



# **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		
		<b>TOTAL 26</b>	

## 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<sup>®</sup>, Dual Credit, or College Credit Plus courses per year. The high school schedule does not provide the discretionary study time necessary for more than three college-level courses.
- Each student should consider more than course load when making her selections. She needs to take into account time devoted to participation in co-curricular clubs and activities, athletics, volunteer work, part time employment and other time-consuming activities. Colleges and high schools throughout the country state that the maximum number of hours a student should work outside school is **15 per week**; most recommend 12 or fewer. The student should plan ahead and be realistic about the demands she places on herself.
- It is not the school's policy to schedule a student to be free for the last part of the day in order to go to work.
- Students may take courses and receive credit from accredited academic programs outside of Mercy McAuley High School. These courses may fulfill a requirement for graduation only after a student consults with her School Counselor and receives the approval of the Administration via the Credit Flex option. (see details below)

### **Recommendation Policies**

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

### **Withdrawals from Courses**

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

### **Failures**

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

### **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:**

21<sup>st</sup> 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<sup>®</sup> 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:**

21<sup>st</sup> 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:**

21<sup>st</sup> Century Research Skills AP Chemistry Medical terminology  
Anatomy and Physiology Engineering CCP Technology courses (UC)  
AP<sup>®</sup> AB Calculus Physics/ AP<sup>®</sup> Physics STNA program  
AP<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup>**

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<sup>®</sup> 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](mailto: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**

	<b>BUSINESS, TECH &amp; DIGITAL MEDIA</b>	<b>ENGLISH</b>	<b>SOCIAL STUDIES</b>
<b>JUNIOR &amp; SENIOR YEAR</b>	World of Business: entrepreneurship	Art of Speech	Economics

**Women Lead ENGINEERING Curricular Requirements:**

	<b>MATH</b>	<b>SCIENCE</b>
<b>SOPHOMORE YEAR</b>	Algebra 2 (completed by the end of Sophomore Year)	Chemistry Biology (both completed by the end of Sophomore year)
<b>JUNIOR &amp; SENIOR YEAR</b>	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:**

	<b>ENGLISH</b>	<b>SOCIAL STUDIES</b>
<b>JUNIOR &amp; SENIOR YEAR</b>	Art of Speech	AP Government & Politics Law

**Women Lead MEDICINE Curricular Requirements:**

	<b>MATH</b>	<b>SCIENCE</b>
<b>SOPHOMORE YEAR</b>	Algebra 2 (completed by the end of Sophomore Year) Trig is optional	Chemistry & Biology (completed by the end of Sophomore year)
<b>JUNIOR &amp; SENIOR YEAR</b>	TWO of these: Honors Pre-Calc, AP Calculus, Calculus, Probs and Stats 1 & 2	1. Anatomy and Physiology 2. 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:**

	<b>BUSINESS, TECH &amp; DIGITAL MEDIA</b>	<b>FINE ARTS</b>
<b>SOPHOMORE YEAR</b>		Fundamentals of Art OR Intro to Technical recommended
<b>JUNIOR &amp; SENIOR YEAR</b> 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 <sup>st</sup> 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 <sup>®</sup> Seminar	Honors	10, 11, 12	Elect.	Year	1
AP <sup>®</sup> Research	Honors	11, 12	Elect.	Year	1

### Offered 2021-2022 school year

AP <sup>®</sup> 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 <sup>®</sup> 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 <sup>®</sup> Calculus AB	Honors	11, 12	Elect.	Year	1
AP <sup>®</sup> 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 <sup>®</sup> Biology	Honors	10, 11, 12	Elect.	Year	1.25
AP <sup>®</sup> 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 <sup>®</sup> 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
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### Offered 2022-2023 school year

Forensics: Lab Approach		11, 12	Elect.	1 sem.	0.5
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### Social Studies

Modern World History	CP, Honors	9	Req.	1 Sem.	0.5
United States History	CP, Honors	10	Req.	Year	1
AP <sup>®</sup> United States History	Honors	11	Req.	Year	1
U.S. Govt. & Politics	CP, Honors	12	Req.	1 Sem.	0.5
AP <sup>®</sup> 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 <sup>®</sup> 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
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**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
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## 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.

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

<b>Freshman Year</b>	Computer Literacy (required), 21 <sup>st</sup> Century Research Skills, Makerspace
<b>Sophomore, Junior and Senior Years</b>	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





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





**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.





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.





## Blended TEA Schedule – 1756

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.



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.



## Visual Arts

	Beginner	Intermediate		Advance		
2-D	Fundamentals of Art	→	Drawing & Printmaking 1 OR any beginner class	→	A.P. Art OR Visual Arts Portfolio	
		→	Drawing & Printmaking 2 OR Painting 1 OR Sketchbook Design OR any beginner class			
	Photography 1	→	Painting 1 OR any beginner class	→		Drawing & Printmaking 1 OR Painting 2 OR Sketchbook Design OR any beginner class
		→	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



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,



**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 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.







## 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
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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
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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
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College Prep Regular Schedule – 1522  
Prerequisite: Biology

Chemistry is a lab course that investigates the composition and structure of matter and the changes that matter undergoes. Students will also explore the energy relationships and laws that govern those changes. The curriculum is designed to provide a general background and appreciation of chemistry for the non-science major, as well as prepare students interested in science careers. 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
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Honors Regular Schedule – 1546  
Prerequisite: Chemistry, faculty recommendation  
Dual Credit option

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









## 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.

<b>Requirements</b>			
<ul style="list-style-type: none"> <li>- 2.5 credits of prescribed course work (Modern World History, US History, US Government and Contemporary World Issues)</li> <li>- .5 credits of elective coursework</li> <li>- State required Financial Literacy will be taken by all seniors during TEA Bell</li> </ul>			

### College Prep

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

### Honors Sequences

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

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

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

## REQUIRED COURSES

### Modern World History

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

This course examines world events from 1600 to the 20<sup>th</sup> century. It explores the impact of the scientific, political, and industrial revolutions, the effects of nationalism, the focus that led to world domination by European powers via imperialism, and a war that changed empires. Topics include Scientific Revolution, Age of Enlightenment, Industrialization, Nationalism and Imperialism (1800-1914), WWI & WWII, and the Cold War. This course will emphasize the Sisters of Mercy Critical Concern of Non-violence.

### United States History

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

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

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

### AP<sup>®</sup> United States History

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

This course is designed to provide the students with analytical skills necessary to deal with problems and issues in United States History. As an AP<sup>®</sup> 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 21<sup>st</sup> century. College credit may be gained by taking the Advanced Placement<sup>®</sup> 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.



**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.





**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.



## 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





#### **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.