Administration

Maria Spagnuolo ........................................... Principal
Rosemary Eivers. ........................ Assistant Principal/Academics
Christine Civitano ....................... Assistant Principal/Student Life
CJ Council .............................. Dean of Students

Guidance Counselor

Danielle Tourdo – Chairperson – ext. 207
Gabriela Castillo – ext. 227
Andrew Pipchinski – ext. 201
Cynthia Garcia – ext. 206

The Mission of Cathedral High School

Cathedral High School, a Catholic College Preparatory school of the Archdiocese of New York located in the heart of Manhattan, welcomes young women of all faiths and cultures. We are a community of students, teachers, staff, parents and alumnae committed to achieving excellence in education. We continually challenge our students to become productive members of society who will conduct themselves with religious and moral integrity in the pursuit of social justice.
**Diploma Requirements**

In order to receive a diploma from Cathedral High School, the following credits must be earned:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Religion (4 years)</td>
<td>2 credits</td>
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<tr>
<td>English (4 years)</td>
<td>4 credits</td>
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<tr>
<td>Social Studies (4 years)</td>
<td>4 credits</td>
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<tr>
<td>Mathematics (3 years)</td>
<td>3 credits</td>
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<td>Science (3 years)</td>
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<td>Foreign Language (3 years)</td>
<td>3 credits</td>
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<tr>
<td>Health/Technology Foundations</td>
<td>1 credit</td>
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<tr>
<td>Music and/or Art (1 year)</td>
<td>1 credit</td>
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<tr>
<td>Electives</td>
<td>3 credits</td>
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<tr>
<td>Physical Education (4 years)</td>
<td>2 credits</td>
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<tr>
<td>CPR</td>
<td>1 credit</td>
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**Required Exams**

In addition to the requirements listed above, to receive a New York State Regents or Advanced Regents Diploma, the indicated State exams below must be passed.

**REGENTS DIPLOMA**

Required Exams  
(All exams require a score of 65 or above)

- Regents in ELA
- Algebra I
- Regents Global Studies Exam
- Regents U. S. History Exam
- Regents Science Exam

**REGENTS W/ADVANCED DESIGNATION DIPLOMA**

Required Exams  
(All exams require a score of 65 or above)

- Regents in ELA
- Algebra I
- Geometry
- Algebra II
- Regents Global Studies Exam
- Regents U. S. History Exam
- 2 Regents Science Exams
- LOTE Exam (Language Other Than English Exam) *(School Administered)*
Advanced Placement Courses

Cathedral High School offers several Advanced Placement Courses. Due to the level of difficulty and the volume of material in these courses, a student who chooses an AP course and her parent/guardian must sign a contract with the chairperson of the department or administrator.

The contract will state that under NO CIRCUMSTANCES will a student be allowed to withdraw from an AP course once the next school year begins. The student may also be required to take an entrance exam to determine eligibility.

Course Selection Policy

Every effort is made to provide curriculum offerings that will meet both the academic and personal needs of the student.

Students are reminded that when they are considering a course of study, serious thought should be given to past academic performance, ability, attendance, willingness to work and future goals.

In order to facilitate the educational process and avoid confusion and delays in the fall, the following policies are established:

• If a student needs help in arriving at a decision regarding her program, she must consult with her guidance counselor, teacher, chairperson of the department or the Assistant Principal.

• In the selection of courses, parents must approve the course selections and are encouraged to provide assistance to their children. Please feel free to call your daughter’s guidance counselor.

• Course requests will be fulfilled in accordance with the good of the students and the facilities available.

• Any requested changes in a student’s selected courses must be made in writing prior to June 2023 and signed by a parent and be accompanied by a $10 fee. NO CHANGES WILL BE MADE AFTER THAT DATE.

• The only schedule changes that will be made in September are those necessary to resolve computer error, conflict, or those which, after careful review, the administration feels are in the best interest of the student. SCHEDULES WILL NOT BE CHANGED FOR ANY OTHER REASON.
Please Note:

- Any student who fails three or more subjects in any school year may be asked to withdraw
- No student may re-enter Cathedral in September of the following year with any failures on her record
- Failure to attend summer school will be cause for dismissal. All students must attend Summer School at Cathedral High School.

Please DO NOT make vacation plans until final report cards are received.

The re-registration fee is non-refundable and due by March 9th.

Any student with an outstanding balance will not be scheduled for September 2023 until all financial obligations have been met.
COURSE INDEX
CLICK COURSE TITLE BELOW TO GO TO DESCRIPTION

THE ARTS
Basic Art
Studio Art I
Portfolio Art
Crafts
Fashion Design
Music I

BUSINESS, FINANCE,
AND LAW ACADEMY
Business: Organization and Management
Introduction to Entrepreneurship
Business Law
Criminal and Civil Law

STEM ACADEMY
Technology Foundations
Technology II: Designing the Future
Technology III: Engineering the Future
Technology IV: Creating the Future

ENGLISH
English 9 Honors
English 9
English 10
English 10 Honors
English 11
English 11 Honors
English 11 - Advanced Placement English
Language and Composition
English 12
English 12 - College Writing*

LANGUAGE OTHER THAN ENGLISH (LOTE)
Spanish 1 Non-Native
Spanish 1 Native
American Sign Language 1
French I
Latin 1
Mandarin 1
Spanish 2 Non-Native
Spanish 2 Native
American Sign Language 2
Latin 2
Mandarin 2
Spanish 3 Non-Native
Spanish 3 Native
American Sign Language 3
Latin 3
Mandarin 3
American Sign Language 4
Latin 4
Mandarin 4

MEDICAL GATEWAYS ACADEMY
Introduction to Health
Advanced Health and Careers
Major Health Problems
Global Issues in Health Care
Anatomy & Physiology
COURSE INDEX
CLICK COURSE TITLE BELOW TO GO TO DESCRIPTION

MATHEMATICS
Algebra I Next Generation
Algebra I Next Generation Honors
Algebra II Common Core Honors
Algebra II Common Core Regents
Algebra II
Geometry Common Core Honors
Geometry Common Core Regents
Geometry
Pre-Calculus
College Calculus
Math 12

PHYSICAL EDUCATION
Physical Education
Dance

RELIGIOUS STUDIES
Freshman Religion
Sophomore Religion
Junior Religion
Senior Religion

SCIENCE
Living Environment Honors
Living Environment Regents
Earth Science Regents
Chemistry Regents
Physics Regents
Forensic Science

SOCIAL STUDIES
Pre–AP World History
Global History and Geography I
AP World History
Global History and Geography Honors II
Global History and Geography II
United States History and Government Honors
United States History and Government
Advanced Placement US History and Government
Government and Economics
Introduction to Psychology
Introduction to Sociology
AP US Government and Politics
It is the goal of the department to offer various forms of art. It stimulates and encourages the creative side of their natures and enables them to see the beauty in their world. It is the objective of the department to provide a broad range of experiences in a variety of media including, but not limited to pencil, colored pencil, charcoal, crayon, pastel, oil pastel, watercolor and acrylic paints. The art department offers insight into the many different disciplines of art such as drawing, painting, crafts, and fashion. The emphasis of classes is on helping students articulate a personal approach to the chosen medium in order to arrange visual elements into expressive personal statements.

Music and Performing Arts are designed to foster the interpretive, technical, and aural education of the students in performance settings. Our main goal is to inspire and encourage the musical performance potential of each student through required and elective courses.
STANDARD 1: CREATING, PERFORMING, & PARTICIPATING IN THE ARTS
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES
Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

STANDARD 4: UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.
Basic Art
GRADE 10 | ONE SEMESTER

Fulfills State requirement for ½ credit towards meeting the Fine Arts requirement for graduation. Introduction to the basic elements of design, principles of design, components of art, and some art history.

PREREQUISITE: NONE

Studio Art I
GRADES 11, 12 | ONE SEMESTER

Introduction to the elements of art, to drawing and painting, and some art history. This course can be used for ½ credit towards meeting the Fine Arts requirement for graduation.

PREREQUISITE: NONE

Portfolio Art
GRADES 11, 12 | ONE SEMESTER

Studio art, art history and portfolio preparation for those who wish it. This course can be used for ½ credit towards meeting the Fine Arts requirement for graduation.

PREREQUISITE: NONE

Crafts
GRADES 11, 12 | ONE SEMESTER

Introduction to the fundamentals of three-dimensional design through the creation of crafts in various materials, techniques and ideas. This course can be used for ½ credit towards meeting the Fine Arts requirement for graduation.

PREREQUISITE: NONE

Fashion Design
GRADES 11, 12 | ONE SEMESTER

Develops design skills and aesthetic principles as they relate to all aspects of the fashion industry. This course can be used for ½ credit towards meeting the Fine Arts requirement for graduation.

PREREQUISITE: NONE
Music I

GRADES 9, 10, 11, 12  |  FULL-YEAR COURSE

This class is designed for those who already play an instrument and for those who wish to learn to play an instrument.

Music I is an introductory course of instrumental music ensemble playing/performing. Using a variety of resources, students will have the opportunity to explore music performance on an assigned instrument. Unit assessments will mark progress and achievement.

PREREQUISITE: NONE
BUSINESS, FINANCE, AND LAW ACADEMY

The Business, finance, and Law Academy is the gateway for the students to develop and learn the skills that will benefit them as they go on to college as well as entering the increasingly competitive job market. Our goal is to equip students with those skills essential for success in an increasingly competitive global marketplace.

STANDARD 1
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

STANDARD 2
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

STANDARD 3A
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

STANDARD 3B
Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.
Business: Organization and Management

Introduces students to major areas of business and enables them to understand the focus of business concentrations. Examines how businesses use marketing, finance, accounting, human resources, management and technology skills. Includes an examination of diverse issues such as the role of small companies versus large corporations, going public and understanding the implications of legal, political, economic, international, environmental and ethical issues. Includes guest lectures, role-play exercises and videos.

This course will present an overview of business operations. It will discuss various techniques used by businesses today, what works, what doesn’t work and why. It will help you understand the forces that impact business operations, such as the economy, environmental issues, and political and social pressures. It will be looking at specific disciplines such as marketing, finance, accounting, information technology, human resources and management and seeing how they are used in small, medium and large businesses.

This course is in the sequence of classes that are part of our Business Academy with St. Francis College. Students may receive three college credits from St. Francis College upon successfully completing the coursework and paying $210/per course. These credits are accepted by most colleges and universities.

PREREQUISITE: 85% OR BETTER OVERALL AVERAGE

Introduction to Entrepreneurship

This course is designed to introduce students to the different types of entrepreneurship that exist, and the excitement and challenges of building your own business. It focuses on identifying and evaluating entrepreneurial opportunities, as well as identifying what it takes to get a new venture off the ground. The course is enriched with real-life examples, including personal stories from local entrepreneurs and case studies of start-ups. The instructors emphasize active, hands-on learning, and student teams will get a taste for starting and running a company via a team start-up project.

This course is in the sequence of classes that are part of our Business Academy with St. Francis College. Students may receive three college credits from St. Francis College upon successfully completing the coursework and paying $210/per course. These credits are accepted by most colleges and universities.

PREREQUISITE: 85% OR BETTER OVERALL AVERAGE
Business Law

GRADERS 11, 12 | ONE SEMESTER

Consider taking this class if you would like to know more about the law than what you read in John Grisham or Scott Turow books, or watch on “Law and Order”! “Judge Judy” or “People’s Court” is fun to watch on TV as well, but, why not learn about the REAL laws and legal system that governs the United States? You will learn how the law affects you, day in an out, even when you do not realize it. Did you know that disagreements (or disputes) are not just resolved in court - but can also be mediated or arbitrated? And in many of these situations you can represent yourself, if you cannot afford an attorney – or haven’t yet finished law school, which may be of interest to you once you take this course. Learn what a “tort” is, and what a contract is (and how you enter into one more times than you may even realize). Did you know that you are a “consumer” and that as such, you are entitled to all sorts of protections? And when you pay for a warranty you’re your iPhone or TV, do you know what you are entitled to - and how to take advantage of it if need be? Again, consider signing up for this class.

This course is in the sequence of classes that are part of our Business Academy with St. Francis College. Students may receive three college credits from St. Francis College upon successfully completing the coursework and paying $210/per course. These credits are accepted by most colleges and universities.

PREREQUISITE: 85% OR BETTER OVERALL AVERAGE

NOTE: IF YOU TAKE THIS CLASS, YOU ARE NOT ABLE TO TAKE CRIMINAL AND CIVIL LAW, AS THERE IS OVERLAPPING MATERIAL.

Criminal and Civil Law

GRADERS 11, 12 | FULL-YEAR COURSE

Do you want to protect yourself under the law? In this class you will develop both respect and understanding of how the law affects you, your family, and career. When you know your rights and obligations, you can avoid legal complications and know when you need to obtain legal assistance. You will learn about torts, contracts, civil litigation, trial procedures and more. Guest speakers on criminal and civil issues will extend your understanding and knowledge.

PREREQUISITE: NONE.

NOTE: IF YOU TAKE THIS CLASS, YOU ARE NOT ABLE TO TAKE BUSINESS LAW, AS THERE IS OVERLAPPING MATERIAL.
The goal of the STEM Academy is to provide Cathedral students with a rich and meaningful engagement with technology in many forms and prepare them for college and careers in STEM (Science, Technology, Engineering, and Mathematics) and related fields such as design and architecture. The Academy program is driven by New York State’s Mathematics, Science, and Technology (MST) Standard 5: Technology, expanded to include the International Technology and Engineering Educators Association (ITEEA) Core Disciplinary Standards.
MST STANDARD 5
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

ITEEA STANDARD 1
Students will develop an understanding of The Nature and Characteristics of Technology and Engineering

ITEEA STANDARD 2
Students will develop an understanding of The Core Concepts of Technology and Engineering

ITEEA STANDARD 3
Students will develop an understanding of the Integration of Knowledge, Technologies, and Practices.

ITEEA STANDARD 4
Students will develop an understanding of the Impacts of Technology

ITEEA STANDARD 5
Students will develop an understanding of the Influence of Society on Technological Development

ITEEA STANDARD 6
Students will develop an understanding of the History of Technology

ITEEA STANDARD 7
Students will develop an understanding of Design in Technology and Engineering Education
Technology Foundations
GRADE 9 | HALF-YEAR COURSE

For students with little or no experience with technology and engineering, this foundations course will expose students to the history, practices and impact of technology, design, and engineering through an intensive hands-on curriculum. Students acquire skills such as basic technical drawing, efficient problem solving, introductory programming/coding, and safe and effective use of tools and machinery. Students will also receive an introduction to advanced digital fabrication tools like 3D printers, laser cutters, and computer numerically controlled (CNC) power tools. This course builds a well-rounded foundation of skills and knowledge required for more advanced courses.

PREREQUISITE: NONE

Technology II: Designing the Future
GRADE 10 | FULL-YEAR COURSE

Students will develop their creative thinking, critical analysis, decision-making, and problem-solving skills through a series of design challenges. The universal language of technical drawing - sketching, drafting, and computer-aided design - provides the framework for this course and equips students with a skillset that is required throughout the design and engineering world. Students will also perform historical and present-day research and learn basic modeling skills in preparation for higher-level courses.

PREREQUISITE: 85% OR HIGHER IN TECHNOLOGY FOUNDATIONS

Technology III: Engineering the Future
GRADES 11, 12 | FULL-YEAR COURSE

This course creates the opportunity for new skill development while also relying on knowledge acquired in previous years of Technology classes. This course will focus on problem solving, coding/programming, and robotics and will also broaden students knowledge of topics including design, modeling, and fabrication. Relying on previous skills like measuring, technical drawing, and 3D modeling, this class will allow students to use the makerspace, computer lab and 3D printers as resources to create valuable solutions to complex problems. Because of their proficiency, students in this class will have more autonomy when using these resources than in previous technology classes.

PREREQUISITES: 85% AVERAGE OR HIGHER IN PREVIOUS TECHNOLOGY CLASS
Technology IV: Creating the Future
GRADE 12 | FULL-YEAR COURSE

Focused on problem solving, students use skills acquired in previous courses to step through the design process and develop solutions. The course serves as a capstone for the Technology sequence and covers topics from addressing local community problems to developing products to manufacturing techniques.

PREREQUISITES: MAINTAIN 90% OR HIGHER IN TECHNOLOGY. PASSING ALL SUBJECTS.
The English Department embraces three goals for our students: to master the New York State Common Core College and Career Readiness Standards in Reading and Writing; to demonstrate this by excelling in the New York State Regents Examination in English Language Arts (Common Core) and to achieve success on the SAT (College Board) Exam, resulting in admission to the colleges of their dreams.
READING STANDARDS

STANDARD 1: KEY IDEAS AND DETAILS
Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD 2: CRAFT AND STRUCTURE
Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Students will assess how point of view or purpose shapes the content and style of a text.

STANDARD 3: INTEGRATION OF KNOWLEDGE AND IDEAS
Students will integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STANDARD 4: TEXT TYPE AND PURPOSES
Students will write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Students will draw evidence from literary or informational texts to support analysis, reflection, and research. Students will apply the Reading Standards to both literary and informational texts, where applicable.
STANDARD 5: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Students will conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Students will synthesize multiple sources, demonstrating an understanding of the subject under investigation. Students will gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

SPEAKING AND LISTENING STANDARDS

STANDARD 1: COMPREHENSION AND COLLABORATION

Students will initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. Students will come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. Students will work with peers to set norms for collegial discussions and decision-making, and establish clear goals, deadlines, and individual roles as needed. Students will pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions. Students will respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
English 9 Honors

HONORS ACADEMY
GRADE 9 | FULL-YEAR COURSE

The English 9 Honors is designed for students who have demonstrated excellence in English Language Arts, as indicated on standardized tests and elementary school reports. This student-centered course is focused on cultivating higher-order thinking skills. Students will read and analyze texts across a range of genres, including fiction (both novels and short stories), drama, nonfiction essays, and poetry. In addition, English 9 Honors Academy students are required to present several creative projects throughout the year as well as complete an MLA-format research paper.

PREREQUISITE: TEST SCORES INDICATING A HIGH DEGREE OF COMPETENCE IN ENGLISH LANGUAGE ARTS.

English 9

GRADE 9 | FULL-YEAR COURSE

The English 9 course is designed to introduce students to secondary-level texts from a variety of genres and authors. The English department is deeply committed to teaching across the curriculum—particularly with the Social Studies, Math, Science and Religion departments—by using close reading techniques to explore how figurative language is used in texts. Full-length works are taught with corresponding courses in other disciplines. Students will also learn how to write essays that follow MLA format.

PREREQUISITE: NONE

English 10

GRADE 10 | FULL-YEAR COURSE

The English 10 course builds upon the foundations laid in English 9. It, therefore, includes intensive study in the disciplines of reading and writing, which reflect common core standards, citing specific evidence and delineating arguments. Students will also engage in reading higher-level text for analysis. Students will continue upon their previous year’s knowledge and research and complete an MLA format research paper. The New York State Common Core English Regents takes place in January of junior year, there will be the continued practice of skills in preparation for this exam.

PREREQUISITE: ENGLISH 9
English 10 Honors
GRADE 10 | FULL-YEAR COURSE

The English 10 Honors course follows the curriculum for English 10. Still, it is designed for students who have demonstrated a lively interest in English and have demonstrated high scores in English Language Arts. This course will require additional reading of at least one full-length work, as well as various authors and genres. There will be an introduction of ancient Greek tragedians and British literature. To build off of their previous year, the students will be required to complete an MLA format research paper. The New York State Common Core English Regents takes place in January of junior year, there will be the continued practice of skills in preparation for this exam.

PREREQUISITE: 9TH GRADE AVERAGE AND TEACHER/CHAIRPERSON RECOMMENDATION/ADMINISTRATION APPROVAL

English 11
GRADE 11 | FULL-YEAR COURSE

The English 11 course builds on the foundations from English 9 and 10 with specific emphasis on argumentative writing for success on the English Common Core Regents exam. This course focuses on American literature and works in conjunction with United States History which the juniors also take. The curriculum is designed to assist in the research of nonfiction texts and articles and explain narrative and expository writing skills. Students will build on their previous knowledge and complete an MLA format research paper.

PREREQUISITE: ENGLISH 10

English 11 Honors
GRADE 11 | FULL-YEAR COURSE

The English 11 Honors course follows the curriculum for grade 11 but is designed for the students who demonstrated both an interest in English and strong competence in the language arts skills, especially in writing and literary analyses. This course focuses on American literature and works in conjunction with United States History which the juniors also take. Students are required to read one additional full-length work, while focusing on core writing standards and on fine-tuning argumentative writing skills. Students will also continue to prepare for the English Common Core Regents Exam which takes place in January. Students are required to complete one paper per semester; an MLA format research paper in the fall and a literary analysis paper in the spring.

PREREQUISITE: 10TH GRADE TEACHER/CHAIR RECOMMENDATION/ADMINISTRATION APPROVAL
English 11 - Advanced Placement English Language and Composition

GRADE 11 | FULL-YEAR COURSE

The Advanced Placement (AP) Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and rhetorical analysis of nonfiction texts and articles. The AP Language and Composition course aligns with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays. It is assumed that students in this course enjoy reading and analyzing the method/methods by which certain writers practice their craft. A series of novels, essays, and short stories will be read and analyzed for the stylistics used as well as the content. Students will also prepare for the English Common Core Regents Exam. Many colleges will grant credit and appropriate placement to students who do well on the advanced placement examination. This special examination is given in May and an additional fee is required by the College Entrance Board.

PREREQUISITE: ENGLISH 10 HONORS AND A MASTERY LEVEL SCORE OF 85% - 100% ON THE STANDARDIZED EXAM ADMINISTERED BY CATHEDRAL HIGH SCHOOL.

English 12

GRADE 12 | FULL-YEAR COURSE

British Literature is a course in which selected works from the Anglo-Saxon period to the 21st Century are presented in relation to corresponding historical events and societal changes. Among the authors studied are Dickens, Coleridge, Shelley, Austen, and Huxley. The reading and analysis include works of poetry, fiction, non-fiction, and drama.

Shakespeare is the most influential writer of all time, as well as the most popular. His plays, written over 400 years ago, are still enjoyed and teach his audiences about the human condition. The writing components of this course involve techniques of exposition, persuasion, argumentation, and research.

This course will examine the evolution of New York City as a literary construct, the city’s emergence and continual reinvention as one of the countries, and the world’s premier sites of literacy and cultural production. Students will study famous speeches throughout history and analyze content. The students will also research, prepare and present several different types of speeches including but not limited to; introduction, acceptance, persuasive and demonstrative.

PREREQUISITE: ENGLISH 11
English 12 - College Writing*
GRADE 12 | FULL-YEAR COURSE

Semester 1 - Written English and Literary Studies I
This course introduces the student to elements of expository writing through the study of a variety of texts. Students read and examine these texts in order to formulate essays in several rhetorical modes such as argumentation, definition, causal analysis, cause and effect, division and classification, compare and contrast and the personal essay.

The goals of this course are to introduce students to a variety of texts and their rhetorical situations; to understand and practice the writing process, which includes reading, pre-writing, drafting, writing, editing, and revising; to write in several rhetorical modes using prose and organizational strategies associated with each; to develop students’ critical thinking and reading skills as they formulate analyses and arguments; to recognize and develop elements of grammar, punctuation, style, and documentation.

By the completion of the course, students should be able to use close reading strategies to foster analytical discussions of a variety of texts; write clear, coherent essays in several rhetorical modes; recognize and adhere to conventions of grammar and MLA style; demonstrate basic skills necessary for a research paper, such as direct quotation, paraphrasing, and parenthetical citation; to use and practice correct grammar, punctuation, style, and documentation in their essays.


Semester 2 - Written English and Literary Studies II
Students read and critically analyze literary works (fiction and/or drama). Students compose a full-length research essay based on assigned topics.

The goals of this course are to continue developing critical reading skills; to continue refining one’s writing process, including reading, pre-writing, drafting, editing, and revising; to learn to situate oneself in a critical debate, thinking critically about the ways texts interact and intersect; to write competently in the rhetorical modes, using textual evidence to support ideas; to practice and refine elements of grammar, punctuation, style, and MLA documentation.

By the completion of the course, students should be able to: use close reading strategies to fuel analytical discussions of literary texts; write
clear, coherent essays in rhetorical modes while incorporating and evaluating evidence and support recognize and adhere to conventions of grammar and MLA style demonstrate advanced research methods, including the selection and citation of credible scholarly sources and the creation of an annotated bibliography.

The Literary Research Paper using sources correctly documented in MLA style is the central written element of this course. However, students may also be required to complete informal writing exercises, drafts, and activities both in class and at home. Students will be required to complete assignments scaffolded to the research assignment (such as an introduction and an annotated bibliography, both requiring approval from the instructor).

Each student will deliver one short presentation in class. The presentation is a tool to generate discussion and will offer the student another opportunity to focus on a specific topic, a skill necessary to writing persuasive essays. A more detailed description of this assignment will be provided along with a presentation grading rubric. Students should have their presentation topics approved by the instructor in advance.

PREREQUISITE: WRITTEN ENGLISH AND LITERARY STUDIES I. ENGLISH 11 AP OR ENGLISH 11 HONORS AND A MASTERY LEVEL SCORE OF 85% - 100% ON THE STANDARDIZED EXAM ADMINISTERED BY CATHEDRAL HIGH SCHOOL.

* AS A GRADUATION REQUIREMENT OF CATHEDRAL HIGH SCHOOL, ALL SENIOR ENGLISH CLASSES ARE REQUIRED TO WRITE AT LEAST ONE (1) TERM PAPER AS DIRECTED. STUDENTS WILL BE ELIGIBLE TO RECEIVE 3 -6 COLLEGE CREDITS FROM MOLLOY COLLEGE.
The LOTE Department at Cathedral High School follows the NYS learning standards for languages. We offer courses for native, heritage, and non-native speakers.

**STANDARD 1: COMMUNICATION SKILLS**
Students will be able to use a language other than English for communication.

**STANDARD 2: CULTURAL UNDERSTANDING**
Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics.
FRESHMEN

The first year of the language introduces the student to the culture of the people speaking the target language. Students learn the correct pronunciation, basic vocabulary, and elementary grammatical constructions. This is to enable the students to understand simple questions and respond intelligently.

SOPHOMORES

All foreign language courses must be approved by your language teacher. Every sophomore is expected to continue with the language she started in freshman year unless her present language teacher recommends otherwise. Spanish, American Sign Language, Mandarin, and Latin are offered to sophomores, but a student must first successfully complete the current course in order to advance to the next one.

JUNIORS

Students in junior year may begin a new language provided they continue in their present language. However, a student’s request for a second language will be satisfied depending upon openings in the particular course. Approval to begin a language must be obtained from the chairperson of the department. Seniors may not begin a new language. The third year of language study offers greater facility in speaking, reading and fundamentals of writing the target language. School Administered Exams are offered at the completion of each of these courses.
Spanish 1 Non-Native
GRADE 9 | FULL-YEAR COURSE

This course is for those students who have no knowledge or only a little of Spanish and wish to learn the language. Students are introduced to basic grammar and vocabulary.

PREREQUISITE: NONE

Spanish 1 Native
GRADE 9 | FULL-YEAR COURSE

This course is for students who have some background or knowledge of the Spanish language. The course will involve stress on common errors in pronunciation, reading comprehension, writing, speaking and listening skills, as well as develop an appreciation for the Hispanic Culture. These students will continue in Native courses in sophomore and junior years.

PREREQUISITE: KNOWLEDGE OF SPANISH

American Sign Language 1
GRADE 9 | FULL-YEAR COURSE

This is an introductory level course which will provide the visual-gestural skills needed to communicate with deaf people in the context of the deaf culture instilling in the student that interactive communication is possible with deaf people through the use of signs. Students will also become aware of cultural patterns, learned through the use of American Sign Language, that characterizes the deaf culture.

PREREQUISITE: NONE

French 1
GRADE 9 | FULL-YEAR COURSE

French I is an introduction to the French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing.

PREREQUISITE: NONE
Latin 1
GRADE 9 | FULL-YEAR COURSE

The Latin language is the source of a majority of English words, and Latin terminology is still used in science, law, medicine, and the church. Latin I introduces students to basic Latin vocabulary and grammar and helps them develop an appreciation for the culture of ancient Rome.

PREREQUISITE: NONE

Mandarin 1
GRADE 9 | FULL-YEAR COURSE

This course is an introductory course to basic Chinese for students with no background in the language. This course will focus on communicative skills and cover pronunciation, grammar fundamentals, and vocabulary. Topics include but are not limited to: greetings, family matters, numbers, and communication in daily life. The course also incorporates Chinese culture and practical situations.

PREREQUISITE: NONE

Spanish 2 Non–Native
GRADE 10 | FULL-YEAR COURSE

This course is a continuation for those who have successfully completed Spanish 1 Non-Native. The course is designed to help students develop proficiency in the four language skills: listening, speaking, reading, and writing in the target language.

PREREQUISITE: SPANISH 1 NON-NATIVE

Spanish 2 Native
GRADE 10 | FULL-YEAR COURSE

This course is a continuation for those who have successfully completed SPANISH 1N. The aim of this course is to strengthen the student’s verbal communication skills in the target language. Grammar and vocabulary will be presented in a cultural manner. Students who achieve 95 percent or above may take the School Administered Spanish Exam at the end of this course with the approval of the teacher/chairperson/administration.

PREREQUISITE: SPANISH 1 NATIVE
American Sign Language 2
GRADE 10 | FULL-YEAR COURSE

This is the second level of a three year sequence which will provide the visual-gestural skills needed to communicate with deaf people in the context of the deaf culture instilling in the student that interactive communication is possible with deaf people through the use of signs. Students will also become aware of cultural patterns, learned through the use of American Sign Language, that characterizes the deaf culture. Upon successful completion of this course, students will be qualified to continue to American Sign Language 3.

PREREQUISITE: AMERICAN SIGN LANGUAGE 1

Latin 2
GRADE 10 | FULL-YEAR COURSE

The course begins where Latin I left off, with more complex conjugation, declension, and vocabulary. We will continue to explore the grammatical structure of Latin, plus learn numbers, pronouns, special verbs, comparison of adjectives and adverbs, among other topics.

PREREQUISITE: LATIN I

Mandarin 2
GRADE 10 | FULL-YEAR COURSE

This is the second level of basic Chinese for students who have learned Mandarin before and now want to strengthen their vocabulary and grammar. This course will teach lower intermediate Chinese communicative skills. It will cover sentence structure and idiomatic expressions and develop listening, speaking, reading, and written competence in Chinese. The incorporation of Chinese culture is also part of this course.

PREREQUISITE: MANDARIN 1
Spanish 3 Non-Native

This course is for those students who have successfully completed Spanish 2 Non-Native. Teachers will emphasize the acquisition of advanced grammatical points, development of reading, writing and communication skills in the target language. Students will be prepared for the Spanish Comprehensive Examination at the end of the course.

Prerequisite: Spanish 2 Non-Native

Spanish 3 Native

This course is for those students who have successfully completed Spanish 2 Native. In this course, students will continue developing their conversational skills while building language proficiency in the areas of speaking, reading, listening and writing to demonstrate their language acquisition through interpretive, interpersonal and presentational activities. Students will be prepared for the Spanish Comprehensive Examination at the end of this course.

Prerequisite: Spanish 2 Native

American Sign Language 3

This is an intermediate-to-advanced course in American Sign Language (ASL). This course is designed to practice conversational skills, teach narrative performance skills, and deepen understanding of various aspects of deafness and Deaf culture. Previous knowledge of ASL and Deaf Culture is necessary; students are expected to have taken ASL I and II, and thus to have Prerequisite knowledge of ASL concepts, grammar, and history. Course content shall include, but not be limited to, conversational vocabulary, conversational norms, classifier use, storytelling, and grammatical features of ASL. The audio logical, educational, social, cultural, artistic, and historical aspects of deafness are also included.

Prerequisite: American Sign Language 2
Latin 3
GRADE 11 | FULL-YEAR COURSE

Latin 3 is a higher-level language course that emphasizes the critical vocabulary and grammar needed for translation and understanding of more advanced Latin passages. Students will study a broad range of cultural and philosophical issues that are consistent to all eras of Roman civilizations. Readings in English pertaining to Roman history, mythology, and culture will be properly translated for comprehension. Simpler writing productions and expressive Latin speech will be focused on throughout.

PREREQUISITE: LATIN 2

Mandarin 3
GRADE 11 | FULL-YEAR COURSE

This is the third level of Chinese for students who are interested in continuing their higher education in Mandarin. Students will master more essential characters, continue enlarging their vocabularies, and practice expressions through several popular topics, such as: school life, friends, shopping, food, travel, and more. In general, this course will improve listening, speaking, reading, and writing skills.

PREREQUISITE: MANDARIN 2

American Sign Language 4
GRADES 12 | FULL-YEAR COURSE

This 4th level advanced course is a continuation of ASL3 and will maintain the same language goals needed to have effective communication with members of the deaf community. In addition to visual gestural communication through sign language, elements of deaf culture, history, audiology, and interpreting will be covered to ensure a full understanding of deafness and deaf people.

PREREQUISITE: ASL 3
Latin 4
GRADE 12 | FULL-YEAR COURSE

A higher-level course that follows Latin 3. Students will take a more in-depth approach and study to vocabulary, grammar, and translations, as well as Roman history and culture and its effect on our modern world.

PREREQUISITE: LATIN 3

Mandarin 4
GRADE 12 | FULL-YEAR COURSE

This is the College level of Mandarin Chinese. This course is designed for students to deepen their skills in listening, speaking, reading and writing with college-level topics. It provides a review of essential grammar, extensive vocabulary building, and development of writing skills. The fourth year of Chinese is dedicated to the development of more extensive writing skills and engaging in more meaningful discussion in Chinese. The College level Mandarin class is a post-Regent exam class to further immerse students in Chinese culture and language.

PREREQUISITE: MANDARIN 3 AND TEACHER RECOMMENDATION
Interested in a career in the health professions? The Gateways to Health program, begun in 1995, continues to attract many young women wishing to pursue this area of study. While completing academic studies, students are able to spend a day a week, involved in a clinical experience akin to their interests. Those eligible to participate seem to thrive on the challenges that they experience in these agencies. Moreover, they can then see the importance of their own education as it is the underpinning of future professional school endeavors.

**STANDARD 1: PERSONAL HEALTH AND FITNESS**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**STANDARD 2: A SAFE AND HEALTHY ENVIRONMENT**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**STANDARD 3: RESOURCE MANAGEMENT**

Students will understand and be able to manage their personal and community resources.
Introduction to Health
GRADE 9 | HALF-YEAR COURSE

This introductory course is designed to teach students the importance of promoting lifestyles that achieve and maintain good health. Focus will be on topics such as: components of health, nutrition, weight management and eating behaviors, physical activity and its benefits, communicable diseases, hygiene, medicine and drugs, alcohol, tobacco, growth and development, and Endocrine and Reproductive systems. They will also develop skills in communication, basics of research, computer literacy and leadership. This course fulfills the New York State requirement for a health course.

PREREQUISITE: NONE

Advanced Health and Careers
GRADE 10 | FULL-YEAR COURSE

This course is an introduction to the general health care environment, with emphasis on the health care teams and delivery systems. Students will be able to identify components of the health care system, discuss legal framework for healthcare occupations and scope of practice. Describe legal responsibility of consent and confidentiality. Recognize and explain medical terminologies, discuss career clusters, qualifications, job site safety, and demonstrate competence in job interview techniques. They will also be introduced to human anatomy. Goals will be accomplished through development of skills in research techniques, critical thinking, problem solving, oral presentations, communication and socialization.

PREREQUISITE: A GRADE OF 85% OR ABOVE IN INTRODUCTION TO HEALTH AND LIVING ENVIRONMENT; APPROVAL OF 9TH YEAR INTRODUCTION TO HEALTH TEACHER

Major Health Problems
GRADE 11 | FULL-YEAR COURSE

This course is a continuation of the Medical Gateways Academy. Using information from 9th and 10th grade health and science classes, selected health problems are examined. Accompanying this course is the Internship experience that must be applied for.

PREREQUISITES: PROGRESSIVE IMPROVEMENT IN THE CUMULATIVE GRADE POINT AVERAGE WITH A MINIMUM OF 85%; A GRADE OF AT LEAST 85% IN ADVANCED HEALTH AND CAREERS; COMPLETION AND DOCUMENTATION OF 100 HOURS OF VOLUNTEER WORK; GOOD ATTENDANCE RECORD; PARENTAL/GUARDIAN APPROVAL; WORKING PAPERS; COMPLETION OF REQUIRED HEALTH FORMS FOR CLINICAL AGENCIES; RECOMMENDATION OF THE GUIDANCE DEPARTMENT AND THE ASSISTANT PRINCIPAL FOR STUDENT LIFE; APPROVAL OF THE GATEWAYS DEPARTMENT CHAIRPERSON.
Global Issues in Health Care
GRADE 12 | FULL-YEAR COURSE

A continuation of the Medical Gateways Academy with an emphasis on global health issues, including political, economic, and ethical influences. Results of recent research, controversial issues in health insurance, care, and professional practice will also be studied. This is a blended online course.

PREREQUISITES: A PROGRESSIVELY INCREASING CUMULATIVE GRADE POINT AVERAGE; SUCCESSFUL COMPLETION OF THE PREVIOUS GATEWAYS COURSES AND INTERNSHIP; APPROVAL OF THE GATEWAYS DEPARTMENT CHAIRPERSON. ACCOMPANYING THIS COURSE IS THE FIELDWORK EXPERIENCE IN A VARIETY OF SETTINGS IN THE HEALTH CARE SYSTEM. THE FIELDWORK EXPERIENCE IS AN OPTIONAL EXPERIENCE FOR SENIOR STUDENTS. DURING THE YEAR VISITS TO HEALTH CARE FACILITIES WILL TAKE PLACE AS WELL AS ATTENDANCE AT VARIOUS SEMINARS OR CONFERENCES.

Anatomy & Physiology
GRADE 12 | FULL-YEAR COURSE

This course is designed to provide an in-depth study of the Anatomy and Physiology of the organs and organ systems of the human body. They will be exposed to various homeostatic imbalances in the systems, and ways to prevent the development of some of these diseases and disorders. Students will identify some equipment used in health care, and practice the skills of taking some clinical measurements such as temperature, respiration rate, and blood pressure. Other skills enhanced includes: critical thinking, analytical, problem solving, communication, socialization, and Internet research.

PREREQUISITES: NONE
The Math department at Cathedral High School follows the New York State required Regents Common Core curriculum in Math and the NYS Common Core learning standards for mathematics. We offer classes at all levels of proficiency. As the times change, technology and learning change as well. We invite learning with technology in the classroom. Students can learn through the interactive whiteboards and graphing calculators. We, as a department, challenge our students and prepare them for college.

**STANDARD 1**
Make sense of problems and persevere in solving them.

**STANDARD 2**
Reason abstractly and quantitatively.

**STANDARD 3**
Construct viable arguments and critique the reasoning of others.

**STANDARD 4**
Model with mathematics.

**STANDARD 5**
Use appropriate tools strategically.

**STANDARD 6**
Attend to precision.

**STANDARD 7**
Look for and make use of structure.

**STANDARD 8**
Look for and express regularly in repeated reasoning.
Algebra I Next Generation
GRADE 9 | FULL-YEAR COURSE

This course is a full year course for 9th Grade Math students. It follows the New York State Regents curriculum for Next Generation Algebra. Students will learn about the different types of numbers represented in the real number systems. Problem solving techniques and situations will also be taught at a challenging level for students. Students will be introduced to functions such as linear and non-linear equations and inequalities. They will learn how to solve and graph these functions. Simple exponential and radical functions will also be discussed in this course. Students will have the opportunity to learn how to collect and organize data in order to understand the concepts of statistics and probability. Students are required to take the New York State Regents exam for Next Generation Algebra in June.

PREREQUISITE: NONE

Algebra I Next Generation Honors
HONORS ACADEMY
GRADE 9 | FULL-YEAR COURSE

This is a full-year course or the more advanced Math students. It follows the New York State Regents for Algebra 1 Next Generation. Students will learn about the different topics of number represented in the real number systems. Problem solving techniques and situations will also be taught at a more challenging level for the students. Students will be introduced to different types of functions such as linear equations and inequalities, and quadratic functions. Simple exponential and radical functions will also be discussed in this course. Students will be required to complete a project in select units that will incorporate the skills and academic standards based on the unit. The project will help students deepen their conceptual knowledge of these key concepts. The process will combine the application of mathematics content with skills such as problem-solving, communication, collaboration, and critical thinking. The projects will be based on real world scenarios that are relevant to the students. Students will have to create, evaluate, apply and analyze information. These higher-level orders of thinking will provide the challenge and rigor necessary to fully engage our honors students. Students are required to take the New York State Regents exam for the Algebra 1 Next Generation Regents in June.

PREREQUISITE: NONE
Algebra II Common Core Honors
Algebra II Common Core Regents

GRADES 9, 10, 11 | FULL-YEAR COURSE

This is a full-year course for students who took Algebra 1 and follows the New York State Regents curriculum for Algebra II Common Core. Topics include number systems extended to imaginary and complex numbers; operations of rational expressions, trigonometric, and radical; function regression; trigonometric equations; statistics; and probability. Students will be required to complete a project in select units that will incorporate the skills and academic standards based on the unit. The project will help students deepen their conceptual knowledge of these key concepts. The process will combine the application of mathematics content with skills such as problem-solving, communication, collaboration, and critical thinking. The projects will be based on real world scenarios that are relevant to the students. Students will have to create, evaluate, apply and analyze information. These higher-level orders of thinking will provide the challenge and rigor necessary to fully engage our honors students. Students are required to take the New York State Regents exam for Algebra II Common Core in June.

PREREQUISITE: DETERMINED BY ALGEBRA 1 GRADE AND TEACHER RECOMMENDATION

Algebra II

GRADES 10, 11 | FULL-YEAR COURSE

This course is a full year course for students who took Algebra 1. Topics include number systems, operations of rational expressions, functions such as polynomial, absolute value, exponential, logarithmic, and radical; and linear systems with two and three variables.

PREREQUISITE: DETERMINED BY ALGEBRA 1 GRADE AND TEACHER RECOMMENDATION
Geometry Common Core Honors
Geometry Common Core Regents

GRADES 10, 11, 12 | FULL-YEAR COURSE

A full-year course for students who took Algebra II Common Core and follows the New York State Regents curriculum for Geometry Common Core. Students will focus on geometric relationships, logic, informal and formal proofs, properties of triangles and quadrilaterals, transformations, and volume/density. Students will be required to complete a project in select units that will incorporate the skills and academic standards based on the unit. The project will help students deepen their conceptual knowledge of these key concepts. The process will combine the application of mathematics content with skills such as problem-solving, communication, collaboration, and critical thinking. The projects will be based on real world scenarios that are relevant to the students. Students will have to create, evaluate, apply and analyze information. These higher-level orders of thinking will provide the challenge and rigor necessary to fully engage our honors students. Students are required to take the New York State Geometry Common Core Regents in June.

PREREQUISITE: DETERMINED BY ALGEBRA II AND TEACHER RECOMMENDATION

Geometry

GRADES 10, 11, 12 | FULL-YEAR COURSE

A one-year course for students who took Algebra II and follows topics from Geometry Common Core. Topics will include geometric relationships, logic, informal and formal proofs, properties of triangles and quadrilaterals, transformations, and volume and density.

PREREQUISITE: DETERMINED BY ALGEBRA II GRADE AND TEACHER RECOMMENDATION

Pre-Calculus

GRADES 11, 12 | FULL-YEAR COURSE

A full-year course for students who have completed all Common Core Regents. This course is designed to provide students the mathematical tools they need for Calculus. The course delves into the more advanced problems that were not discussed in Algebra II Common Core. The topics discussed in the course range from discussing and analyzing the different types of functions to conic sections and analytic geometry.

PREREQUISITE: ALGEBRA II COMMON CORE AND GEOMETRY COMMON CORE AND TEACHER RECOMMENDATION.
College Calculus

GRADE 12 | FULL-YEAR COURSE

A year course for students who have completed all Common Core Regents and who have the recommendation of their present math teacher. This course enables students to pursue college-level studies while still in high school. It is devoted to the discussion of differential and integral calculus. This course teaches students to solve linear, exponential, logarithmic, power, polynomial and rational functions; inverse functions; trigonometric functions; limits and continuity; derivative definition and formulas; maxima and minima, concavity, curve sketching; definite and indefinite integrals; applications. The students will earn 4 college credits from Molloy University and the cost of the class is $250.

PREREQUISITE: PRE-CALCULUS

Math 12

GRADE 12 | FULL-YEAR COURSE

This is a full year course for students who have completed all required math credits. Students will learn topics such as discussing and analyzing the different types of functions, limits, and derivatives. Basic probability and statistics as well as more advanced topics such as standard deviation, normal distribution, and hypothesis testing are also explored. Students will also learn about topics in finance such as financial planning and money management.

PREREQUISITE: 3 MATH CREDITS COMPLETED
Throughout the school year, students will perform basic motor and manipulative skills and will attain competency in a variety of physical activities. Students will participate in activities related to a specific sport; learn about the skill related components of physical fitness and how they apply to the chosen sport; and will gain proficiency in the necessary skills of the sport. Students will also participate in activities to improve the health related components of physical fitness; learn about overall wellness; understand the benefits of being active; and are encouraged to participate in daily exercise whether in school, at home, or in their community.

**STANDARD 1: PERSONAL HEALTH AND FITNESS**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain health.

**STANDARD 2: A SAFE AND HEALTHY ENVIRONMENT**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**STANDARD 3: RESOURCE MANAGEMENT**

Students will understand and be able to manage their personal and community resources.
Physical Education

**GRADES 9, 10, 11, 12**  |  **FULL-YEAR COURSE**

All students are required by the State Department of Education to take four full years of physical education unless a written note from a medical doctor is presented to the school nurse. Work completed during this class satisfies the Department of Education requirements for hands only CPR/AED instruction and return demonstration.

**PREREQUISITE:** NONE

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Dance

**GRADES 9, 10, 11, 12**  |  **FULL-YEAR COURSE**

Throughout the year-long course, students will get to see that dance is an amazing way for us to express ourselves physically, artistically and emotionally. By the end of this Dance Program, students will understand their capability of expression through movement.

Students will work on their performance skills, their sense of rhythm, developing their muscle memory, improvisation techniques and their technical ability through embodying a variety of dance genres and routines.

Beginning with a classical focus on Ballet, students will create a foundation for them to build upon in other dance genres we will explore such as Contemporary, Jazz, Hip Hop, and Latin Dance. Students will begin by learning the basic ballet positions and fundamentals, as the language and movements will translate through into other styles later on through the course. This will in turn help them become all rounded dancers.

Students will then participate in the ‘Devising & Performance’ unit where they will get to experience working on choreography as a group. Later taking it to the stage at the end of year Dance Curriculum Showcase! They will get to work on their sense of performance and be able to experience the thrilling feeling of presenting their work in front of an audience.

Beginning and ending classes off with warm ups and stretching, students will work on improving their flexibility throughout the year. The dance studio is a safe space for students to express themselves and create work both in groups and independently.

**PREREQUISITE:** NONE
The Department of Religious Studies focuses instruction so that students will be able to communicate as well as demonstrate the Word of God through a personal understanding of the principles of the Catholic Faith.
FRESHMAN RELIGION

The Revelation of Jesus Christ in Scripture
GRADE 9 | ONE SEMESTER (FIRST SEMESTER)

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. They will learn how to read the Bible and become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

Who is Jesus Christ?
GRADE 9 | ONE SEMESTER (SECOND SEMESTER)

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who Jesus is, the students will also learn who he calls them to be.

THE FRESHMAN COURSE IS IN COMPLIANCE WITH THE CATHOLIC BISHOPS’ FRAMEWORK FOR THE HIGH SCHOOL CURRICULUM.

SOPHOMORE RELIGION

The Paschal Mystery – Christ’s Mission of Salvation
GRADE 10 | ONE SEMESTER (FIRST SEMESTER)

This course leads the students toward a deeper understanding of our need for redemption and how Jesus is the fulfillment of God’s promise of redemption. The course explores how, through his suffering, death, Resurrection, and Ascension, Jesus makes our redemption possible. The course also addresses how we continually experience the Paschal Mystery in our lives and the liturgy of the Church. Paired with the ninth-grade course Jesus Christ: God’s Love Made Visible, The Paschal Mystery provides students with an extensive understanding of Christology.
The Church – Christ in the World Today
GRADE 10 | ONE SEMESTER (SECOND SEMESTER)

This course leads the students toward a deeper understanding of the Church as the means to encountering the living Jesus. The course explores the origin, the human and divine elements, and the ongoing mission of the Church. Additionally, the students explore the Church’s ongoing efforts to gather all into the People of God through the ecumenical movement and interreligious dialogue. Over the course of the eight units, the students reflect on their role in the Church and Christ’s invitation to actively participate in and contribute to the life of the Church.

THE SOPHOMORE COURSE IS IN COMPLIANCE WITH THE CATHOLIC BISHOPS’ FRAMEWORK FOR THE HIGH SCHOOL CURRICULUM.

JUNIOR RELIGION

History of the Catholic Church
GRADE 11 | ONE SEMESTER (FIRST SEMESTER)

The purpose of this course is to supply the students with a general knowledge of the Church’s history from apostolic times to the present. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements.

Sacraments
GRADE 11 | ONE SEMESTER (SECOND SEMESTER)

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments. Each of the sacraments will be examined in detail with the purpose of having the students learn how they may encounter Christ throughout life.
Catholic Morality
GRADE 12 | ONE SEMESTER (FIRST SEMESTER)

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God’s plans for their lives. Students will learn the moral concepts and precepts that govern the lives of Christ’s disciples.

Vocations
GRADE 12 | ONE SEMESTER (SECOND SEMESTER)

The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. The course will focus on the married life, single life, priestly life, and consecrated life. Students will learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.
The Science Department is designed to reach the student’s individual needs in the study of science through inquiry and laboratory procedures. The general fields that may be pursued are Living Environment, Chemistry, Earth Science, and Physics. Classes are offered at various proficiency levels while still following the New York State Regents curriculum for their respective concentrations as well as NYS Standards for Science. Students participate in lecture and lab which are both required in order to take a NYS Regents Examination in June. While computer programs, research conducted in libraries or on the Internet, and worksheets may be a part of the laboratory experience, they will not comprise the sole experience (“hands-on”).
STANDARD 1
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

STANDARD 2
Students will access, generate, process, and transfer information using appropriate technologies.

STANDARD 3
Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

STANDARD 4
Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

STANDARD 5
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

STANDARD 6
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

ADVANCED PLACEMENT
For those considering Advanced Placement Courses in Environmental Science and Biology, the following points are important:

1. Carefully read the course description.

2. Students who qualify according to the course descriptions may seek admission by teacher recommendation, department approval, and discussion of the expectations of the course with the Advanced Placement instructor.

3. In order to complete the curriculum in a timely manner, students are required to complete summer reading assignments.

4. High motivation to take an Advanced Placement course is extremely important for student success.

5. Because of the nature of Advanced Placement courses, the class size will be limited to 18 students.

6. Other factors used in consideration of the applicants include attendance records, SAT or PSAT scores, and writing ability.

7. A student who applies for and is accepted into the Advanced Placement course is expected to prepare for, pay for, and take the Advanced Placement exam in May.
Living Environment Honors

HONORS ACADEMY
GRADE 9 | FULL-YEAR COURSE

The NYS Living Environment Syllabus forms the foundation of the course, however the Honors curriculum covers concepts in greater depth and at an accelerated pace. In addition, the Honors course creates a more meaningful academic experience by including a greater number of advanced readings, laboratory investigations, and inquiry-based projects. Students will engage in a holistic learning experience where they will be able to analyze and understand scientific issues and topics beyond that of the NYS curriculum. Students are required to take the NYS Regents Exam in June.

PREREQUISITE: TACHS EXAM AND 8TH GRADE SCORES.

Living Environment Regents

GRADE 9 | FULL-YEAR COURSE

This course follows the New York State Regents curriculum for Biology: The Living Environment. Six important themes will be covered. They include: (1) Evolution, (2) Energy, Matter and Organization, (3) Maintaining a Dynamic Equilibrium, (4) Reproduction, Growth and Development, (5) Genetics and Molecular Biology and (6) The Interaction and Interdependence of Organisms. Students participate in lecture and lab. Students are required to take NYS Regents Exam in June.

PREREQUISITE: NONE

Earth Science Regents

GRADE 9 | FULL-YEAR COURSE

Regents level Earth Science is a laboratory-oriented course, which emphasizes the analysis of the geophysical processes that mold our earth. Some processes that will be studied include plate tectonics, geology, and meteorology. Students enrolled in Regents level Earth Science will be expected to hypothesize, interpret, analyze, evaluate data, and apply their scientific knowledge to real world situations. Students are required to participate in laboratory activities, complete lab reports, and take the NYS Earth Science Regents Exam.

PRE-REQUISITE: NONE
Chemistry Honors
GRADE 10  |  FULL-YEAR COURSE

This course follows the New York State Regents curriculum for Chemistry-The Physical Setting. Topics are covered in depth and include matter and energy, atomic structure, chemical bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic and nuclear chemistry. This course includes both lecture and laboratory oriented work. The students are required to take the NYS Regents Examination in Chemistry in June.

PREREQUISITE: REGENTS LIVING ENVIRONMENT WITH AN 95% OR ABOVE

Chemistry Regents
GRADE 11  |  FULL-YEAR COURSE

This course follows the New York State Regents curriculum for Chemistry-The Physical Setting. Topics are covered in depth and include matter and energy, atomic structure, chemical bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, and organic and nuclear chemistry. This course includes both lecture and laboratory oriented work. The students may take the NYS Regents Examination in Chemistry in June.

PREREQUISITE: REGENTS EARTH SCIENCE

Physics Regents
GRADES 11, 12  |  FULL-YEAR COURSE

This course follows the New York State Regents curriculum for Physics-The Physical Setting. The main areas covered include mechanics, energy, electricity and magnetism, wave phenomena, motion, forces, heat, light, sound, nuclear physics and relativity. Lecture, laboratory experiments, problem-solving, and record keeping are an integral part to this course. Upon completion, students are required to take the NYS Regents examination in June.

PREREQUISITE: REGENTS LIVING ENVIRONMENT 95% OR ABOVE; REGENTS CHEMISTRY 80% OR ABOVE
Forensic Science
GRADE 12 | FULL-YEAR COURSE

This course provides an introduction to forensic science with a combination of lectures and hands-on lab investigation that will allow students to explore the many disciplines of scientific study (biology/anatomy, chemistry, and physics) applied to solving crimes. By creating a foundation for understanding many of the concepts and techniques on which forensic science is built, (such as those associated with crimes scene processing, physical evidence, microscopy, fingerprints, firearms and DNA), students will be asked to apply critical thinking skills to interpret evidence from relevant, real-life cases. The learning objectives of this course are (1) develop an understanding and appreciation for the scope of forensic science and (2) develop an understanding of the scientific method in the context of the law.

PREREQUISITE: NONE
Welcome to the Social Studies Department at Cathedral High School in NYC. We’re excited to begin the school year with higher expectations that will result in grander accomplishments for Cathedralites. The Department is pleased to offer classes for different types of learners at various levels with an emphasis on 21st century learning. The modern classroom is a working balance of dynamic instruction, forward thinking lessons, integrated technology and efficiency. With these elements in mind, the Department is proud to offer a unique mix of core state requirements and challenging electives that will serve students as they move forward into college; all the while focusing on the standards set out by the state and creating fresh ways to reach those standards. The Department has expanded access to cutting edge smart boards, and laptops, new tech savvy textbooks, an experienced and motivated faculty, as well as a prime location in the crossroads of the world that is Manhattan.
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

STANDARD 2: WORLD HISTORY
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

STANDARD 3: GEOGRAPHY
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

STANDARD 4: ECONOMICS
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
Pre–AP World History
HONORS ACADEMY
GRADE 9 | FULL-YEAR COURSE

The focus of the Pre-AP World History course is to prepare students for the in-depth analysis of the major themes that comprise the AP World History curriculum. The course will cover the fundamental facts as well as the Regents based content as required by the state of New York. Students will learn about the important junctures, events, and people who have contributed to the formation of the Modern world. Topics will span from Early River Valley Civilizations, Ancient Empires, Cultural formations & Interactions, Explorations & Encounters, Revolutions, as well as the Road to Modernity. Students will continue their studies by taking the AP World History offering after successful completion.

PREREQUISITE: DEMONSTRATED SUCCESS ON THE TACHS EXAM AND 8TH GRADE REPORT CARD

Global History and Geography I
GRADE 9 | FULL-YEAR COURSE

This course is a chronological survey of world history and geography. It covers the rise of culture from the dawn of civilization to the end of the 19th Century. The course includes an introduction of the following skills: note-taking, outlining, library and computer activities, critical thinking, with an emphasis on historical terms, essay writing, and geography.

PREREQUISITE: NONE
AP World History
GRADE 10 | FULL-YEAR COURSE

The focus of the AP World History course is on the development of conceptual thinking skills and on the application of these historical thinking skills while learning about the past. The course will delve deeply into the reasons, processes and outcomes of human interaction from basic associations to the complexities of globalization. The curriculum centers around five themes of equal importance. These themes are the environment, cultures, state-building, economic systems, and social structures. These themes serve as the basis for the inquiry and investigation into the history of the five major geographical regions of the globe, which include Africa, the Americas, Asia, Europe, and Oceania. All students are required to sign contracts regarding class expectations and must take the AP exam in addition to the NYS Regents exam in Global History.

PREREQUISITE: GLOBAL HISTORY AND GEOGRAPHY I OR PRE-AP WORLD HISTORY AVERAGE OF 90% OR HIGHER AND TEACHER/DEPARTMENT CHAIR RECOMMENDATION/ADMINISTRATION APPROVAL

Global History and Geography Honors II
GRADE 10 | FULL-YEAR COURSE

A more in depth approach to material covered in Global History and Geography II will be studied through written and oral assignments. These can include outside readings, research, book reports, oral presentations, and projects.

PREREQUISITE: GLOBAL HISTORY AND GEOGRAPHY I AVERAGE OF 90% OR HIGHER AND TEACHER/DEPARTMENT CHAIR RECOMMENDATION/ADMINISTRATION APPROVAL

Global History and Geography II
GRADE 10 | FULL-YEAR COURSE

This course continues the work completed in Global History and Geography I. It covers a chronological survey of world history in the 20th Century. The skills learned in freshman year will be reinforced with emphasis on the components of the New York State Regents examination: multiple-choice questions, thematic essay, and the document-based essay. At the completion of this course, students will take a State examination. All students will take the Global History and Geography Regents.

PREREQUISITE: GLOBAL HISTORY AND GEOGRAPHY I
United States History and Government Honors

GRADE 11 | FULL-YEAR COURSE

A more in depth approach to material covered in United States History and Government will be studied through written and oral assignments. These can include outside readings, research, book reports, oral presentations, and projects.

PREREQUISITE: GLOBAL HISTORY AND GEOGRAPHY II AVERAGE OF 90% OR HIGHER AND TEACHER/DEPARTMENT CHAIR RECOMMENDATION/ADMINISTRATION APPROVAL

United States History and Government

GRADE 11 | FULL-YEAR COURSE

A history and government of the United States from the perspective of the Constitution encompassing the Colonial Period to the present, with a focus on the period after 1865; continued emphasis on terms, essay skills, and geography.

PREREQUISITE: GLOBAL HISTORY AND GEOGRAPHY I AND GLOBAL HISTORY AND GEOGRAPHY II.

Advanced Placement US History and Government

GRADE 11 | FULL-YEAR COURSE

This course is designed to provide students with the analytical skills and knowledge to deal critically with the problems and materials in United States' history. Students will access historical material, interpret and analyze primary sources, including documentary materials, maps, statistical tables, graphs, and write essays. All students taking this course will take the AP exam in May.

PREREQUISITE: TEACHER AND DEPARTMENT CHAIR RECOMMENDATION/ APPROVAL OF THE ADMINISTRATION

FEE: APPROXIMATELY $90. FOR THE AP TEST
Government and Economics

GRADE 12 | FULL-YEAR COURSE

Government by definition is the exercise of authority over a group of people. This course will involve the ACTIVE role of the people, American citizens, as they exercise their rights and carry out their responsibilities in today’s world. Students will be encouraged to analyze problems and see what role citizens have in resolving them.

Economics is defined as the science of production, distribution and consumption of goods and services. The course is intended to enhance each individual’s knowledge of economics, give each one “hands-on” experience with the day to day working of business and make each one a better and more concerned consumer.

PREREQUISITE: COMPLETION OF SOCIAL STUDIES 9, 10, 11

Introduction to Psychology

GRADE 12 | HALF-YEAR COURSE

This course is designed to introduce the student to the general principles of psychology. The course will consist of an examination of the contributions made by major theorists in the field of psychology. The course will also attempt to assist the student in the area of personal introspection and self-discovery by studying various behavior patterns and the causes/forces behind them. Several contemporary videos will be viewed to further support and explain specific topics presented in the core subject matter.

PREREQUISITE: SUCCESSFUL COMPLETION OF U.S. HISTORY AND GOVERNMENT COURSE

Introduction to Sociology

GRADE 12 | HALF-YEAR COURSE

This course examines crucial areas of concern in the world and social theory today. It is an overall view of problems present in society. This general survey includes the following: crime, violence, and discrimination and concerns of the family (aging, death and dying). The general causes of poverty will be included, along with a study of the American social classes. This type of course is helpful to individuals who plan to become teachers, writers, or researchers, administrative nurses, and social workers.

PREREQUISITE: SUCCESSFUL COMPLETION OF U.S. HISTORY AND GOVERNMENT COURSE
AP US Government and Politics
GRADE 12 | FULL-YEAR COURSE

This is a college level introductory political science course designed for highly motivated students who are interested in the various institutions, groups, beliefs, and ideas that make up the American political reality. It involves the study of general concepts and theory used to interpret American politics. The importance of the Constitution and the American political culture shaping governmental activities is evaluated to show the historical evolution of American political practices and institutions. Students need a strong background in US and European History in order to understand/study how other democratic nations manage similar issues.

Students must take the Advanced Placement Exam in May, which can earn them college credit. Any student who fails to take the exam will not be granted credit for the course and will be required to take the course in summer school. Students are required to complete a summer assignment, which will be included in the first quarter grade.

PREREQUISITE: TEACHER AND DEPARTMENT CHAIR RECOMMENDATION/APPROVAL OF THE ADMINISTRATION

FEE: APPROXIMATELY $90 FOR AP TEST