



Mercy McAuley High School

2021-22

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:

Faith Compassion Service Leadership Excellence

Vision of Mercy McAuley High School

Mercy McAuley High School is where young women gain a broader worldview as part of a community, not part of the crowd. Within this sisterhood, we guide each student to mature in confidence and purpose through a customized plan for personal development. Mercy education provides a diverse range of formative experiences, innovative programs, experiential education, faith formation, and 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. Two completed emergency medical authorization forms and all signed handbook forms are required of each student each year.

Academic Policies

Requirements for graduation:

Requirements specific to a Mercy McAuley diploma

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

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

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

Requirements of most Colleges and Universities

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

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

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

State of Ohio Graduation Requirements

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

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

Complete Courses

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

- English language arts 4 credits
- Health ½ credit
- Mathematics 4 credits (minimum including Algebra 2)
- Physical education ½ credit * Mercy McAuley High School accepts PE Waivers
- Science 3 credits, including Biology and Chemistry
- Social Studies 3 credits, including World History, US History, CWI, and Government
- Electives 5 credits

AND

Ohio's State Tests: Class of 2022 or see Permanent Graduation Requirements

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

End-of-course tests:

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

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

Graduation Requirements

Students in the class of 2022 who have met or are on track to meet one of the original three pathways may continue to use those pathways to satisfy graduation requirements. Students in the classes of 2023 and beyond will be required to meet the new state requirements in order to graduate. These requirements are listed below:

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

State System of Diploma Seals

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

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

College and career readiness tests

Earn the "remediation-free" scores* on either:

ACT

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

SAT

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

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

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

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

Graduation Awards of Distinction

1. ODE High School Diploma with Honors

Students who exceed graduation requirements in Ohio are eligible to receive an Academic Honors Diploma. This appears as an emblem seal on diploma at the time of graduation and requires a student to earn additional academic credits, a minimum GPA, and certain test scores. Specifically, in order to qualify, students need to fulfill all but one of the following criteria: 4 units (credits) of English, 4 units of math, 4 units of science including 2 units of advanced science, 4 units of social studies, 3 consecutive units of world language (or two consecutive units of two world languages), 1 unit of fine arts, a minimum of a 3.5 cumulative GPA, and a minimum of a 27 on a composite score of the ACT or a 1210 combined score on the SAT (no superscores per ODE). For more information visit the ODE's website page for diploma with honors.

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

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

3. Latin Model of Awards and Valedictorian/Salutatorian

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.

4. For Classes 2021 and beyond:

Mercy McAuley offers programs towards earning the following Honors Diplomas from the State of Ohio: Academic Honors Diploma, STEM Honors Diploma, Arts Honors Diploma, and Social Science & Civic Engagement Honors Diploma. Please visit ODE's website at <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas> for more information.

Scheduling Policies

- A student must have a minimum number of credits counted toward graduation to advance to the next grade. If a student does not meet this minimum credit requirement, the Administration will determine whether she may return to Mercy McAuley or the condition under which she may return.
- 6 ½ credits to be a sophomore
- 13 credits to be a junior
- 19 ½ credits to be a senior
- Each student must carry a full complement of academic work each year. Any student taking minimal credits each year must earn a minimum of 2 additional credits before graduation. A total of 26 credits are needed. Registration for courses is based on ability, achievement, interest, and for some courses, recommendation.
- Scheduling of courses is determined by availability of space in both the student's schedule and also in the class. Every effort will be made to honor the student's course requests. Students should list alternates for elective courses. If a student has a conflict in the scheduling of her requests that cannot be resolved by using her alternate courses, she will be contacted in May to make an adjustment. Many times an alternate elective is needed to complete a student's schedule; students should choose alternates that are of most interest and meet their interests.
- **The school reserves the right to cancel any course that does not have sufficient registration.**
- Schedules will typically be ready in August. If there is an error on the student's schedule and a correction is needed she must contact the school office *prior to the first day of school*. Specific days/times set aside for correcting errors are announced in August when students receive their schedules.
- If a student would like to insert an additional class into her schedule she must see her counselor during the first week of the semester. Space availability will be assessed at that time.
- Students and parents should note that some classes, such as upper level language, mathematics, and science classes, require teacher recommendations. See "Recommendation Policies" for details.
- Necessary schedule changes may be made until April 15. Due to the scheduling process, unless school initiated, no changes may be made between April 15 and August 1. Classes dropped after August 1 necessitate a \$100 fee and a note indicating parental agreement. No changes may be made after the first 5 days of the **first** semester. After this time a class may only be dropped at the teacher's recommendation.

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

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

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

Physical Education Credit Option

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

Online, Summer and Blended Courses

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

Course levels

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

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

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

Grading Scale

Grade Scale and Weighted GPA:

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

Converting Numeric to Alpha Weighted GPA on a 4.0 Scale

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

Pathways

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

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

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

Four Pathways:

BELL – Business, Education, Leadership, and Law

ENCORE – Fine Arts and Humanities

H3 - Health and Human Services and Hospitality

STEM – Science, Technology, Engineering and Math

BELL – Business, Education, Leadership, and Law

This pathway fosters an entrepreneurial spirit and development of leaders in business, education, and law. The essential skills include Critical Thinking and Problem Solving, Adaptability and Agility, Leading by Influence, Initiative and Entrepreneurialism, Effective Oral and Visual Communication, Accessing and Analyzing Data/Information, Curiosity and Imagination.

In addition to Core Courses and Student activities, electives to explore include:

21st Century Research Skills Geography Psychology
Art of Speech AP Government Service Learning
Child Development HerStory Women Through American History
Cincinnati History Law World of Business: Entrepreneurship
Directing & Playwriting Makerspace World Religions
Economics Protest Movements

ENCORE – Fine Arts and Humanities

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

In addition to Core Courses and Student activities, electives to explore include:

AP® Studio Life Drawing Theatre courses
Choral Music Painting 1 and 2 3-D Studio 1 and 2
Christianity and the Arts Photography 1 and 2 21 Century Research Skills
Cincinnati History Piano Video Production
Creative Writing Printmaking 1 and 2 Vocal Ensemble
Drawing Spirituality and Prayer Yearbook
Geography Technical Theatre

H3 - Health and Human Services and Hospitality

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

In addition to Core Courses and Student activities, electives to explore include:

21st Century Research Skills Basic Culinary Arts Psychology
Anatomy and Physiology Child Development Hope in Suffering
Service Learning Advanced Culinary Arts

STEM – Science, Technology, Engineering and Math

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

In addition to Core Courses and Student activities, electives to explore include:

21st Century Research Skills AP Chemistry Medical terminology
Anatomy and Physiology Engineering CCP Technology courses (UC)
AP® AB Calculus Physics/ AP® Physics STNA program
AP® BC Calculus Pre-Calculus Trigonometry
AP Biology Probability & Statistics Video Production

TEA (Time for Educational Advancement)

TEA, an innovative aspect of the Mercy McAuley schedule, is unique among area high schools. Taking its name from Catherine McAuley's famous gift for hospitality, offering warmth and friendship—and a cup of tea—to guests and her fellow Sisters, this dedicated time in the academic schedule provides three 60-minute periods a week during which students will be immersed in numerous opportunities to advance their learning through personalized, individualized, experiential activities. The activities include, blended learning, field trips, speakers, professional interaction with alumnae, expansion of coursework in the “regular” schedule, and a myriad of other possibilities.

Elementary Students Receiving High School Instruction for High School Credit

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

1. The high school course must be taught by a certified high school teacher who is licensed by the State of Ohio in the content area.
2. The curriculum used for instruction must be a high school curriculum. The Archdiocese of Cincinnati requires that the curriculum also be approved by the Archdiocese of Cincinnati's Catholic Schools' Office (CSO)
3. Any textbook or on-line instructional material used to teach the course/s must be at the high school level. The student is required to receive a 4 or 5 the ODE End of Course Exam, in order to receive credit from Mercy McAuley High School.
4. The "Teacher of Record" in the elementary school is required by ODE to administer the ODE's End of Course Exam at the elementary school.
5. The "Teacher of Record" will follow the policy and procedure for ordering and returning all state testing materials. Students may also earn this credit by demonstrating proficiency of assessments given at MMHS.
6. Elementary students receiving high school credit after successfully completing a high school course will be granted high school credit for the course/s completed.
7. This credit will be recorded on the student's high school transcript. 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.

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
- 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 courses offered as of 2020-2021 are as follows:

- AP Language and Composition = ENG 101 (3 semester credits)
- AP Calculus AB = MTH 193 Calculus I (4 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)
- AP Calculus BC = MTH 194 Calculus II (4 semester credits)

- HerStory = WST 150 Woman as Person: Relationships (3 semester credits)
- SPM 150 Introduction to Sports Management (3 semester credits, blended course)

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 University of Akron.

University of Akron = Latin IV

TBD = French IV

Experiential Learning Opportunities

STNA (State Tested Nurse Assistant) CERTIFICATION PROGRAM : MERCY MCAULEY PARTNERSHIP WITH BUTLER TECH

Through a partnership with Butler Tech, Mercy McAuley students can earn their STNA certification! In courses taught by Butler Tech at their Lesourdsville campus, students will be learning basic nurse aid skills. They will learn proper handwashing, donning and doffing PPE, how to transfer patients, how to provide care for patients such as feeding, bathing, and brushing teeth, etc. With this certification they can work in Long term Care facilities, home care, hospice, hospitals, etc. STNA patient hours count towards patient contact hours needed for medical school. This certification is also a prerequisite for LPN school. The hours spent in this field will be invaluable experience going into any health care field. This is an excellent first step in pursuing a career in nursing or other areas of medical care!

This program is being offered to Mercy McAuley Juniors and Seniors. There are two options for the program! You can choose between a Summer Option and a School Year Option as one of your TEA bells. (Please Note: In order for this program to carry, there must be a minimum of 8 students registered). As a pilot program, Mercy McAuley is starting this program in the summer of 2021.

The STNA certification requires a total of 80 hours of classroom and clinical time as well as a State Exam. Butler Tech will schedule the days and times of classes, clinicals, and the state exam. If you are choosing to take advantage of this program it must be a first priority. You cannot miss hours for any reason (including work, extracurriculars, etc.).

The cost of the program is \$952 per student. This includes all books, materials, a set of scrubs, and the state exam fee. The course is taught at a ratio of 8 students to 1 instructor. Mercy McAuley students will receive credit on their transcript for completing the program. It will appear on the transcript as a Pass/Fail grade for STA certification. It will carry 0.5 credits.

We believe that this is an excellent opportunity for our students to take the first steps in their journey towards nursing school or medical school!

If there are any questions regarding this program, please contact Katie Geckle (Program Director of Innovation & Engagement), gecklek@mercymcauley.org

Women Lead Honors Program

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

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

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

Freshman Year Selection Criteria:

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

- 1) A desire to discover and explore various careers.
- 2) Academic grades for math, science and English in A/B (excellent/very good) range
- 3) High School Placement Test designated by Mercy McAuley
- 4) Placement in Honors 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 they meet the following requirements in their Freshman Year:

- 1) If a Freshman's average grades in Science and Math are B+ or above after the first semester, she is eligible for Women Lead Medicine or Women Lead Engineering for her Sophomore year.
- 2) If a Freshman's average grades in English and Social Studies are B+ or above after the first semester, she is eligible for Women Lead Law for her Sophomore year.
- 3) If a Freshman's average grades in English and Social Studies are B or above after the first semester, she is eligible for Women Lead Technology and Women Lead Business for her Sophomore year.
- 4) Placement in Honors classes at Mercy McAuley
- 5) Completion of the 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 one and half hours plus travel time. Participants may have opportunities to attend other workshops in various careers that are offered in the Cincinnati area. In their Freshman year, students will prepare to define one of our five Women Lead cohorts to continue with in their Sophomore-Senior years. One-fourth academic credit will be given provided the student completes the requirements for the program.

Sophomore, Junior and Senior Years Women Lead Honors Program:

After the third quarter of their Freshman year (or upon receiving an invitation to join us their Sophomore year), students will choose one of the following cohorts: Women Lead Business, Women Lead Engineering, 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 one and half hours plus travel time.

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

One-fourth academic credit will be given each year a student is in the program and provided the student completes the requirements for the program.

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

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

Curricular Requirements for Women Lead Honors Program

Freshman Year Curricular Requirements:

Students in Women Lead Honors Freshman Program should be enrolled in Computer Literacy, and Honors courses in Math & Science and/or English & Social Studies.

Women Lead BUSINESS Curricular Requirements

| | BUSINESS, TECH & DIGITAL MEDIA | ENGLISH | SOCIAL STUDIES |
|---------------------------------|---|----------------|-----------------------|
| JUNIOR & SENIOR YEAR | World of Business: entrepreneurship | Art of Speech | Economics |

Women Lead ENGINEERING 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) |
| JUNIOR & SENIOR YEAR | TWO of the following: Honors Pre-Calc, Calculus; AP Calculus AB, AP Calculus BC | AP Physics OR Physics ONE of these: AP Biology, AP Chemistry Intro to Engineering is recommended |

Women Lead LAW Curricular Requirements:

| | ENGLISH | SOCIAL STUDIES |
|---------------------------------|----------------|---------------------------------|
| JUNIOR & SENIOR YEAR | Art of Speech | AP Government & Politics 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) |
| JUNIOR & SENIOR YEAR | TWO of these: Honors Pre-Calc, AP Calculus, Calculus, Probs and Stats 1 & 2 | 1. Anatomy and Physiology 2. TWO of the following (one must be an AP course): AP Physics, AP Biology, AP Chemistry, Physics, Science Semester Elective, Medical Terminology |

Women Lead TECHNOLOGY Curricular Requirements:

| | BUSINESS, TECH & DIGITAL MEDIA | FINE ARTS |
|--|--|--|
| SOPHOMORE YEAR | | Fundamentals of Art OR Intro to Technical recommended |
| JUNIOR & SENIOR YEAR TWO of these: | Makerspace Video Production Yearbook | Graphic Design Photography Stagecraft Fashion Design in Costuming |

Course Offerings Summary

Business, Technology and Digital Media

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

English

| | | | | | |
|----------------------------|------------|------------|--------|--------|-----|
| 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 [®] Seminar | Honors | 10, 11, 12 | Elect. | Year | 1 |
| AP [®] Research | Honors | 11, 12 | Elect. | Year | 1 |

Offered 2021-2022 school year

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

Offered 2022-2023 school year

| | | | | | |
|--|--------|--------|--------|--------|-----|
| AP [®] Language & Composition | Honors | 11, 12 | Req. | Year | 1 |
| HerStory | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Holocaust Literature | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Literature & Pop Culture | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Literary Adaptations | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Myths, Legends, Folklore | | 11, 12 | Elect. | 1 Sem. | 0.5 |

Fine Arts

Theatre

| | | | | | |
|-------------------------------|--|---------------|--------|--------|-----|
| Intro to Theatre | | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Acting 1 | | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Acting 2 | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Directing/Playwriting | | 12 | Elect. | 1 Sem. | 0.5 |
| Fashion of Design in Costumes | | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Intro to Technical Theatre | | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Technical Theatre 1 | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Technical Theatre 2 | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |

Music

| | | | | |
|----------------------------------|---------------|--------|--------|------|
| Beginning Orchestra/Concert Band | 9, 10, 11, 12 | Elect. | Year | 0.25 |
| Concert Band and Orchestra | 9, 10, 11, 12 | Elect. | Year | 0.5 |
| Chorus I | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Chorus II | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Chorus III | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Chorus IV | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Chorus Blended | 9,10,11,12 | Elect. | 1 Sem. | 0.25 |
| Piano Lab I | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Piano Lab II | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Vocal Ensemble I | 10, 11, 12 | Elect. | Year | 1 |
| Vocal Ensemble II | 11, 12 | Elect. | Year | 1 |
| Vocal Ensemble III | 12 | Elect. | Year | 1 |

Visual Arts

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

Offered 2021-2022 school year

| | | | | |
|---------------|---------------|--------|--------|-----|
| Painting 1 | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Painting 2 | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Photography 1 | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Photography 2 | 11, 12 | Elect. | 1 Sem. | 0.5 |

Offered 2022-2023 school year

| | | | | |
|-------------------------|------------|--------|--------|-----|
| Drawing & Printmaking 1 | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Drawing & Printmaking 2 | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Graphic Design 1 | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Graphic Design 2 | 11, 12 | Elect. | 1 Sem. | 0.5 |

Health & Wellness

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

Mathematics

| | | | | | |
|------------------|------------|--------|------|------|---|
| Math Expressions | CP | 9 | Req. | Year | 1 |
| Algebra 1 | CP, Honors | 9 | Req. | Year | 1 |
| Geometry | CP, Honors | 9, 10 | Req. | Year | 1 |
| Algebra 2 | CP, Honors | 10, 11 | Req. | Year | 1 |

| | | | | | |
|---------------------------------------|--------|------------|--------|----------|--------|
| Foundations College Alg/Probs & Stats | CP | 12 | Elect. | Year | 1 |
| Pre-Calculus | Honors | 11, 12 | Elect. | Year | 1 |
| Calculus | Honors | 11, 12 | Elect. | Year | 1 |
| Trigonometry | Honors | 10, 11 | Elect. | 1 Sem. | 0.5 |
| Probability & Statistics 1 | Honors | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Probability & Statistics 2 | Honors | 11, 12 | Elect. | 1 Sem. | 0.5 |
| AP® Calculus AB | Honors | 11, 12 | Elect. | Year | 1 |
| AP® Calculus BC | Honors | 12 | Elect. | 1 Sem. | 0.5 |
| Math Numeracy 1 & 2 | | 9 | Elect. | 1-2 Sem. | .25/.5 |
| Math Lab 1 & 2 | | 10, 11, 12 | Elect. | 1-2 Sem. | 0 |

Science

| | | | | | |
|--------------------------|------------|---------------|--------|--------|------|
| Biology | CP, Honors | 9 | Req. | Year | 1 |
| Living By Chemistry | CP | 10 | Req. | Year | 1.25 |
| Chemistry | CP, Honors | 9, 10 | Req. | Year | 1.25 |
| AP® Biology | Honors | 10, 11, 12 | Elect. | Year | 1.25 |
| AP® Chemistry | Honors | 11, 12 | Elect. | Year | 1.25 |
| Applied Physics | CP | 11, 12 | Elect. | Year | 1 |
| Physics | CP, Honors | 11, 12 | Elect. | Year | 1 |
| AP® Physics C: Mechanics | Honors | 11, 12 | Elect. | Year | 1.25 |
| Anatomy & Physiology | CP, Honors | 11, 12 | Elect. | Year | 1 |
| Astronomy | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Botany | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Intro to Engineering | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Environmental Science | | 9, 10, 11 | Elect. | 1 Sem. | 0.5 |
| Forensics: Crime Scene | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Human Genetics | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| M.A.D. Science | | 9 | Elect. | 1 Sem. | 0.5 |
| Marine Biology | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Medical Terms | | 11, 12 | Elect. | 1 Sem. | 0.5 |
| The Color Experience | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Zoology | | 9, 10, 11, 12 | Elect. | 1 Sem. | 0.5 |

Offered 2021-2022 school year

| | | | | | |
|-----------------------------------|--|--------|--------|--------|-----|
| Microbiology & Infectious Disease | | 11, 12 | Elect. | 1 Sem. | 0.5 |
|-----------------------------------|--|--------|--------|--------|-----|

Offered 2022-2023 school year

| | | | | | |
|-------------------------|--|--------|--------|--------|-----|
| Forensics: Lab Approach | | 11, 12 | Elect. | 1 sem. | 0.5 |
|-------------------------|--|--------|--------|--------|-----|

Social Studies

| | | | | | |
|---------------------------|------------|------------|--------|--------|-----|
| Modern World History | CP, Honors | 9 | Req. | 1 Sem. | 0.5 |
| United States History | CP, Honors | 10 | Req. | Year | 1 |
| AP® United States History | Honors | 11 | Req. | Year | 1 |
| U.S. Govt. & Politics | CP, Honors | 12 | Req. | 1 Sem. | 0.5 |
| AP® U.S. Govt. & Politics | Honors | 12 | Req. | 1 Sem. | 0.5 |
| Contemporary World Issues | CP | 12 | Req. | 1 Sem. | 0.5 |
| Financial Literacy | | 12 | Req. | 1 Sem. | 0.0 |
| Economics | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Psychology | | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| AP® Psychology | Honors | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |

Offered 2021-2022 school year

| | | | | |
|--------------------------------|------------|--------|--------|-----|
| Celebrating American Diversity | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Human Geography | 9 | Elect. | 1 Sem. | 0.5 |
| History of Cincinnati | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Law | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Sociology | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |

Offered 2022-2023 school year

| | | | | |
|---------------------------------------|------------|--------|--------|-----|
| American History through Film | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Protest Movements that Shaped America | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |
| Women Through History | 10, 11, 12 | Elect. | 1 Sem. | 0.5 |

Theology

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

Offered 2021-2022 school year

| | | | | |
|--------------------------|--------|--------|--------|-----|
| Christianity in the Arts | 11, 12 | Elect. | 1 Sem. | 0.5 |
| Hope within Suffering | 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 |

Offered 2022-2023 school year

| | | | | |
|------------------|--------|--------|--------|-----|
| Service Learning | 11, 12 | Elect. | 1 Sem. | 0.5 |
|------------------|--------|--------|--------|-----|

World Languages

| | | | | | |
|-------------|--------|---------------|--------|------|---|
| French I | | 9, 10, 11, 12 | Req. | Year | 1 |
| Spanish I | | 9, 10, 11, 12 | Req. | Year | 1 |
| Latin I | | 9, 10, 11, 12 | Req. | Year | 1 |
| French II | | 9, 10, 11, 12 | Req. | Year | 1 |
| Spanish II | | 9, 10, 11, 12 | Req. | Year | 1 |
| Latin II | | 9, 10, 11, 12 | Req. | Year | 1 |
| French III | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| Spanish III | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| Latin III | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| French IV | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| Spanish IV | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| Latin IV | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |
| AP® Spanish | Honors | 9, 10, 11, 12 | Elect. | Year | 1 |

Offered 2021-2022 school year

| | | | | |
|---------------------------------------|-------|--------|-------|-----|
| Heroes and Monsters of Ancient Greece | 9, 10 | Elect. | 1 Sem | 0.5 |
|---------------------------------------|-------|--------|-------|-----|

Business, Technology, and Digital Media

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

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

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

Requirements

All students are required to take Computer Literacy.

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

Computer Literacy

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

This survey course prepares students for the technological rigors of a Mercy McAuley education, beginning with foundational skills required to effectively use their Tablet PC to create documents, presentations, digital portfolios and projects required at Mercy McAuley High School. Topics will include keyboarding, operating systems, file management, as well as building on skills in productivity applications. Students will develop critical thinking and logic skills through an introduction to Business, Technology, and Digital Media. Students in this course will recognize the importance of technology in the preservation of our world, learning how they can be sustainable students.

21st Century Research Skills

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

This course focuses on the many facets of the research process (as it applies to all subjects) while simultaneously teaching students how to take a blended class. Topics will include the research process— developing a topic, identifying sources, honing search strategies, using library resources, evaluating sources and information, and presenting research findings. Students will strengthen their information literacy skills including: close reading, discerning fact from opinion, using information responsibly, and citing sources to avoid plagiarism. Students will

develop critical thinking, adaptive learning, and complex problem solving skills through project-based learning that promotes ethical online collaboration and multi-media communication.

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

Makerspace

| | | | |
|---------------------------------|----------|------------|------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Blended TEA Schedule - 1055 | | | |
| Prerequisite: Computer Literacy | | | |

A makerspace is a place that provides hands-on, creative ways for students to design, experiment, and invent as they engage with a variety of tools and technology. Students will learn how to utilize the range of hardware and software in the Mercy McAuley Makerspace as a means to develop their creativity and critical thinking skills. Combining the frameworks of constructionism, the maker movement, design thinking, and media literacies, this practical course will give students the opportunity take ownership of their learning and the physical space. Students will learn by making tangible objects through authentic, real-life learning opportunities that allow for a guided, collaborative process which incorporates peer feedback. From learning how use basic non-digital tools to printing 3D objects, students do not have to be “techy” to enjoy and benefit from this course.

Video Production 1

| | | | |
|---------------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular schedule - 1050 | | | |
| Prerequisite: Computer Literacy | | | |

Video Production is an introduction class designed to provide students with artistic, creative and historical background in the fields of video, broadcasting, and film production. In addition, this course provides instruction and training in pre-production, production and post-production phases of project development. Students will learn and work with Adobe Premiere in this project-based course. Video Production students will engage with the Mercy McAuley community, while they create projects individually, with a partner, and in groups. At least one project will have an emphasis on one of the critical concerns of Mercy, allowing the students to create and showcase their awareness and activism. Students will be required to create a culminating digital portfolio of their work, highlighting their newly learned techniques, combined with artistic voice and expression.

Video Production 2

| | | | |
|----------------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular schedule - 1052 | | | |
| Prerequisite: Video Production 1 | | | |

This course builds on Video Production 1 with advanced projects as noted on course syllabus. Students will critique and review professional works that address the critical concern of non-violence. Students will be required to create a culminating digital portfolio of their work, highlighting their newly learned techniques, combined with artistic voice and expression.

World of Business: Entrepreneurship (offered in 2021-22 – will alternate with Economics)

| | | | |
|---------------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1040 | | | |
| Blended TEA Schedule - 1041 | | | |
| Prerequisite: Computer Literacy | | | |

When students think about career paths they sometimes rule out the possibility of starting and managing their own businesses. In this course students will develop a business idea, write a SBA business plan, and develop a conceptual business. Aspects of the project include: cost frameworks, accounting, economics, entrepreneurship, finance, international business, management science, marketing, operations management, organizational behavior,

project management, real estate, and strategy. Students will then start to recognize the importance of technology to business operations and performance, surveying the range of electronic tools now available for business and using interactive internet technologies to identify and solve various business problems, including developing a business “presence” on the internet. Skills are reinforced through several case studies and simulations. The course will have guest speakers and field trips to local businesses.

Yearbook 1

| | | | |
|-----------------------------|----------|------|----------|
| Grades 10, 11, 12 | Elective | Year | 1 credit |
| Blended TEA Schedule - 1043 | | | |
| Prerequisite: Application | | | |

Using digital technology this course prepares and publishes the yearbook, which records the school year in pictures and words. Students will work with advanced desktop publishing software as they learn the principles of layout and design. Students will also learn some principles of photography, picture cropping, and photo editing skills on the computer. Students will practice and understand the value of sustainability through digitally, archiving images and documents. Other elements of the course include journalistic writing, copy-editing, financial management, and marketing. Dependability, initiative, attention to detail, and computer skills are essential qualities of yearbook students. Class size is limited. **Note: The course meets during T.E.A.**

Yearbook 2

| | | | |
|-----------------------------|----------|------|----------|
| Grades 11, 12 | Elective | Year | 1 credit |
| Blended TEA Schedule – 1045 | | | |
| Prerequisite: Yearbook 1 | | | |

This course builds on Yearbook 1. Students will take on leadership roles within the yearbook staff with advanced assignments. Using digital technology, this course prepares and publishes the yearbook, which records the school year in pictures and words. Students will work with advanced desktop publishing software as they push their skills in layout and design. Students will also utilize their skills in photography and photo editing on the computer. Other elements of the course include journalistic writing, copy-editing, financial management, and marketing. Students will practice and understand the value of sustainability through digitally, archiving images and documents. Dependability, initiative, attention to detail, and computer skills are essential qualities of yearbook students. Class size is limited. **NOTE: This course meets during T.E.A. on both Wednesday and Thursday.**

English

The English curriculum is a blend of breadth and depth in language arts. Required full-year courses in the 9th and 10th grades survey the essential elements of specific literary genres, composition and skill development. Included in these courses are special thematic units offered at appropriate age and ability levels. Capitalizing on student interest areas, these special units challenge students to look deeply into a subject from many perspectives, 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 all students in their sophomore, junior and senior years. Juniors and seniors may also take additional focused selections courses for elective credit. However, students who take two focused selections during their junior year must still complete a full year of senior English.

| | Honors | College Prep | Focused Selections |
|---------------------------|---|---|--------------------|
| Freshman Year | English 9 – Honors Intro to Literature and Composition | English 9 – CP Intro to Literature and Composition | |
| Sophomore Year | English 10 – Honors American Literature and Composition | English 10 – CP American Literature and Composition OR Honor American Literature (recommendation required) | |

English 10 – American Literature and Composition

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

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

English 11 – British Literature and Composition

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

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

English 12 – Global Literature, Research and Composition

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

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

AP® Language and Composition (offered 2022-2023)

| | | | |
|-------------|----------|-----------|----------|
| Grade 11,12 | Elective | Full Year | 1 credit |
|-------------|----------|-----------|----------|

Honors Regular Schedule - 1840
Dual enrollment option

This course concentrates on British and World Literature as an advanced placement option for those students planning to take the AP® Literature and Composition exam. Students examine literature from the lens of the critical concerns of the Sisters of Mercy, especially women, anti-racism, and the earth. Students will explore the rich heritage of culture and literature from both Western and non-Western peoples. Because this is an advanced placement course, emphasis is placed on analysis, writing, and research.

AP® Literature and Composition

| | | | |
|--------------|----------|-----------|----------|
| Grade 11, 12 | Elective | Full Year | 1 credit |
|--------------|----------|-----------|----------|

Honors Regular Schedule - 1838

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

AP® Seminar

| | | | |
|-------------------|----------|-----------|----------|
| Grades 10, 11, 12 | Elective | Full Year | 1 credit |
|-------------------|----------|-----------|----------|

Honors Blended TEA Schedule – 1829

AP Seminar is the first of two courses required for the AP® Capstone. According to College Board, “This course fosters research, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning. [It] offers students a unique opportunity to distinguish themselves to colleges and universities.” Students study articles, speeches, and personal accounts and develop their own perspective through written essays and presentations, both group and individual. The topics vary, depending on the interests of the students. In this course, women learn how to be scholars and problem solvers in the diverse, and ever changing world we live in today. Offered in TEA as blended course.

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

AP® Research Blended

| | | | |
|---------------|----------|-----------|----------|
| Grades 11, 12 | Elective | Full Year | 1 credit |
|---------------|----------|-----------|----------|

Honors Blended TEA Schedule - 1837
Prerequisite: AP® Seminar

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

OFFERED IN 2021 – 2022

The Art of the Speech (offered 2021 – 2022)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 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. Vocabulary building and mechanics of writing are also emphasized.

Classics: Ancient and Modern (offered 2021 – 2022)

| | | | |
|-------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1852 | | | |

This course explores great works, including British, American and world literature with a particular emphasis on works by and about women. Students choose novels to study in depth as they examine the literary traditions of the Ancient World, non-Western cultures, and modern times. Students actively participate in discussions, engage in research, and write reflections addressing the Critical Concerns. Vocabulary building and mechanics of writing are also emphasized.

Contemporary Literature (offered 2021 – 2022)

| | | | |
|-------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1854 | | | |

Contemporary Literature is intended for students who enjoy reading and who would like to study literature published from the late twentieth century to the present. This class explores the purpose and effect of powerful storytelling in the modern world. **Through the lens of fiction, this course presents the unique opportunity to explore the Critical Concerns by focusing on diverse voices and stories.** Emphasis is placed on analyzing and responding to texts with regard to genre, thematic content, style, and cultural implications. Students actively participate in discussions and performances, engage in research, and write critical reflections. Vocabulary building and mechanics of writing are also emphasized.

Creative Writing Workshop (offered 2021 – 2022)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1856 | | | |
| Blended TEA Schedule - 1857 | | | |

This course introduces students to the craft of short fiction and poetry writing. Through extensive analysis of current writers, students will discern the elements of short fiction (narrative voice, plot, characterization) and poetic forms (diction, imagery, sound) and begin incorporating those elements into their own writings. Students will acknowledge that their words have power, and that fiction and poetry have both served as commentary on and escape from the issues of our world, including but not restricted to the critical concerns of the Sisters of Mercy. Students complete original works of short fiction and multiple works of poetry throughout the semester in

order to create a final portfolio with significantly revised works. Students actively participate in discussions and performance, engage in research, and write critical reflections. Vocabulary building and the mechanics of poetry and fiction writing are also emphasized. In addition to independent study the student will periodically meet with a faculty member and peers during TEA Bell.

Dystopian Literature (offered 2021 – 2022)

| | | | |
|-------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1858 | | | |

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

Multicultural Literature (offered 2021 – 2022)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1866 | | | |
| Blended TEA Schedule - 1867 | | | |

Certain experiences have emerged across world literature: generational conflicts, socio-political adversity, the struggle of the individual against society, coming of age, the question of war, and the difficulty of human relationships. 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. Vocabulary building and mechanics of writing are also emphasized.

OFFERED IN 2022 – 2023

HerStory (offered 2022 – 2023)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1860 | | | |
| Blended TEA Schedule - 1861 | | | |

HerStory is a semester-long course that addresses current issues facing global women of today, through the lens of the Sisters of Mercy's Critical Concerns. The goals of the course include critical reflection on global issues, study of influential women, and, most important, development of personal voice as women in today's society. Students actively participate in discussions and pro-activism projects, engage in research, and write critical reflections. Vocabulary building and the mechanics of writing are also emphasized.

Holocaust Literature (offered 2022 – 2023)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11,12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1862 | | | |
| Blended TEA Schedule - 1863 | | | |

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

Literary Adaptations (offered 2022 – 2023)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1864 | | | |
| Blended TEA Schedule - 1865 | | | |

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

Literature and Pop Culture (offered 2022 – 2023)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 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.

Myths, Legends and Folklore (offered 2022 – 2023)

| | | | |
|-----------------------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1868 | | | |
| Blended TEA Schedule - 1869 | | | |

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

Fine Arts

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

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

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

Requirements

One full credit of Fine Arts courses is required for graduation

Theatre

Performance Track

Intro to Theatre

| | | | |
|-----------------------------|----------|------------|-------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.5 credits |
| Blended TEA Schedule - 1745 | | | |

Intro to Theatre will give students an overview of theatre arts. This course is designed to be a springboard for all other performance based classes a student will take in her time at Mercy McAuley. Students will leave the course with a wealth of theatre vocabulary and the basic elements of theatre such as ensemble acting, script reading, improvisation, pantomime and self-confidence building. Students in Intro to Theatre will explore the Critical Concerns of the Sisters of Mercy of Women and Anti-Racism through script analysis and exploration of note-worthy theatre artists and designers. NO EXPERIENCE REQUIRED.

Acting 1

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

This course offers practical tools for tackling monologues and other basic acting techniques. Class work concentrates on tricks to relax you, helping you focus more on storytelling. Students will explore how to “cold read,” receive directorial adjustments, or be put through their paces in mock callbacks. All students will be asked to self-assess in the process of overcoming unproductive auditioning/performance habits. At the end of the semester, the student will have put together a repertoire of monologues for any audition. Acting 1 students will be

encouraged to choose monologues from works that address the Critical Concerns of the Sisters of Mercy (Earth, Immigration, Non-Violence, Women and Anti-Racism)

Acting 2

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

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

Directing/Playwriting

| | | | |
|--|----------|------------|------------|
| Grades 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1740 | | | |
| Prerequisite- Intro to Theatre | | | |
| (Recommended for seniors only - juniors at recommendation) | | | |

Advanced acting work, the director's responsibilities and dramatic criticism are stressed at this level; this class encompasses the whole theatre experience. Students work to create and/or choose a script, create characters, blocking, props, and, ultimately, a show that will educate the community on one of the Critical Concerns of the Sisters of Mercy. Enrolled students are then entrusted to direct the Showcase as their final class project.

Technical Theatre Track

Technical Theatre 1

| | | | |
|-------------------------|----------|------------|------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1750 | | | |

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

Technical Theatre 2

| | | | |
|-------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule - 1752 | | | |

Building on skills gained in Technical Theatre 1, students will advance to the planning and designing stages of Theatrical Design and Production. This would include script analysis, costume plots, prop plots, etc. Makeup skills will also be advanced, and students will leave the course with a hair and makeup morgue. Students will focus on sustainability in designing and building theatre.

The Fashion of Design in Costumes

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

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

Music

Beginning Orchestra/Concert Band

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

This course, designed for the student new to an instrument, and will teach a student all necessary basics of playing her chosen instrument. This class will also focus on a project on Women Composers and/or arrangers.

Concert Band and Orchestra

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

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

Chorus I

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

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

Chorus II

| | | | |
|-------------------------|----------|------------|------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule – 1760 | | | |

This course will build on the skills from Chorus I, including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.) This class will also focus on a project on Women Composers and/or arrangers.

Chorus III

| | | | |
|-------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule – 1762 | | | |

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

Chorus IV

| | | | |
|-------------------------|----------|------------|------------|
| Grades 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule – 1764 | | | |

This course will build on the skills from Chorus 3 including performance of choral music, music reading, sight-reading ability, vocal production, stage presence, and music appreciation. (See Chorus I for more information.) This class will also focus on a project on Women Composers and/or arrangers.

Chorus Blended

| | | | |
|-----------------------------|----------|------------|-------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.25 credit |
| Blended TEA Schedule – 1773 | | | |
| (May only be taken once) | | | |

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

Piano Lab I

| | | | |
|-------------------------|----------|------------|------------|
| Grades 9, 10, 11, 12 | Elective | 1 semester | 0.5 credit |
| Regular Schedule – 1782 | | | |

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

Piano Lab II

| | | | |
|-------------------------|----------|------------|------------|
| Grades 9, 10, 11, 12 | Elective | 1 Semester | 0.5 credit |
| Regular Schedule – 1784 | | | |

Building on the skills from Piano Lab 1, this course continues artistic performance proficiency on the instrument. This class will also focus on a project on Women Composers and/or arrangers.

Vocal Ensemble I

| | | | |
|-------------------|----------|-----------|------------------------------|
| Grades 10, 11, 12 | Elective | Full Year | 1 credit (Pass/Fail grading) |
|-------------------|----------|-----------|------------------------------|

Regular Schedule - 1792
Prerequisite: admission by audition only

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

Vocal Ensemble II

| | | | |
|---------------|----------|-----------|------------------------------|
| Grades 11, 12 | Elective | Full Year | 1 credit (Pass/Fail grading) |
|---------------|----------|-----------|------------------------------|

Regular Schedule - 1794
Prerequisite: admission by audition only

Builds on skills acquired in previous choral music experience in addition to in-depth study and performance projects as noted on the course syllabus. This class will also focus on a project on Women Composers and/or arrangers.

Vocal Ensemble III

| | | | |
|-----------|----------|-----------|------------------------------|
| Grades 12 | Elective | Full Year | 1 credit (Pass/Fail grading) |
|-----------|----------|-----------|------------------------------|

Regular Schedule - 1796
Prerequisite: admission by audition only

Builds on skills acquired in previous choral music experience in addition to in-depth study and performance projects as noted on the course syllabus. This class will also focus on a project on Women Composers and/or arrangers.

Visual Arts

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

AP® 2-D Design

Grades 11, 12

Elective

Year

1 credit

Regular schedule – 1705

Pre-Requisite – 2 intermediate classes or teacher recommendation

AP® Art is designed for highly motivated students to do college level work in studio art while in high school. The student should be aware that the quality and quantity of work she must generate in order to receive advanced placement credit for a studio art portfolio is equivalent to work done in the freshman year of college. Students must be self-motivated and committed to spending a considerable amount of time outside of class to complete assignments. The content for this course follows requirements set forth by the Advanced Placement College Board. These include students preparing a developed and coherent portfolio of work that meets the standard requirements for admission into college art programs and to prepare students for the Advanced Placement examination and portfolio submission in May. Students will elect to complete their portfolio of work in AP® 2-D Design. This focuses on Design and included Graphic and Photography. This decision is made early in the school year or in the summer prior to senior year. The 3 required sections of the portfolio include: Sustained Investigation, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence, women, and anti-racism as they build their own personal investigations.

Note: Students are required to complete work over the summer.

AP® 3-D Design

Grades 11, 12

Elective

Year

1 credit

Regular schedule – 1707

Pre-Requisite – 2 intermediate classes or teacher recommendation

AP® Art is designed for highly motivated students to do college level work in studio art while in high school. The student should be aware that the quality and quantity of work she must generate in order to receive advanced placement credit for a studio art portfolio is equivalent to work done in the freshman year of college. Students must be self-motivated and committed to spending a considerable amount of time outside of class to complete assignments. The content for this course follows requirements set forth by the Advanced Placement College Board. These include students preparing a developed and coherent portfolio of work that meets the standard requirements for admission into college art programs and to prepare students for the Advanced Placement examination and portfolio submission in May. Students will elect to complete their portfolio of work in AP® 3-D Design. This includes Ceramics, sculpture, Fashion Design, and Technical Theater. This decision is made early in the school year or in the summer prior to senior year. The 3 required sections of the portfolio include: Sustained Investigation, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence

Note: Students are required to complete work over the summer.

AP® Drawing

| | | | |
|--|----------|------|----------|
| Grades 11, 12 | Elective | Year | 1 credit |
| Regular schedule – 1706 | | | |
| Pre-Requisite – 2 intermediate classes or teacher recommendation | | | |

AP® Art is designed for highly motivated students to do college level work in studio art while in high school. The student should be aware that the quality and quantity of work she must generate in order to receive advanced placement credit for a studio art portfolio is equivalent to work done in the freshman year of college. Students must be self-motivated and committed to spending a considerable amount of time outside of class to complete assignments. The content for this course follows requirements set forth by the Advanced Placement College Board. These include students preparing a developed and coherent portfolio of work that meets the standard requirements for admission into college art programs and to prepare students for the Advanced Placement examination and portfolio submission in May. Students will elect to complete their portfolio of work in AP® Drawing. This focuses on mark making. Printmaking and Painting also fall under this category. This decision is made early in the school year or in the summer prior to senior year. The 3 required sections of the portfolio include: Sustained Investigation, Selected Works, and written responses. Students will be required to create a culminating digital portfolio of their artwork, highlighting their sustained investigation, combined with artistic voice and expression. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence.

Note: Students are required to complete work over the summer.

Ceramics 1

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

Students are introduced to the world of ceramic art. Students survey important ceramic techniques as inspiration in completing their own three-dimensional forms and ideas. Students will gain a better understanding of design, spatial reasoning, and problem solving. Students will experience various ceramic hand-building techniques including pinch, coil, slab-based and hollowing construction. Students will learn about carving and surface treatments, glazing and firing processes, and actively participate in a truly hands-on course. In Ceramics 1 students will become active in their care for the earth by recycling clay. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression

Ceramics & Sculpture 2

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule - 1710

Pre-Requisite - Ceramics 1

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Students will also learn to use the potter's wheel in the creation of thrown pottery as well as sculptural form. In Ceramics & Sculpture2, students will become active in their care for the earth by recycling clay and creating art with found objects. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Fundamentals of Visual Art

Grades 9, 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule – 1716

This course is an introduction to the Elements of Art and Principals of Design. Students will do a variety of projects in drawing, painting, and printmaking. Students will also begin to understand art as visual communication that connects the artist to many facets of the world. Prior art and drawing experience is not necessary - all abilities are welcome. This course is a prerequisite for many other Visual Arts classes and is a great course for freshman and sophomores, especially those who would like to go on to Drawing & Printmaking, Ceramics & Sculpture, and/or Painting. Fundamentals of Art students will focus on the sustainability of arts and supplies, as they learn the basic skills in each medium. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Sketchbook Design

Grades 10, 11, 12

Elective

Semester

0.5 credit

Blended TEA schedule – 1738

Pre-Requisite – Painting or Drawing 1

Sketchbook Design will be a blend of painting and drawing and would be available to all students who have taken Painting 1 or Drawing 1.

This course builds upon student's knowledge and skills in art making. Students will be designing and creating their own sketchbooks from scratch. Sketchbook Design students will work with all types of drawing, printmaking, and painting materials. Students will study art history, create art from various art prompts, and focus on the skill of art journaling. Sketchbook Design uses many recycled materials to create and develop their sketchbooks, focusing on the Critical Concern, Care for the Earth. Students will continue their learning of the Elements of Art and Principals of Design. Students will be Plein Air painting and drawing during all in class meeting days and growing their sketchbook the entire semester. In this class, all projects are completed in their sketchbooks, allowing them to create an interactive and complex piece of art by the end of the semester. This class is geared to students who want to strengthen their creative mind and expand their skills.

Visual Arts Portfolio 1 & 2

Grades 11, 12

Elective

Year

1 credit

Blended TEA Schedule – 1731

Pre-Requisite - Teacher recommendation

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

the course progresses. Portfolio students will engage and create as they tackle issues of Women, Anti-Racism, and Care for the Earth. Depending on their preferred mediums, students will practice sustainability in their art. Students will complete the course with a strong body of artwork that exemplifies sustained artistic growth. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Offered in 2021-22

Painting 1 (offered in 2021-22)

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

Students will learn a variety of painting techniques using a variety of paint media including watercolors and acrylics. Students will study the technical aspects of these media, pairing this new knowledge with artistic voice and content. This studio course is full of hands-on projects that gain context through surveying historical and contemporary painting. Students in the course will engage and question the work of women artists. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Painting 2 (offered in 2021-22)

| | | | |
|----------------------------|----------|----------|------------|
| Grades 10, 11, 12 | Elective | Semester | 0.5 credit |
| Regular schedule – 1724 | | | |
| Pre-Requisite - Painting 1 | | | |

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Students will also learn to use oil paints. Painting 2 students will continue their investigation of women artists and will broaden their knowledge putting into practice the skills they have learned from these artists. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Photography 1 (offered in 2021-22)

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

Many methods for making visual images will be explored such as pinhole photography and photograms. Students will learn the basics of Adobe Photoshop on the computer. Students will also receive instruction on the optimum use of digital cameras. Black and white chemical processed photography may be demonstrated. Students will gain familiarity with the history of photography. They will be describing, analyzing, interpreting and judging photographs that address the critical concern of immigration and women. Photographs are mounted and exhibited regularly. Students will be required to create a culminating digital portfolio of their work, highlighting their newly learned techniques combined with artistic voice and expression.

Photography 2 (offered in 2021-22)

| | | | |
|-------------------------------|----------|----------|------------|
| Grades 10, 11, 12 | Elective | Semester | 0.5 credit |
| Regular schedule - 1728 | | | |
| Pre-Requisite - Photography 1 | | | |

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

analyzing, interpreting and judging photographs that address the critical concern of immigration and women. Photographs are mounted and exhibited regularly. Students will broaden their knowledge, putting into practice the skills they have learned from these artists. Students will be required to create a culminating digital portfolio of their work, highlighting their newly learned techniques combined with artistic voice and expression.

Offered in 2022-23

Drawing and Printmaking 1 (offered in 2022-23)

| | | | |
|-------------------------------------|----------|----------|------------|
| Grades 9, 10, 11, 12 | Elective | Semester | 0.5 credit |
| Regular schedule – 1734 | | | |
| Pre-Requisite - Fundamentals of Art | | | |

Students taking drawing will advance different drawing skills established in Fundamentals of Art. In addition to learning perspective and realism, students will learn about composition, value, and shading. Students work from direct observation, still life, student models, and even the skeleton all while using a wide variety of media. This class will explore various types of printmaking such as woodcut, etching, embossing linoleum block, monotype printing, collagraphs. They create their prints from sketchbook ideas, still life, models, perspectives, landscapes, portraits, self-portraits, and abstractions. Students develop their own interests and artistic themes by making one or more prints with similar intent and subject but with changes in technique, format, printing process, or style. In addition to creating print editions expressing their art ideas. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence, immigration and women. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Drawing and Printmaking 2 (offered in 2022-23)

| | | | |
|---|----------|----------|------------|
| Grades 10, 11, 12 | Elective | Semester | 0.5 credit |
| Regular schedule – 1735 | | | |
| Pre-Requisite - Drawing and Printmaking 1 | | | |

This course builds on skills acquired in previous course with advanced technique execution and projects as noted in syllabus. Printmaking students apply their design and printmaking skills for invitations, announcements, fabrics, and illustrations for their own writing and journals. Students will describe, analyze, interpret and judge works on art that address the critical concern of non-violence, immigration and women. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression. Students will broaden their knowledge, putting into practice the skills they have learned from these artists.

Graphic Design 1 (offered in 2022-23)

| | | | |
|-------------------------|----------|----------|------------|
| Grades 10, 11, 12 | Elective | Semester | 0.5 credit |
| Regular schedule – 1712 | | | |
| Pre-Requisite – none | | | |

This course looks at the principles of design and allows students to create artwork using computers. Creative techniques are used to communicate visually. Students create ads, posters, identity logos, etc. Students receive an introduction to Adobe Photoshop and Adobe Illustrator. Students will discover and engage with topics surrounding antiracism including: art, artists, culture and religion. Students will also learn how visual culture has progressed since the modern era, and they will produce artwork with the knowledge of art history, social issues, and aesthetics. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression.

Graphic Design 2 (offered in 2022-23)

Grades 10, 11, 12

Elective

Semester

0.5 credit

Regular schedule – 1712

Pre-Requisite – Graphic Design 1

This course builds on Graphic Design 1 with advanced projects as noted on course syllabus. Students will be required to create a culminating digital portfolio of their artwork, highlighting their newly learned techniques, combined with artistic voice and expression. Students will discover and engage with topics surrounding antiracism including: art, artists, culture and religion. Students will broaden their knowledge, putting into practice the skills they have learned from these artists.

Yearbook and Video Production are listed under Business, Technology, and Digital Media

Health & Wellness

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

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

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

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

Requirements:

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

Health & Physical Education

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

Healthy Living Electives

All courses are semester electives and enrichment courses.

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

PHYSICAL EDUCATION ACTIVITIES

Grades 9, 10, 11, 12

Required

1 Semester

0.25 credit

Regular Schedule – 1330

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

rope, strength training, and flexibility exercises. The self defense unit in this course empowers women, by providing an insight into self-awareness, and offensive skills that can be used to protect against an attacker.

LIFETIME FITNESS AND NUTRITION

| | | | |
|-------------------------|----------------------|------------|-------------|
| Grades 9,10,11,12 | Required or Elective | 1 Semester | 0.25 credit |
| Regular Schedule – 1328 | | | |

The main focus of this course will center on designing a personal lifetime fitness and nutritional program. Students will participate in activities that will improve their physical and health-related skills, through these possible activities: yoga, pillow hockey, eclipse ball, Pickleball, orienteering, flag football, field hockey, recreational activities, and archery. The critical concern of nonviolence is prioritized in every activity through an emphasis on teamwork.

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

PHYSICAL EDUCATION- SUMMER

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

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

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

The activities in this summer course can vary from year to year, but may include activities such as: golf, volleyball, self-defense, swimming, orienteering, hiking, canoeing, frisbee golf, strength training, kickboxing, yoga, archery, walking, and jazzercise. Some activities will occur off campus. The self defense unit in this course empowers women, by providing an insight into self-awareness, and offensive skills that can be used to protect against an attacker.

Health

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

This course provides students with practical knowledge of physical, social/emotional and mental health. Topics include CPR and first aid; nutrition; substance abuse; sex education; and mental health issues. There is a course-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.

HEALTHY LIVING COURSES

Basic Culinary Arts I

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

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

independent projects of personal choice. In order to help save the environment, students will learn how to compost.

Advanced Culinary Arts

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1612

Prerequisite: Basic Culinary Arts I

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

Child Development

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1614

This course is a study of the developmental stages of children from conception to age 6. The knowledge gained from this class will help students prepare for the realistic challenges of children through direct interaction and observation. Being a strong woman role model as a parent is also emphasized. Students will learn about guiding children through their physical, social, emotional and intellectual stages by actively participating in an on-campus preschool program. Highlights of this class include planning child-related activities for small and large group settings, making a simple toy, and observing the developmental milestones in the individual child.

DIY Sampler

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule - 1616

Blended TEA Schedule - 1617

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

Mathematics

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

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

Requirements

4 credits in Mathematics are required for graduation.

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

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

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

College Prep Sequence:

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

Honors Sequences:

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

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

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

Honors Sequences: (cont.)

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

Math Expressions

Grade 9 Required Full year 1 credit

College Prep Regular Schedule - 1116

Placement based on records.

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

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

Note: Math Expressions will not count as one of the four math credits needed to graduate unless a student masters all CP Algebra I content. If so, they will receive their Algebra I credit and move on to Geometry the following year.

Algebra 1

Grade 9 Required Full year 1 credit

College Prep Regular Schedule - 1112

Placement based on records.

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

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

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.

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

Geometry

| | | | |
|--------------|----------|-----------|----------|
| Grades 9, 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.

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

Geometry

| | | | |
|--------------|----------|-----------|----------|
| Grades 9, 10 | Required | Full year | 1 credit |
|--------------|----------|-----------|----------|

Honors Regular Schedule – 1120
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. The same content will be covered as in other Geometry courses but in greater depth and at a faster pace.

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

Algebra 2

| | | | |
|---------------|----------|-----------|----------|
| Grades 10, 11 | Required | Full year | 1 credit |
|---------------|----------|-----------|----------|

College Prep Regular Schedule -1132
Prerequisite: Geometry

This course is an expansion of the topics covered in Algebra I. Students will continue to use their graphing calculators in appropriate situations to solve problems. Topics include algebraic operations, the study of linear, quadratic, and polynomial functions. Students in this course may be required to attend Math Lab which provides extra support for this class.

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

Algebra 2

| | | | |
|---------------|----------|-----------|----------|
| Grades 10, 11 | Required | Full year | 1 credit |
|---------------|----------|-----------|----------|

Honors Regular Schedule - 1130
Prerequisite: Geometry

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

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

Foundations of College Algebra & Foundations of Probability and Statistics

| | | | |
|----------|----------|-----------|----------|
| Grade 12 | Elective | Full Year | 1 credit |
|----------|----------|-----------|----------|

College Prep Regular Schedule - 1140
Prerequisite: Faculty recommendation

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

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

Pre-Calculus

| | | | |
|---------------|----------|-----------|----------|
| Grades 11, 12 | Elective | Full year | 1 credit |
|---------------|----------|-----------|----------|

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

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

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

Calculus

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

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, and integrating basic functions.

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

Trigonometry

| | | | |
|--|----------|------------|-----------|
| Grades 10, 11 | Elective | 1 Semester | .5 credit |
| Honors Blended TEA Schedule - 1151 | | | |
| Prerequisite: Geometry and faculty recommendation. | | | |

This course is taken along with Honors Algebra II, designed for students planning to take Calculus. Topics include right triangle trig, unit circle trig, evaluating and graphing trig functions, inverse trig functions, and applications of trigonometry.

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

NOTE: The Blended TEA course meets on both Wednesday and Thursday.

Probability and Statistics 1

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

This course is an introductory to elementary statistics. Students will study qualitative and quantitative variables, learning how to graph each appropriately. A study of the normal curve and the empirical rule. Probability rules and calculating probability of compound events. Creating and interpreting a linear model.

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

This course may be taken concurrently with another math course.

Probability and Statistics 2

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

This course is a continuation of Probability and Statistics 1. 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.

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

AP[®] CALCULUS (AB)

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

This course studies rates of change for continuous and discontinuous functions. Topics include the study of limits, the limit definition of a derivative, finding derivatives, interpreting derivatives in context, applying derivatives to motion problems, integrating functions, using integration to solve differential equations and to find the area and volume of curvature shapes. This class will prepare students for the Advanced Placement AB test and is offered as dual credit through Mount St Joe.

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

AP[®] CALCULUS (BC)

| | | | |
|---|----------|-------------------------------|-----------|
| Grade 12 | Elective | 1 Semester (2 nd) | .5 credit |
| Honors Regular Schedule - 1148 | | | |
| Prerequisite: Successful completion of AP [®] Calculus AB or taken concurrently with 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. This class will prepare students for the Advanced Placement BC test and is offered as dual credit through Mount St Joe.

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

NOTE: This course meets on both Wednesday and Thursday.

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.

Math Lab 1 & 2

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

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

Science

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

Through personal witness and academic programming, the Science Department demonstrates its commitment to 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.

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

College Prep Regular Schedule – 1504

Honors Regular Schedule – 1502

The content of this course focuses on four unifying themes: heredity, evolution, diversity & interdependence of life, and cells. Major ideas are stressed through laboratory activities, demonstrations and lectures. The critical concern of the Earth will be emphasized as students examine human interactions with the environment and how those interactions affect the sustainability of earth and its resources, now and in the future.

Living by Chemistry

| | | | |
|----------|----------|-----------|-------------|
| Grade 10 | Required | Full year | 1.25 credit |
|----------|----------|-----------|-------------|

College Prep Regular Schedule –1524
Prerequisite: Biology

Living by Chemistry is an inquiry-based chemistry curriculum that investigates the composition and structure of matter and the changes that matter undergoes. Students will also explore the energy relationships and laws that govern those changes. The curriculum is designed around the Living by Chemistry series. Students will complete a full year of chemistry using a guided-inquiry approach and hands-on laboratory experiences. Less emphasis is placed on mathematical concepts. Through green chemistry initiatives, students will explore possibilities for reducing toxic or hazardous substances in the environment and promote the critical concern of the Earth.

Chemistry

| | | | |
|-----------|----------|-----------|--------------|
| Grades 10 | Required | Full year | 1.25 credits |
|-----------|----------|-----------|--------------|

Honors Regular Schedule – 1520
Prerequisite:

Chemistry is a lab course that investigates the composition and structure of matter and the changes that matter undergoes. Students will also explore the energy relationships and laws that govern those changes. The curriculum is designed to provide a general background and appreciation of chemistry for the non-science major, as well as prepare students interested in science careers. The course emphasizes conceptual understanding, mathematical problem-solving, and laboratory activities. Through green chemistry initiatives, students will explore possibilities for reducing toxic or hazardous substances in the environment and promote the critical concern of the Earth.

Chemistry

| | | | |
|-----------|----------|-----------|--------------|
| Grades 10 | Required | Full year | 1.25 credits |
|-----------|----------|-----------|--------------|

College Prep Regular Schedule – 1522
Prerequisite: Biology

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

AP® Biology

| | | | |
|---------------|----------|-----------|--------------|
| Grades 11, 12 | Elective | Full year | 1.25 credits |
|---------------|----------|-----------|--------------|

Honors Regular Schedule – 1546
Prerequisite: Chemistry, faculty recommendation
Dual Credit option

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

AP® Chemistry

| | | | |
|---------------|----------|-----------|--------------|
| Grades 11, 12 | Elective | Full year | 1.25 credits |
|---------------|----------|-----------|--------------|

Honors Regular Schedule – 1548
Prerequisites: Chemistry, recommendation of Chemistry faculty; Algebra II completed or taken concurrently.
Dual Credit option

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

Applied Physics

| | | | |
|---------------|----------|-----------|------------|
| Grades 11, 12 | Elective | Full year | 1.0 credit |
|---------------|----------|-----------|------------|

College Prep Regular Schedule – 1556
Prerequisites: Algebra II completed or taken concurrently

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

Physics

| | | | |
|---------------|----------|-----------|------------|
| Grades 11, 12 | Elective | Full year | 1.0 credit |
|---------------|----------|-----------|------------|

Honors Regular Schedule – 1586
Prerequisites: Algebra II completed or taken concurrently, Chemistry

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

AP® Physics C: Mechanics

| | | | |
|---------------|----------|-----------|--------------|
| Grades 11, 12 | Elective | Full Year | 1.25 credits |
|---------------|----------|-----------|--------------|

Honors Regular Schedule – 1554
Prerequisites: Honors Pre-Calculus completed or taken concurrently, faculty recommendation

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

Anatomy & Physiology

| | | | |
|---------------|----------|-----------|------------|
| Grades 11, 12 | Elective | Full year | 1.0 credit |
|---------------|----------|-----------|------------|

College Prep Regular Schedule – 1542
Honors Regular Schedule – 1540

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

Astronomy

Grades 10, 11, 12
Blended TEA Schedule – 1559

Elective

1 Semester

0.5 credit

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

Botany

Grades 10, 11, 12
Blended TEA Schedule – 1561

Elective

1 Semester

0.5 credit

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

Introduction to Engineering

Grades 10, 11, 12
Regular Schedule – 1578
Prerequisites: Algebra I

Elective

1 Semester

0.5 credit

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

Environmental Science of our Dynamic Earth

Grades 9, 10, 11
Blended TEA Schedule – 1567

Elective

1 Semester

0.5 credit

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

The course is built around seven major themes: Earth Systems and Resources; The Living World; Populations, Land and Water Use; Energy Resources and Consumption; Pollution; and Global Change. Some laboratory experiences may be included. This course is well suited for students who wish to learn more about the earth and its geological processes, and the impact humans have on the earth's processes.

Forensics: Crime Scene Analysis

Grades 11, 12
Regular Schedule – 1568

Elective

1 Semester

0.5 credit

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

Forensics: A Laboratory Approach (offered in 2022-23)

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1570

*This course will alternate with Microbiology & Infectious Diseases, beginning with the 2020-21 school year; Forensics: A Laboratory Approach will be offered 2020-21; Microbiology & Infectious Diseases will be offered 2021-22 school year.

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

Human Genetics

Grades 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1573

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

M.A.D. Science

Grade 9

Elective

1 Semester

0.5 credit

Blended TEA Schedule - 1565

Science is EVERYWHERE and touches on every aspect of our lives. In this course, we will look at science topics presented through Movies, Audio (through podcasts) and Digital media (such as YouTube, web pages, etc.) while also learning to use and navigate the learning management system 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.

Marine Biology

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1583

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

Medical Terminology

Grades 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule - 1459

This course emphasizes the stories behind the Latin and Greek 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 contained within each of us. 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; projects will include building a Classical root skeleton, comparative clay modeling, yoga and more. This class is designed for those

interested in breaking down complex scientific terms in new and creative ways to uncover the fascinating tales inside all of us.

Microbiology & Infectious Disease* (Offered 2021-2022)

Grades 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1584

*This course will alternate with Forensics: A Laboratory Approach, beginning with the 2020-21 school year; Forensics: A Laboratory Approach will be offered 2020-21; Microbiology & Infectious Diseases will be offered 2021-22 school year.

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

The Color Experience

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1563

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

Zoology

Grades 9, 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1591

Zoology is the study of animals, including characteristics and classifications, growth and development, and comparative anatomy. Students will investigate animal classifications, morphology, and adaptations. **Dissection is a major emphasis in this course** and field experience may be included.

Social Studies

The state of Ohio suggests a high school curriculum that includes Modern World History, US History, US Government, Economics and Financial Literacy, and Contemporary World Issues. In order to effectively develop well-rounded graduates, and provide all students the opportunity to explore social studies-related career paths, the Social Studies Curriculum Committee supports a policy requiring students to take 3 credits of social studies for graduation (2.5 credits of prescribed coursework and at least 0.5 credits of elective coursework). The topics and themes explored in the Social Studies courses support the core values of the Sisters of Mercy, bring awareness to the critical concerns of the critical concerns of the Sisters of Mercy (specifically immigration, nonviolence, racism, and women), and will be beneficial to students in the multiple pathways offered at Mercy McAuley High School. A curriculum rich in social studies actively promotes current events fluency along with knowledge and respect for cultural diversity through a global emphasis. Additionally, the skills taught and reinforced in the social studies curriculum will help graduates become strong, active citizens.

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

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

Requirements

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

College Prep

| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|----------------------|----------------|-------------|--|
| Modern World History | US History | Elective | US Government* & Contemporary World Issues |

Honors Sequences

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

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

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

REQUIRED COURSES

Modern World History

| | | | |
|--------------------------------------|----------|------------|------------|
| Grade 9 | Required | 1 Semester | 0.5 credit |
| 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 |
| 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 11 | Elective | Full year | 1.0 credit |
| Honors Regular Schedule - 1920 | | | |
| Prerequisite: faculty recommendation | | | |

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

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

United States Government & Politics

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

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

AP® United States Government & Politics

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

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

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

Contemporary World Issues

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

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

Financial Literacy

| | | | |
|--------------------------------|----------|-----------------|------------|
| Grade 12 | Required | During TEA Bell | 0.0 credit |
| Blended TEA Schedule – TUESDAY | | | |

This course is focused on giving students the skills needed to read, analyze, manage, and communicate about the personal financial conditions that affect material well-being. After completing the coursework, students will be able to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond to life events that affect every day financial decisions, including events in the ever-changing national and global economy. The ultimate goal of the course is to develop fiscally responsible citizens ready to make informed decisions about their financial futures.

ELECTIVES

Celebrating American Diversity (offered 2021-2022)

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

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

Basic and Business Law (offered 2021-2022)

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

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

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

Human Geography (offered 2021-2022)

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

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

Psychology

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

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

AP® Psychology

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1966

Prerequisite: Psychology

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

Sociology (offered in 2021-2022)

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.

OFFERED IN 2022-2023**American History through Film (offered 2022-2023)**

Grades 10, 11, 12

Elective

1 Semester

0

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 in 2022-23 – will alternate with World of Business)

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1952

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

History of Cincinnati (offered in 2022-2023)

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Blended TEA Schedule – 1957

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

Protest Movements that Shaped America (offered 2022-2023)

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1962

Blended TEA Schedule – 1963

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

Women through History (offered 2022-2023)

Grades 10, 11, 12

Elective

1 Semester

0.5 credit

Regular Schedule – 1970

Blended TEA Schedule – 1971

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

Theology

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

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

Requirements

All students are required to have 4 credits of theology to graduate.

Each student will take one theology course per semester as laid out in the course sequence.

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

Revelation of Christ in Scripture

Grade 9

Required

1 Semester

0.5 credit

Regular Schedule – 1210

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

Mission of Christ in Scripture

Grade 9

Required

1 Semester

0.5 credit

Regular Schedule – 1212

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

Church

| | | | |
|-------------------------|----------|------------|------------|
| Grade 10 | Required | 1 Semester | 0.5 credit |
| Regular Schedule – 1220 | | | |

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

Catholic Social Teaching

| | | | |
|-------------------------|----------|------------|------------|
| Grade 10 | Required | 1 Semester | 0.5 credit |
| Regular Schedule – 1222 | | | |

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

Catholic Morality

| | | | |
|-------------------------|----------|------------|------------|
| Grade 11 | Required | 1 semester | 0.5 credit |
| Regular Schedule – 1230 | | | |

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

Lifestyles and Relationships

| | | | |
|------------------------|----------|------------|------------|
| Grade 12 | Required | 1 Semester | 0.5 credit |
| Regular Schedule –1240 | | | |

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

ELECTIVES

Christianity and the Arts (offered in 2021-2022)

| | | | |
|---------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
|---------------|----------|------------|------------|

Regular Schedule – 1250

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

Hope within Suffering (offered in 2021-2022)

| | | | |
|---------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
|---------------|----------|------------|------------|

Regular Schedule – 1252

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

Prayer and Spirituality (offered in 2022-2023)

| | | | |
|---------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
|---------------|----------|------------|------------|

Regular Schedule – 1254

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

World Religions (offered in 2021-2022)

| | | | |
|---------------|----------|------------|------------|
| Grades 11, 12 | Elective | 1 Semester | 0.5 credit |
|---------------|----------|------------|------------|

Regular Schedule – 1258

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

Service Learning (offered in 2022-2023)

| | | | |
|--------------|----------|------------|------------|
| Grade 11, 12 | Elective | 1 Semester | 0.5 credit |
|--------------|----------|------------|------------|

Blended TEA Schedule – 1257

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

World Languages

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

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

- performance based assessments aligned with nationally accredited benchmarks of the American Council on the Teaching of Foreign Languages (ACTFL)
- development of the student as a global citizen who is able to compete effectively in the world economy
- empowerment and inspiration to make a social and global impact
- language based service learning opportunities
- possible experiential learning through travel, home-stays and student exchanges
- opportunity to earn college credit through AP® and Dual Enrollment courses in 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 a world language is required for graduation
3 or 4 years preferred by most universities
3 years of a language or 2 years each of 2 different languages required for Ohio Honors diploma
We highly recommend that students take two or more years of a language on campus.
Teacher recommendation required for all AP® level courses
Prerequisite for higher level courses is the course of the previous level
AAPPL/ALIRA/National Latin Exam used for placement of incoming students with previous target language experience.
Seal of Biliteracy requires a minimum I-5 score in all 4 AAPPL assessments: Interpretive Reading, Presentational Writing, Interpretive Listening, and Interpersonal Speaking & Listening

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

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

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

French I

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

Elective

Full year

1.0 credit

Focusing on communication, students will begin the study of the target language and culture. Through the use of authentic resources, students will begin to understand the basis of the target language and to begin to practice the

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.

During discussions of culture in French 1, the Critical Concern(s) of immigration, racism, earth, women, and nonviolence will be explored as appropriate for the cultural topic.

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 will be explored.

Latin I

| | | | |
|------------------------|----------|-----------|------------|
| Grades 9, 10, 11, 12 | Elective | Full year | 1.0 credit |
| Regular Schedule –1430 | | | |

This course concentrates on fundamental vocabulary and grammar skills as a basis for mastery of the language. Using authentic ancient texts, modern Living Latin and adapted works, students develop their reading, writing, listening and even speaking skills in this Classical language. Topics of Roman civilization, history, mythology and word derivation are also studied. During discussions of culture, the Critical Concern of Care for the Earth and the Core Value of Faith will be a focus as we always frame our studies of ancient Greece and Rome with the modern Values of the Sisters of Mercy.

French II

| | | | |
|------------------------|----------|-----------|------------|
| Grades 9, 10, 11, 12 | Elective | Full year | 1.0 credit |
| Regular Schedule –1412 | | | |

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

During discussions of culture in French 2, the Critical Concern(s) of immigration, racism, earth, women, and nonviolence will be explored as appropriate for the cultural topic.

Spanish II

| | | | |
|-------------------------|----------|-----------|------------|
| Grades 9, 10, 11, 12 | Elective | Full year | 1.0 credit |
| Regular Schedule – 1442 | | | |

Reviewing concepts from Level I and continuing to focus on communication, students will extend their study of the target language and culture. Through the use of authentic resources and media, students will begin to explore more complex grammar of the target language and hone communication skills. The goal of this course is for

students to achieve Novice-High proficiency in the areas of interpretive listening, reading, and presentational writing and Novice-Mid proficiency in the area interpersonal listening and speaking (based on ACTFL proficiency guidelines). ACTFL's AAPPL test will be administered as an end-of-course assessment for this course. Through discussions of culture and connections to thematic units, the critical concern of non-violence and women will be explored.

Latin II

| | | | |
|-------------------------|----------|-----------|------------|
| Grades 9, 10, 11, 12 | Elective | Full year | 1.0 credit |
| Regular Schedule – 1432 | | | |

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

French III

| | | | |
|--------------------------------|----------|-----------|------------|
| Grades 9, 10, 11, 12 | Elective | Full year | 1.0 credit |
| Honors Regular Schedule – 1414 | | | |

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

Spanish III

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

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

Latin III

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

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

French IV

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Honors Regular Schedule – 1416

Dual Credit option

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

Spanish IV

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Honors Regular Schedule – 1446

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

Latin IV

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Honors Blended TEA Schedule – 1437

CCP option

In this course students survey the 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. **NOTE: This course meets on both Wednesday and Thursday.**

AP® Spanish

Grades 9, 10, 11, 12

Elective

Full year

1.0 credit

Teacher recommendation required

Honors Blended TEA Schedule - 1449

This course is designed according to the standards mandated by the College Board for highly motivated and interested students with the goal of taking the Spanish AP® exam. Students are engaged in activities to develop proficiency across all modes of communication through the use of a variety of authentic media: literary works,

podcasts, movies, news outlets, charts and graphs. This is a language acquisition course designed to provide students with the necessary skills and intercultural understanding necessary to communicate successfully in an environment where the target language is spoken. Through coursework in AP Spanish, the critical concern of immigration, earth and women will be explored.

The target language is the primary language of the course. The goal of this course is for students to achieve Intermediate-Mid proficiency in the areas of interpretive listening, reading, presentational writing and interpersonal speaking (based on ACTFL proficiency guidelines). **NOTE: This course meets on both Wednesday and Thursday.**

Heroes and Monsters of Ancient Greece and Rome (offered 2021-2022)

Grades 9, 10

Elective

Semester

0.5 credit

Blended TEA Schedule - 1457

This course explores the famous tales and traditions of the Classical world. Topics include the Olympian gods, heroes such as Hercules and Perseus, monsters like Medusa and the Minotaur and the Trojan War Cycle of myths. Students will also be introduced to the Ancient Greek alphabet, learning how to write

their names, as well as the names of the most famous heroes and monsters, as the ancients did. This is a very hands-on, active, project-based class designed for those interested in the fantastic stories of Greece and Rome. Throughout our studies of these pre-Christian cultures, all the Sisters of Mercy Critical Concerns and Values will be stressed as context and a counterpoint to these ancient tales.