflicts, socio-political adversity, the struggle of the individual against society, coming of age, the question of war, and the difficulty of human relationships. Through the lens of the Sisters of Mercy Critical Concerns, students learn about various cultures both in their country and throughout the world in order to discuss and write about experiences that are woven into the fabric of a common humanity, including but not limited to immigration, racism, and non-violence. Students actively participate in discussions, engage in research, and write critical reflections. Students should expect 45 minutes of Membean (online

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. 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 pass/fail

Regular Schedule- 1744

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 pass/fail

Blended TEA Schedule - 1743

Prerequisite- None

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.

On Broadway...

Grades 10, 11, 12

Elective

1 Semester

0.5 credit pass/fail

Blended TEA Schedule - 1747

Prerequisite- None

Whether you love being onstage, backstage, or in the audience... this is the class for you! In “On Broadway...” we will explore the historical and social context of the Broadway musical. Throughout the course you will have the opportunity to improve your performance skills, your work as a designer or technician, your approach as a director, and even your writing skills! The course will culminate in a class produced showcase. Through their exploration of the history of Broadway, students will encounter the Critical Concerns of Racism, Non-Violence, and Women.

Play Time

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

Music

Chorus I

Grades 9, 10, 11, 12	Elective	1 Semester	0.25 credit
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Blended TEA Schedule – 1759

Love to sing or want to give it a try? Chorus is a welcoming, no-pressure class where students of all experience levels can enjoy making music together. In this course, you'll learn the basics of healthy vocal technique, how to read music, and how to sing in two- and three-part harmony. We'll explore a wide variety of choral music from different cultures and styles, and you'll grow your confidence through group singing—no solo singing required! Chorus performs at the annual Christmas and Spring Concerts in the Mercy McAuley Auditorium. **Participation in the concert is a requirement at the end of the semester.** No experience? No problem. Just bring your voice and your enthusiasm!

Chorus II

Grades 9, 10, 11, 12	Elective	1 Semester	0.25 credit
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Blended TEA Schedule – 1761

This course will build on the skills from Chorus I, as students continue to develop fundamental vocal techniques, learn to read music, and explore a diverse repertoire of choral music from various cultures and genres. (See Chorus I for more

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 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 preparing 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.** The amount of work outside of class will depend on the scope of the project each student chooses to pursue. Most students find the greatest success by dedicating about two hours per week outside of class. Participation in critiques and attendance at the culminating art show are required.

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 preparing 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 making marks. 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.** The amount of work outside of class will depend on the scope of the project each student chooses to pursue. Most students find the greatest success by dedicating about two hours per week outside of class. Participation in critiques and attendance at the culminating art show are required.

Creative Mark Making

Grades 10, 11, 12	Elective	1 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

techniques, combined with artistic voice and expression. Work outside of class will vary depending on the scope of the project, typically about an hour a week.

Visual Arts Studio

Grades 10, 11, 12	Elective	1 Semester – 2 nd	0.5 credit
Regular schedule –			
Pre-Requisite – 2 Art classes			

This intermediate level course is for sophomores, juniors and seniors who have already taken several art classes and want to continue making art. This course teaches students how to develop ideas and enhance creativity through guided methods and approaches. The students will gain confidence in what it means to have an “artistic voice” and to communicate with a viewer. Students will experiment with a broad range of media at first and later to specific media to meet the needs of the artist as the course progresses. Work outside of class will vary depending on the scope of the project, typically about an hour a week.

Yearbook Design

Grades 9, 10, 11, 12	Elective	1 Semester – 1 st	0.5 credit
Regular Schedule - 1786			
Prerequisite: None			

Get ready for one of the most hands-on, creative, and collaborative classes you’ll take at Mercy McAuley! In Yearbook Design, students become designers, photographers, writers, and storytellers, all working together to create a stunning yearbook that captures what it’s like to be a Mercy McAuley student *right now*.

You’ll discover how powerful design can be as you explore composition, design principles, and Gestalt theory to communicate ideas visually. Along the way, you’ll gain real-world experience in layout design, photography, writing, and digital publishing using professional software and tools.

This face-to-face, first-semester course is fast-paced, fun, and full of teamwork. Students who want to see the book through completion can continue their experience by enrolling in Yearbook Editing offered during TEA. This is an option and not required. **Note: About an hour of homework a week is required to gather content and keep organized.**

Yearbook Design 2

Grades 10, 11, 12	Elective	1 Semester – 1 st	0.5 credit
Regular Schedule - 1788			
Prerequisite: Yearbook Design 1			

Take your creativity and leadership to the next level! In this course, students continue to build on their knowledge of design, photography, writing, and digital publishing, while gaining more decision-making power over the look, style, and content of the yearbook. Yearbook Design 2 is designed for students who have completed Yearbook Design 1 and want to create another yearbook. Students have the option to take on leadership roles within the yearbook team.

Note: Work outside of class will vary depending on project scope and how well class time is managed.

Yearbook Editing (2nd Semester)

Grades 9, 10,11, 12	Elective	1 Semester – 2 nd	0.5 credit
Blended TEA Schedule – 1707			
Prerequisite: None			

Step into the heart of the action with Yearbook Editing, where students bring the Mercy McAuley yearbook to life! Using advanced digital technology and desktop publishing software, this course gives students the chance to finalize every page of the yearbook, capturing the school year in unforgettable photos, words, and design.

Students will make key decisions about layout, content, and visual storytelling, they will be sharpening skills in photography, cropping, and photo editing. They will also focus on journalistic writing and copy-editing, ensuring that every student is represented accurately and fairly, and that the book reflects the true spirit of Mercy McAuley.

Note: About an hour of homework a week is required to gather content and keep organized.

Yearbook Editing 2 (2nd Semester)

Grades 10,11, 12

Elective

1 Semester – 2nd

0.5 credit

Blended TEA Schedule – 1707

Prerequisite: Yearbook Editing 1

Students will continue using digital technology and lead their peers as they prepare and finalize all that needs to be done to publish an amazing yearbook, which records the current school year in pictures and words. Students will continue to work with advanced desktop publishing software. They learn the principles of layout and design and make final decisions about the layout and content place on each page of the book. Students will also continue to advance in photography skills such as picture cropping, and photo editing skills on the computer. They will focus on 38 journalistic writing and copy-editing ensuring that the entire student population is equally represented and all the information is correct. As veteran staff students are expected to take on leadership roles which require some additional work about 1-1.5 hours of a week is required .

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
Blended TEA Schedule - 1325

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
Blended TEA schedule - 1311

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.

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
Algebra 1	Geometry	Algebra 2	Foundations of College Algebra & Prob & Stats

Honors Sequences:

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

Algebra 1

Grade 9 Required Full year 1 credit

College Prep Regular Schedule – 1112

College Prep Regular Schedule + Math Numeracy (TEA) - 1118

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. Students should expect to spend 1 to 1.5 hours working on the content outside of class time each week.

Algebra 1

Grade 9 Required Full year 1 credit

Honors Regular Schedule - 1110

Placement based on records, placement test, and/or EOC exam

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, and exponential functions, and statistical analysis. The same content will be covered as in other Algebra I courses but in greater depth and at a faster pace. Students should expect to spend 2 hours working on the content outside of class time each week.

Geometry

Grades 10 Required Full year 1 credit

College Prep Regular Schedule - 1122

Prerequisite: Algebra 1

This course stresses the basic definitions and structures of geometry. Algebraic skills are integrated within the content and required to master geometric concepts. Topics include angle relationships, logical reasoning, rigid transformations, symmetry, right triangles, trigonometry, congruence and relationships in triangles, similarity, quadrilaterals, area, volume, circles and probability. Students in this course may be required to attend Math Lab which provides extra support for this class. Students should expect to spend 1 to 1.5 hours working on the content outside of class time each week.

Geometry

Grades 9, 10 Required Full year 1 credit

Honors Regular Schedule – 1120

Prerequisite: Algebra 1

This course is a continuation of Probability and Statistics 1. Topics include the study of observations, surveys, and experiments, confidence intervals, hypothesis testing, and inferences. Students will leave this course able to reason statistically and prepared for college level statistics. Students should expect to spend 2 hours working on the content outside of class time each week.

This course may be taken concurrently with another math course.

AP® CALCULUS (AB)

Grades 11, 12	Elective	Full year	1.5 credit
Honors Regular Schedule and TEA Schedule - 1146			
Prerequisites: An average of 85% in Honors level Pre-Calculus and <u>faculty recommendation</u> .			

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. Students should expect to spend 2 hours working on the content outside of class time each week.

AP® CALCULUS (BC)

Grade 12	Elective	1 Semester (2 nd)	.75 credit
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. Students should expect to spend 2 hours working on the content outside of class time each week.

Math Numeracy 1 & 2

Grade 9	Elective	1 Semester/Full Year	.25/.5 credit
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. Students should expect to spend 1 to 1.5 hours working on the content outside of class time each week.

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. Students should expect to spend 1-2 hours working on the content outside of class time each week.

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. Students should expect to spend 1-2 hours working on the content outside of class time each week.

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. Students should expect to spend 1-2 hours working on the content outside of class time each week.

ELECTIVES**Offered 2026-2027****AP® Chemistry (offered in 2026-2027, 2028-2029)***

Grades 11, 12	Elective	Full year	1.25 credits
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Honors Regular Schedule – 1548
Prerequisites: Chemistry, faculty recommendation; Algebra II completed or taken concurrently.
Dual Credit option

Green Tea

Grades 9, 10, 11, 12
Blended TEA Schedule – 1531

Elective

1 Semester

0.5 credit

Connect with and understand the outdoors in a new way! You will develop skills in gardening, local plant and animal identification, and conservation. Topics covered range from biodiversity to sustainability. Content is taught with an emphasis on hands-on learning, and class will occur outdoors when the weather permits. Students will also participate in a city-wide environmental stewardship competition through the Civic Garden Center. Students should expect to spend 1-2 hours working on the content outside of class time each week.

M.A.D. Science

Grade 9 ONLY
Blended TEA Schedule - 1565

Elective

1 Semester

0.5 credit

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. Students should expect to spend 1-2 hours working on the content outside of class time each week.

Medical Terminology*

Grades 11, 12
Blended TEA Schedule – 1459

Elective

1 Semester

0.5 credit

This course emphasizes the meaning and stories behind the Latin and Greek word roots at the base of common medical and anatomical terms. Using myths and famous historical events from Ancient Greece and Rome, students will discover the hidden language within the human body. The course is structured to give an overview of the major organ systems of the body. The face-to-face portion of the class will be very active and hands-on include modeling of major organ systems using the *Anatomy on Clay Learning System*[®]. This class is designed for those interested in breaking down complex scientific terms in new and creative ways to uncover the fascinating tales inside all of us. Students should expect to spend 1-2 hours working on the content outside of class time each week.

Physics *

Grades 11, 12
Honors Regular Schedule – 1532
Prerequisites: Algebra II completed or taken concurrently, Chemistry

Elective

Full year

1.0 credit

Physics is the science that studies the relationships between matter and energy. The curriculum is designed to prepare students interested in science and/or health-related fields for future courses in physics. The topics covered include the conservation laws, force and motion centered on Newton's Laws of Motion, wave phenomena including sound and light, and a study of magnetism and electricity. The course emphasizes conceptual understanding, mathematical problem-solving, and laboratory activities. Students should expect to spend 1-2 hours working on the content outside of class time each week.

Science Olympiad

Grades 9, 10, 11, 12
Blended TEA Schedule – 1535

Elective

Full Year

0.5 credit, pass/fail

The main focus of this class will be to prepare and compete in the regional Science Olympiad.

Medical Assistant Certification Program (beginning 2027-28 – alternates with CNA Program)

Grades 11, 12

Elective

2 semester

1.0 credit

Medical Assistants are on the frontlines of patient care in one of the fastest growing occupations in healthcare. Our program trains you to take on a variety of critical tasks, including how to record vital signs, explain treatment procedures, assist the healthcare provider during exams, draw blood, and more. Curriculum Highlights include Anatomy and physiology, CPR and first aid, Medical terminology, Medical math, Computer basics, and Pharmacology. Upon completion of the program, you will be prepared to take the [Medical Assistant Certification \(CCMA\)](#) and be credentialed through the [National Healthcareer Association \(NHA\)](#). Students will also be CPR certified.

The MA program comes at an additional cost to the student. This covers all lab materials, a set of scrubs, the state exam fee and the instructors. The cost for the program is approximately \$2,352 per student. The course fee for this program is over and above the cost of tuition.

Microbiology & Infectious Disease (Offered 2027-2028, 2029-2030)*

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1584

This course covers the fundamentals of microbiology and includes the study of bacteriology, virology, microbial cell structure, biotechnology, microbial growth and control, epidemiology, pathophysiology, and specialized laboratory techniques. Students will be introduced to normal microorganisms living in and on humans, the role of microorganisms in disease, and use of microorganisms in food and other industrial applications. Students should expect to spend 1-2 hours working on the content outside of class time each week.

Social Studies

The state of Ohio suggests a high school curriculum that includes Modern World History, US History, US Government, Economics 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.

Requirements

- 2.5 credits of prescribed course work (Modern World History, US History, US Government and Contemporary World Issues)
- .5 credits of elective coursework

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 OR AP 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 20th century. It explores the impact of the scientific, political, and industrial revolutions, the effects of nationalism, the focus that led to world domination by European powers via imperialism, and a war that changed empires. Topics include 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
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College Prep Regular Schedule - 1924
Honors Regular Schedule – 1922

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

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

AP® United States History

Grade 10	Elective	Full year	0.5 credit
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Honors Blended TEA Schedule – 1923
Prerequisite: faculty recommendation

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

The students must be prepared to meet the demands of taking an introductory college course in United States History. The course will cover from Native American societies before Columbus through the issues of the 21st century. College credit may be gained by taking the Advanced Placement® exam in May. This course will emphasize the Sisters of Mercy Critical Concern of Anti-Racism.

Note: Students will schedule Honors US History and also schedule AP US History during Tea bell.

United States Government & Politics

Grades 12	Required	1 Semester	0.5 credit
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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
 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 2nd 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.

ELECTIVES**(Offered 2026-2027)****American History through Film (offered 2026-2027, 2029-2030)**

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.

Economics (offered 2026-2027, 2028-2029)

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

Sociology (offered 2027-2028, 2029-2030)

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1968

Blended TEA Schedule – 1969

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

Students will gain a deeper understanding of the major sections and stories of salvation history, connecting biblical truths to their personal faith journeys. Through the guidance of the Church’s authentic interpretation, they will study the historical, literary, and theological contexts of Scripture to encounter God’s self-revelation more fully.

Practical skills for using Scripture in personal prayer and Church practices will be developed, empowering students to integrate the teachings of the Old Testament into their daily lives. Reflecting on the dignity of the human person as created in God’s image, students will grow in their ability to live as disciples of Jesus Christ, applying the wisdom of Scripture to the challenges of today’s culture.

The Mercy Core Values—especially Compassion, Service, and Justice—are deeply reflected in this course, as students will be challenged to recognize God’s call to serve others in love and mercy, just as Catherine McAuley did throughout her life. By studying Scripture and the life of Catherine McAuley, students will come to a deeper appreciation of God’s invitation to live out the Gospel with compassion and respect for human dignity. They will be inspired to follow her example of service to those in need, bringing the light of Christ to a world in need of healing and justice.

The Mission of Jesus Christ (New Testament)

Grade 10 Required 1 Semester 0.5 credit
Regular Schedule – 1220

This course invites students to a transformative journey into the New Testament to deepen their knowledge and appreciation of Jesus Christ as the ultimate Revelation of God. Through a comprehensive exploration of the major sections of the New Testament, students will encounter the stories of Jesus and be introduced to the profound mystery of Christ as the living Word of God and the Second Person of the Blessed Trinity.

In alignment with the Mercy Core Values, this course will foster a deeper understanding of the dignity of each person, emphasizing the value of compassion, respect, and service. Students will reflect on how the person of Jesus Christ, revealed in the gospels, calls them to live out the principles of justice and mercy in their own lives. By examining the Incarnation and its implications for their identity, students will be encouraged to cultivate a spirit of service, seeing others as companions on their journey of faith and extending Mercy to all, especially the marginalized. In doing so, they will be challenged to embody the Mercy Charism in their relationships with others, living out the mission of Jesus Christ as disciples who are transformed by His love.

Ecclesiology & History of the Catholic Church

Grade 10 Required 1 Semester 0.5 credit
Regular Schedule – 1222

This course invites students to explore the profound reality of the Catholic Church as both a divine and human institution, where they can encounter the living Jesus Christ through its community, sacraments, and mission. Students will delve into the Church’s vital role in the modern world, discovering how their active participation contributes to its mission to bring Christ’s love to all.

Through a study of significant events in Church history, students will uncover the lasting impact of these moments on the present and the dynamic interplay of continuity and growth in the Church’s story. The course also examines the Church as the living covenantal relationship between God and His people—the Bride of Christ—illuminating the Theology of the Body principles such as mutual self-gift, pure love, and the call to holiness.

This class equips students with a deeper understanding of the Church’s identity and invites them to embrace their role in its ongoing journey. In particular, it connects with the charism of Catherine McAuley, founder of the Sisters of Mercy, whose life and work were dedicated to serving Christ through the Church’s mission to care for the poor, educate, and promote social justice. Students will discover how McAuley’s understanding of the Church as a community of love, service, and transformation mirrors the theological principles explored in the course. Her example challenges students to live out their faith in a world that desperately needs the compassion and commitment of the Church.

Sacraments

Grade 11 Required 1 semester 0.5 credit

Regular Schedule – 1230

This course invites students to deepen their understanding of the sacraments as encounters with Christ and as God’s gift of grace through the Church. Through study and reflection, students will explore how the sacraments serve as vital means of God’s presence in the world and how they empower discipleship in daily life. Emphasizing the Eucharist as the source and summit of Christian life, the course fosters skills and dispositions for active participation in a sacramental life. By examining the relationship between sacramental celebrations and living as committed members of the Church, students will grow in their appreciation of God’s transformative love and their call to holiness.

This course is deeply aligned with the core values of Mercy, particularly through its emphasis on *compassion, service, and justice*. By exploring the sacraments as means of encountering Christ, students are called to recognize God’s presence in the world and to respond with compassion toward others. The sacramental life, especially the Eucharist, invites students to live out the principles of mercy by serving others and working toward justice. Through their participation in the sacraments, students are encouraged to embody the Mercy charism, fostering a commitment to love, care, and solidarity with those in need.

Catholic Morality

Grade 11 Required 1 Semester 0.5 credit

Regular Schedule –1240

This course invites students to encounter the heart of Catholic morality, rooted in Christ’s invitation to “Come, follow me” (cf. Jesus and the Rich Young Man and *Veritatis Splendor*). Students will explore the Catholic understanding of the human person as created and loved by God, exemplified in Jesus Christ, and called to a life of true happiness and holiness. Through reflection on questions such as “Who am I?” “Where did I come from?” “Where am I going?” and “What ought I to do?” students will develop a Catholic worldview that informs moral decision-making.

Grounded in a loving relationship with God, students will examine moral issues and discern how to choose good and avoid evil in response to Christ’s love. This course equips students to embrace their call as committed disciples of Jesus Christ, striving to live in alignment with God’s will.

The Mercy Core Values—respect, integrity, compassion, service, and justice—will be woven throughout the course, challenging students to reflect on their moral decisions through the lens of mercy. By emphasizing the dignity of each person, students will be encouraged to make decisions that reflect the compassionate service of Christ, uphold justice, and act with integrity in their relationships and actions. The course will foster a deeper commitment to living the Gospel in daily life, guided by the transformative values of Mercy.

Vocations and Relationships

Grade 12 Required 1 Semester 0.5 credit

Regular Schedule- 1224

This course invites students to explore the Universal Call to Holiness and its profound relevance for Christian living. Through theological study, reflection, and practical application, students will examine the concept of discernment as aligning one’s life with God’s will. They will delve into the unique paths of holiness within the Church, including Consecrated Life, Single Life, Marriage, and Holy Orders.

Students will explore:

- The call to personal holiness and service through Consecrated and Single Life.
- Marriage as a sacramental covenant mirroring Christ’s love for the Church.
- The mission of those in Holy Orders to teach, preach, and administer the sacraments.
- The diverse forms of Consecrated Life and their contributions to the Church’s mission.

historical, moral, and religious aspects of suffering and death. The goal of this course is to empower students to find hope within their suffering so that they may become beacons of hope and instruments of compassion to others, modeling the life of Christ.

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
- All students are required to complete **two credits of the same World Language** during high school. Students may take a **placement exam** for prior language knowledge. Any credit awarded does **not** reduce the two-year requirement; students must still complete **two additional years** of World Language study at Mercy McAuley.
 - *Example 1:* A student has previous Spanish knowledge and takes our placement exam. She tests out of Spanish 1 and is given Spanish 1 credit on her transcript. She then will take Spanish 2 and Spanish 3.
 - *Example 2:* A student has previous Spanish knowledge and takes our placement exam. She tests out of Spanish 1 and is given Spanish 1 credit on her transcript. She takes Spanish 2 upon entering high school and decides she no longer wants to pursue Spanish once she has completed Spanish 2. She still needs one more year of language requirement, so she chooses to take ASL 1.
 - *Example 3:* All examples can apply going from ASL to Spanish.
- Teacher recommendation required for all AP® level courses
- Prerequisite for higher level courses is passing of 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 in Spanish or French 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. Seal of Biliteracy in Latin requires a minimum of I-5 on the ALIRA test. Seal of Biliteracy in ASL requires a minimum of I-5 in both sections of the AAPPL assessments: Receptive Comprehension and Interpersonal Interaction. For other languages, please contact the Pack Leader.

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.

Latin I

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Regular Schedule - 1430

Latin I explores the language and culture of ancient Rome in a lively and hands-on manner designed particularly for students interested in careers in medicine, law, history, and the arts. Using the latest archaeological discoveries and modern “living” Latin novellas alongside traditional texts, students develop their reading, writing, listening and even speaking skills in this Classical language. Study of fundamental vocabulary and grammar is always embedded in engaging units on Roman civilization and mythology. Since over half of the English language comes from Latin, word roots and derivatives are especially emphasized to aid students in reading and on standardized tests. Lastly and most importantly, Latin’s special place in the history of the Church is highlighted as students learn how to pray the rosary in Latin and frame all their studies of the ancient Romans with the modern Values of the Sisters of Mercy.

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.

American Sign Language 2

Grades 10, 11, 12

Elective

Full Year

1.0 credit

Regular Schedule – 1705

ASL 2 builds upon ASL 1. ASL 2 expands on conversational fluency and introduces more complex grammatical structures, vocabulary, and expressive signing techniques. Students will engage in interactive activities that enhance their ability to converse in a variety of contexts while deepening their understanding of Deaf culture and community norms. The course emphasizes dialogue, and discussions, fostering advanced visual receptive skills and refining gestural expressive abilities. By the end of the course, students will be equipped to engage in more nuanced conversations and appreciate the rich cultural heritage of the Deaf community.

Latin II (offered starting again 2027-28)

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Regular Schedule – 1432

(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
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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
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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
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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 Pliny the Younger's Letters as prescribed by the College Board. In addition to translating, students will read other parts of the *Aeneid* and Pliny's Letters in English in order to learn about the fascinating historical context of the time period from Julius Caesar's assassination to the eruption of Mt. Vesuvius. 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.

AP® Spanish

Grades 9, 10, 11, 12	Elective	Full year	1.0 credit
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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 during the Spanish 4 class bell and during TEA.**

