February, 2011

Dear Students and Parents:

This course catalog is the approved listing of the Cathedral High School program of studies for the 2011–2012 school year. It provides you with course descriptions for required courses, as well as electives to be offered dependent upon enrollment projections and/or teacher availability. Prerequisites are listed for courses that have eligibility requirements. Information about Cathedral High School’s graduation requirements as well as college and university entrance requirements are also provided in this catalog.

These course offerings represent the program of study that Cathedral High School believes is appropriate and stimulating. They provide the intellectually rigorous course work students need as part of an integrated, well-rounded, college preparatory education offered in the Catholic and Lasallian tradition.

Cathedral’s academic program provides a balance between core courses required of all, and an elective program that recognizes the diversity of talents and interests found in our student body. Recognizing this balance and working with its many possibilities, are the primary tasks for students and parents with the academic counselors over the next several weeks as we move through the course registration process. Graduation requirements of Cathedral and entrance requirements of colleges and universities should be carefully reviewed as next year’s program of studies is planned.

Working with the information contained in this catalog, each student should plan a program of studies for the next academic year in consultation with parents, teachers, administrators and counselors. Students should make appropriate and realistic course requests. It is always prudent to select course alternatives in case first choices are not possible. It is important to remember that the school reserves the right to cancel courses or limit sections according to enrollment projections and/or teacher availability. As Dean of Studies, I am responsible for directing this process and ensuring the academic success of our students.

Please note that after schedules are set a change in course selection will be granted only if substantial need is demonstrated and space in the requested course(s) is available. The same course may be offered in several sections and taught by more than one faculty member. Course changes for teacher preferences are not granted. The Dean of Studies is the final judge of the legitimacy and feasibility of such requested changes. It is important, therefore, that you carefully prepare your course requests.

Please be assured of the support of the faculty, counselors, and administration as you continue to participate in our Catholic, Lasallian education in the Phantom tradition of excellence.

Sincerely,

Sulema Modesto
Dean of Studies
# Table of Contents

General Policies, Recommended Courses, and Graduation Requirements ................................................................. 1-5

University of California Requirements ........................................ 6

California State Universities, Private Colleges, Community College Requirements ......................................................... 7-8

Academic Counselors .......................................................... 9

## Course Descriptions

Religious Studies Department ........................................ 10

English Department .......................................................... 11-13

Science Department .......................................................... 14-16

Mathematics Department .................................................... 17-21

Social Studies Department .................................................. 22-23

Spanish Department .......................................................... 24-25

Visual and Performing Arts Department .............................. 26-27

Computer Science Department .......................................... 28

Physical Education and Non-Departmental ............................ 29-30

College Counseling 4-year plan ........................................ 31-39
General Policies

Pre-Registration/ Scheduling:
It is important that both students and parents read the course catalog carefully, especially the course descriptions and prerequisites. Students should discuss course choices with parents, counselors and teachers.

You are to complete the course selection sheet after discussing choices with your parents and appropriate teachers. Parent and student signatures are required when the form is submitted to the Academic Counselor. If you are requesting an Honors or AP course you must make sure you meet the requirements and satisfy any additional work.

During Advisement Week, you will meet with your Academic Counselor to review your Course Selection Sheet. At this time, your counselor will review your course requests, check your graduation requirements to date, and verify eligibility for certain courses. Approval will be based on space availability as determined by the Administration, graduation requirements, course pre-requisites, and/or Department Chair’s recommendations. Every effort will be made to honor your course requests, but scheduling constraints may not allow for all desired classes. Students will be required to take the courses for which they pre-registered, unless the student does not meet the published prerequisites, the class is cancelled or he drops the class during the summer schedule changes.

Please know that initial placement is made on the basis of your transcript and first semester grades. Final placement is determined after the second semester grades have been posted in June. Please check the published prerequisites in the course catalog for each individual course. The Dean of Studies and the Department Chair will approve final decisions for course selection in June.

Course Request Changes:
Students may request a change in schedule on specified days during the summer and only the first week of school in August for the first semester and the first week in January for the second semester. Approval of requests are dependent upon: 1) space availability in the class requested; 2) suitability of the reason for the request and consistency with requirements as stated in the course catalog; and 3) parental approval. Student preference for a particular teacher will not be considered. If a teacher initiates a class change due to academic difficulties after the first week of the semester, a student will be withdrawn from the course with no academic liability up to progress report time.

Advanced Placement Courses:
Cathedral participates in the nationwide Advanced Placement Program of college-level instruction in high school by offering Advanced Placement courses. Cathedral offers ten AP courses. Students who complete these classes are required to take the nationwide examinations in May that are prepared by the College Entrance Examination Board. A passing grade of 3 or higher means the student has met requirements for the college-level course and is entitled to advanced placement. Additional fees are required from the student for each AP course he takes. Students are allowed to enroll in up to three AP courses.
# Cathedral High School
## Required & Recommended Courses
### 2011-2012 School Year

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>UNITS</th>
<th>REQUIRED COURSES</th>
<th>RECOMMENDED ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Studies</td>
<td>40</td>
<td>Religious Studies I, II, III, IV</td>
<td></td>
</tr>
</tbody>
</table>
| English | 50 | English I (P) or Honors (P)  
English II (P) or Honors (P)  
English III (P) or AP Eng Lang (P)  
English IV (P) or AP Eng Lit (P)  
Genre Literature (P)  
Speech (P) | Great Books (P)  
Latino Literature (P)  
Sports Literature (P) |
| Social Studies | 30 | World History (P) or Honors (P)  
U.S. History (P) or AP (P)  
U.S. Government (P) or AP (P) | Law I A/B (P)  
Psychology (P)  
AP Psychology (P) |
| Mathematics | 30 | Algebra I (P) or Honors (P)  
Algebra II (P) or Honors (P)  
Geometry (P) or Honors (P) | Calculus (P)  
Pre-Calculus (P) or Honors (P)  
AP Calculus AB (P)  
AP Calculus BC (P)  
Statistics (P) |
| Science | 25 | Life Science  
Biology (P) or Honors (P)  
Chemistry (P) or Honors (P) | Physics (P)  
AP Physics B (UC/AP Pending)  
Human Physiology/Anatomy (P)  
Environmental Science (P) |
| Language Other than English (LOTE) | 20 | Spanish I SPK(P), II SPK (P)  
Spanish I NS (P), II NS (P) | AP Spanish Language (P)  
AP Spanish Literature (P)  
Spanish III NS or SPK (P)  
Spanish III Honors |
| Visual & Performing Arts | 15 | Theatre Arts I (One Semester)  
And one year class from Recommended Elective Column | Studio Art I, II, III (P)  
Band I, II, III, IV (P)  
Theatre Arts II/III (P)  
Music Appreciation (P)  
Media Graphics I/II (P)  
KCHS/TV Media Design (Video Prod. II) (P)  
Video Production I |
| Physical Education | 15 | Physical Education/Health | Fitness, Strength, Conditioning  
Interscholastic Sports |
| Computer Science | 5 | Computer Applications and Robotics | Advance Media & Information Design  
Computer Information Technology & Robotics |
| Electives | 50 | | Selected Electives |

**280 units required for graduation**  
**(P) - UC and/or CSU approved courses**  
*P.E. units may be waived for students completing year-long Visual/Performing Arts Courses*
Note: This chart represents minimums

<table>
<thead>
<tr>
<th>Academic Area (Departments)</th>
<th>Cathedral High School's Graduation Requirements</th>
<th>University of California (UC)</th>
<th>California State University (CSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years</td>
<td>Credit</td>
<td>Years</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>4</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>2.5</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1.5</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>0.5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>2.5</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Core</strong></td>
<td></td>
<td></td>
<td><strong>280</strong></td>
</tr>
</tbody>
</table>

*P.E. units may be waived for students completing yearlong Visual and Performing Arts Courses.
^Any course taken beyond the department requirements is considered an elective. All students are required to take 7 classes (35 units) per semester for 8 semesters.

Five (5) semester units (credits) are awarded for the successful completion of each regular semester course. Courses recognized by UC and CSU as college preparatory are designated by (P).

**Typical Course Load Requirements**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. English I</td>
<td>2. English II</td>
<td>2. English III</td>
<td>2. English IV</td>
</tr>
</tbody>
</table>

*Note: Beginning with Class of 2015 All freshmen will enroll in Biology or Biology Honors

**Graduation Requirements:**
A minimum of 280 units (credits) is required for graduation. For a senior student to be eligible for graduation, his transcript must show that all F grades have been made up through the successful completion of courses equivalent to those he failed. No diploma will be awarded until all semester F’s have been made up. Fall semester F grades must be made up by May 15th of the student’s senior year if he wishes to participate in graduation.
Semester Grades:
Semester grades are the only grades recorded on a student’s permanent transcript. The progress reports and mid-semester grades are not recorded on a student’s permanent transcript. Grades recorded on the transcript cannot be removed or replaced by supplemental course work.

Grade Point Average (GPA):
In calculating the grade point average, letter grades are equivalent to grade points as follows:

\[ A = 4, B = 3, C = 2, D = 1, F = 0. \]

Honors and AP course letter grades are equivalent to grade points as follows:

\[ A = 5, B = 4, C = 3, D = 1, F = 0. \]

Some colleges and universities do not give extra GPA weight to all honors courses taken. Pluses (+) and minuses (-) do not affect the GPA.

D Grades (Not recommended for College):
Since a semester D grade is not an acceptable grade for entrance to a four-year college or university, students with a semester grade of D are strongly encouraged to attend summer school to repeat the subject.

F Grades (Failing)
Course (s) in which a semester F was earned must be made up in summer school before the student returns for the fall semester. Semester F grades must be made up at Cathedral High School if the course (or an equivalent) is being offered in the summer school program. If a student fails both semesters of a yearlong CSU/UC required course, he must take two elective courses during Cathedral High School’s summer school session to make up credits for the F grades. The student will then re-take the failed course the following school year. The grades received in summer school are noted on the student’s permanent transcript.

Any student is subject to dismissal if he receives three or more semester F grades during one academic year or if he does not achieve a minimum 2.00 GPA after being placed on academic probation. See the Student Handbook for further information on probation and conditions of continuation.

Academic Program of Study
Cathedral High School offers a college preparatory program of studies to enable all students to meet the minimum requirements for both the University of California (UC) system and the California State University (CSU) system. Most academic advisors of both high school and college students agree, however, that preparation for university study includes more than the basic requirements for entrance. Therefore, students are encouraged to enroll in classes well beyond the minimum requirements.
Admission to Colleges and Universities

Cathedral High School graduates usually continue their education at the college or university level. Eligibility requirements and admission standards vary depending upon the college or university. While Cathedral makes every effort to see that students take courses commensurate with their ability and future goals, the final responsibility for meeting college entrance requirements rests with students and their parents. Students should consult with the College Counselor for more specific information and guidance.
University of California Requirements

University of California (UC)

This system consists of ten undergraduate campuses. Minimum eligibility requirements for all ten campuses are the same. The University defines a “freshman applicant” as a student who has graduated from high school but who has not enrolled in any regular, non-summer sessions in any collegiate-level institution.

Freshman Admission Requirements

To be eligible for admission to the University as a freshman, you must meet the Subject Requirement, the Scholarship Requirement, and the Examination Requirement. A minimum of fifteen (15) units, to be taken during grades 9-12, is required for admission to the University of California (a one year high school course = one unit; a one semester course = ½ unit). These fifteen units must be academic or college preparatory units, and of these fifteen units, at least seven (7) must be taken during the last two years of high school.

I. Subject Course Requirements

Specific course requirements are referred to as the “a-g” course requirements; all classes must be passed with a grade of C or better: (see chart below).

<table>
<thead>
<tr>
<th>Subject</th>
<th>University of California and California State University Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History</td>
<td>Two years of history / social science to include: one year U.S. History or one-half of U.S. History and one-half year of Civics or American Government and one year of world history, cultures, and geography.</td>
</tr>
<tr>
<td>b. English</td>
<td>Four years of college preparatory English composition and literature.</td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>Three years – algebra, geometry, and intermediate algebra. Four years of mathematics are recommended.</td>
</tr>
<tr>
<td>d. Laboratory Science</td>
<td>Two years of a laboratory science providing fundamental knowledge in at least two of these areas: biology, chemistry, and physics. Three years of laboratory science are recommended.</td>
</tr>
<tr>
<td>e. Language other than English (LOTE)</td>
<td>Two years of a language other than English. Three years of study of the same foreign language are recommended.</td>
</tr>
<tr>
<td>f. Visual and Performing Arts</td>
<td>One year of visual or performing arts: art, dance, drama, or music.</td>
</tr>
<tr>
<td>g. College Preparatory Electives</td>
<td>One year to be chosen from the following areas; history, English, advanced mathematics, laboratory science, languages other than English (a third year in the language used for the “e” requirement or two years of another language), social science, and visual and performing arts.</td>
</tr>
</tbody>
</table>

II. Scholarship Requirements

The scholarship requirement is defined by the GPA, which students must attain in the “a-g” subjects. If your “a-g” GPA is 3.30 or higher, you have met the minimum scholarship requirement. If your GPA is below 3.30 but above 2.80, you have met the minimum requirement if you achieve the college entrance test score indicated on the Eligibility Index (consult with the College Counselor for questions regarding the Eligibility Index).

III. Examination Requirements

The following tests are required of all freshmen applicants:

A. Either the SAT— your critical reading, math and writing scores on this test must be from the same sitting, or the ACT—the composite score will be used.
1. **CONVERT YOUR ACT OR SAT SCORES TO UC SCORES.**
2. **ADD ALL THREE PARTS, (READING + MATH + WRITING).**
3. **CONVERT YOUR 2 HIGHEST SAT SUBJECT SCORES TO UC SCORES.**
4. **ADD TO STEP 2 (READING + MATH + WRITING + SUBJECT TEST 1 + SUBJECT TEST 2).**
5. **FIND YOUR SCORE ON ELIGIBILITY INDEX TO SEE IF YOUR GPA MEETS THE MINIMUM REQUIREMENT.**

In calculating the GPA for admission, grades for courses are counted as follows: A = 4, B = 3, C = 2, D = 1, F = 0. Only grades for “a-g” courses taken in grades 10-12 are included in this computation. Courses taken in the 9th grade will not be included in the GPA calculation; however, 9th grade courses can be used to meet the Subject Requirement if the student earns a grade of C or better.

### UC ELIGIBILITY INDEX FOR CALIFORNIA RESIDENTS

<table>
<thead>
<tr>
<th>SAT SCORES</th>
<th>UC SCORES</th>
<th>SAT SCORE</th>
<th>UC SCORE</th>
<th>ACT SCORE</th>
<th>UC SCORE</th>
<th>ACT SCORE</th>
<th>UC SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>100</td>
<td>490</td>
<td>48</td>
<td>36</td>
<td>100</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>790</td>
<td>98</td>
<td>480</td>
<td>47</td>
<td>35</td>
<td>97</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>780</td>
<td>97</td>
<td>470</td>
<td>45</td>
<td>34</td>
<td>93</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>770</td>
<td>95</td>
<td>460</td>
<td>43</td>
<td>33</td>
<td>90</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>760</td>
<td>93</td>
<td>450</td>
<td>42</td>
<td>32</td>
<td>87</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>750</td>
<td>92</td>
<td>440</td>
<td>40</td>
<td>31</td>
<td>83</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>740</td>
<td>90</td>
<td>430</td>
<td>38</td>
<td>30</td>
<td>80</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>730</td>
<td>88</td>
<td>420</td>
<td>37</td>
<td>29</td>
<td>77</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>720</td>
<td>87</td>
<td>410</td>
<td>35</td>
<td>28</td>
<td>73</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>710</td>
<td>85</td>
<td>400</td>
<td>33</td>
<td>27</td>
<td>70</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>700</td>
<td>83</td>
<td>390</td>
<td>32</td>
<td>26</td>
<td>67</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>690</td>
<td>82</td>
<td>380</td>
<td>30</td>
<td>25</td>
<td>63</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>680</td>
<td>80</td>
<td>370</td>
<td>28</td>
<td>24</td>
<td>60</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>670</td>
<td>78</td>
<td>360</td>
<td>27</td>
<td>23</td>
<td>57</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>660</td>
<td>77</td>
<td>350</td>
<td>25</td>
<td>22</td>
<td>53</td>
<td>1-6</td>
<td>0</td>
</tr>
<tr>
<td>650</td>
<td>75</td>
<td>340</td>
<td>23</td>
<td>21</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>640</td>
<td>73</td>
<td>330</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>630</td>
<td>72</td>
<td>320</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>620</td>
<td>70</td>
<td>310</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>68</td>
<td>300</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>67</td>
<td>290</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>590</td>
<td>65</td>
<td>280</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>63</td>
<td>270</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>570</td>
<td>62</td>
<td>260</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>560</td>
<td>60</td>
<td>250</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550</td>
<td>58</td>
<td>240</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>540</td>
<td>57</td>
<td>230</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>530</td>
<td>55</td>
<td>220</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>53</td>
<td>210</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>52</td>
<td>200</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below are the combinations of GPA and UC Score Totals that meet UC’s minimum requirements.

<table>
<thead>
<tr>
<th>“A - G” GPA</th>
<th>MINIMUM UC SCORE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00-3.04</td>
<td>223</td>
</tr>
<tr>
<td>3.05-3.09</td>
<td>210</td>
</tr>
<tr>
<td>3.10-3.14</td>
<td>198</td>
</tr>
<tr>
<td>3.15-3.19</td>
<td>187</td>
</tr>
<tr>
<td>3.20-3.24</td>
<td>175</td>
</tr>
<tr>
<td>3.25-3.29</td>
<td>165</td>
</tr>
<tr>
<td>3.30-3.34</td>
<td>157</td>
</tr>
<tr>
<td>3.35-3.39</td>
<td>152</td>
</tr>
<tr>
<td>3.40-3.44</td>
<td>147</td>
</tr>
<tr>
<td>3.45 &amp; above</td>
<td>143</td>
</tr>
</tbody>
</table>
**California State Universities (CSU)**
Minimum eligibility requirements for all undergraduate schools are the same. You will qualify for regular admission as a first-time freshman if you:

1. Meet the Eligibility Index with your grade point average and test scores (consult with the College Counselor for questions regarding the Eligibility Index.)
2. Have completed with grades of C or better the courses in the comprehensive pattern of college preparatory a-g subject requirements. (The courses approved by UC are also approved by the CSU system.) You may be required to meet higher admissions requirements for impacted programs.
3. Take either the SAT I or ACT. Submit scores from either SAT I or ACT. No SAT II Subject Tests are required for admission to a CSU campus.

---

**CSU ELIGIBILITY INDEX FOR CALIFORNIA HIGH SCHOOL GRADUATES OR RESIDENTS OF CALIFORNIA**

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
<th>SAT I</th>
<th>GPA</th>
<th>ACT</th>
<th>SAT I</th>
<th>GPA</th>
<th>ACT</th>
<th>SAT I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>any score</td>
<td>2.74</td>
<td>15</td>
<td>710</td>
<td>2.48</td>
<td>20</td>
<td>920</td>
<td>2.22</td>
</tr>
<tr>
<td>2.99</td>
<td>10</td>
<td>510</td>
<td>2.73</td>
<td>15</td>
<td>720</td>
<td>2.47</td>
<td>20</td>
<td>930</td>
</tr>
<tr>
<td>2.98</td>
<td>10</td>
<td>520</td>
<td>2.72</td>
<td>15</td>
<td>730</td>
<td>2.46</td>
<td>21</td>
<td>940</td>
</tr>
<tr>
<td>2.97</td>
<td>10</td>
<td>530</td>
<td>2.71</td>
<td>16</td>
<td>740</td>
<td>2.45</td>
<td>21</td>
<td>940</td>
</tr>
<tr>
<td>2.96</td>
<td>11</td>
<td>540</td>
<td>2.70</td>
<td>16</td>
<td>740</td>
<td>2.44</td>
<td>21</td>
<td>950</td>
</tr>
<tr>
<td>2.95</td>
<td>11</td>
<td>540</td>
<td>2.69</td>
<td>16</td>
<td>750</td>
<td>2.43</td>
<td>21</td>
<td>960</td>
</tr>
<tr>
<td>2.94</td>
<td>11</td>
<td>550</td>
<td>2.68</td>
<td>16</td>
<td>760</td>
<td>2.42</td>
<td>21</td>
<td>970</td>
</tr>
<tr>
<td>2.93</td>
<td>11</td>
<td>560</td>
<td>2.67</td>
<td>16</td>
<td>770</td>
<td>2.41</td>
<td>22</td>
<td>980</td>
</tr>
<tr>
<td>2.92</td>
<td>11</td>
<td>570</td>
<td>2.66</td>
<td>17</td>
<td>780</td>
<td>2.40</td>
<td>22</td>
<td>980</td>
</tr>
<tr>
<td>2.91</td>
<td>12</td>
<td>580</td>
<td>2.65</td>
<td>17</td>
<td>780</td>
<td>2.39</td>
<td>22</td>
<td>990</td>
</tr>
<tr>
<td>2.90</td>
<td>12</td>
<td>590</td>
<td>2.64</td>
<td>17</td>
<td>790</td>
<td>2.38</td>
<td>22</td>
<td>1000</td>
</tr>
<tr>
<td>2.89</td>
<td>12</td>
<td>590</td>
<td>2.63</td>
<td>17</td>
<td>800</td>
<td>2.37</td>
<td>22</td>
<td>1010</td>
</tr>
<tr>
<td>2.88</td>
<td>12</td>
<td>600</td>
<td>2.62</td>
<td>17</td>
<td>810</td>
<td>2.36</td>
<td>23</td>
<td>1020</td>
</tr>
<tr>
<td>2.87</td>
<td>12</td>
<td>610</td>
<td>2.61</td>
<td>18</td>
<td>820</td>
<td>2.35</td>
<td>23</td>
<td>1020</td>
</tr>
<tr>
<td>2.86</td>
<td>13</td>
<td>620</td>
<td>2.60</td>
<td>18</td>
<td>820</td>
<td>2.34</td>
<td>23</td>
<td>1030</td>
</tr>
<tr>
<td>2.85</td>
<td>13</td>
<td>620</td>
<td>2.59</td>
<td>18</td>
<td>830</td>
<td>2.33</td>
<td>23</td>
<td>1040</td>
</tr>
<tr>
<td>2.84</td>
<td>13</td>
<td>630</td>
<td>2.58</td>
<td>18</td>
<td>840</td>
<td>2.32</td>
<td>23</td>
<td>1050</td>
</tr>
<tr>
<td>2.83</td>
<td>13</td>
<td>640</td>
<td>2.57</td>
<td>18</td>
<td>850</td>
<td>2.31</td>
<td>24</td>
<td>1060</td>
</tr>
<tr>
<td>2.82</td>
<td>13</td>
<td>650</td>
<td>2.56</td>
<td>19</td>
<td>860</td>
<td>2.30</td>
<td>24</td>
<td>1060</td>
</tr>
<tr>
<td>2.81</td>
<td>14</td>
<td>660</td>
<td>2.55</td>
<td>19</td>
<td>860</td>
<td>2.29</td>
<td>24</td>
<td>1070</td>
</tr>
<tr>
<td>2.80</td>
<td>14</td>
<td>660</td>
<td>2.54</td>
<td>19</td>
<td>870</td>
<td>2.28</td>
<td>24</td>
<td>1080</td>
</tr>
<tr>
<td>2.79</td>
<td>14</td>
<td>670</td>
<td>2.53</td>
<td>19</td>
<td>880</td>
<td>2.27</td>
<td>24</td>
<td>1090</td>
</tr>
<tr>
<td>2.78</td>
<td>14</td>
<td>680</td>
<td>2.52</td>
<td>19</td>
<td>890</td>
<td>2.26</td>
<td>25</td>
<td>1100</td>
</tr>
<tr>
<td>2.77</td>
<td>14</td>
<td>690</td>
<td>2.51</td>
<td>20</td>
<td>900</td>
<td>2.25</td>
<td>25</td>
<td>1100</td>
</tr>
<tr>
<td>2.76</td>
<td>15</td>
<td>700</td>
<td>2.50</td>
<td>20</td>
<td>900</td>
<td>2.24</td>
<td>25</td>
<td>1110</td>
</tr>
<tr>
<td>2.75</td>
<td>15</td>
<td>700</td>
<td>2.49</td>
<td>20</td>
<td>910</td>
<td>2.23</td>
<td>25</td>
<td>1120</td>
</tr>
</tbody>
</table>

**NOTE:** Below 2.00 does not qualify for regular admission.
ACADEMIC COUNSELORS

FRESHMAN CLASS  A—J
Br. LaSalle (323) 441-3153, brlasalle@cathedralhighschool.org

FRESHMAN CLASS  K—Z
Mr. Mike Godoy (323) 441-3135, mgodoy@cathedralhighschool.org

SOPHOMORE CLASS
Mr. Brady Lowdermilk (323) 441-3174, blowdermilk@cathedralhighschool.org

JUNIOR CLASS
Mr. Robert Ryan (323) 441-3177, rryan@cathedralhighschool.org

SENIOR CLASS
Mr. Terry Catlin (323) 441-3121, tcatlin@cathedralhighschool.org

DIRECTOR OF GUIDANCE AND COUNSELING
Mr. Terry Catlin (323) 441-3121, tcatlin@cathedralhighschool.org
RELIGIOUS STUDIES

Chair: Brother Lawrence Haley, FSC

Required Courses:

<table>
<thead>
<tr>
<th>RELIGIOUS STUDIES I</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE REVELATION OF JESUS CHRIST IN SCRIPTURE / WHO IS JESUS CHRIST?</td>
</tr>
<tr>
<td>10 UNITS — TWO SEMESTERS</td>
</tr>
</tbody>
</table>

Fall 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 will 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.

Spring Semester:
The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, 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 he is, the students will also learn who he calls them to be.

<table>
<thead>
<tr>
<th>RELIGIOUS STUDIES II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTOLOGY/GROWING IN CHRISTIAN MORALITY</td>
</tr>
<tr>
<td>10 UNITS — TWO SEMESTERS</td>
</tr>
</tbody>
</table>

Fall Semester:
Christology begins with a discussion of the Christian Testament, in particular the Gospels, as the privileged sources for our understanding of Jesus. This course will also cover Paul’s letters and his profound insights into the nature and meaning of the Risen Christ.

Spring Semester:
The second semester continues with the study of Christian Morality, which focuses on the development of virtue and character and moral decision-making. Contemporary, age-appropriate issues are examined in this course.

<table>
<thead>
<tr>
<th>RELIGIOUS STUDIES III</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTIAN JUSTICE/CELEBRATING SACRAMENTS</td>
</tr>
<tr>
<td>10 UNITS — TWO SEMESTERS</td>
</tr>
</tbody>
</table>

Fall Semester:
Christian Justice takes a positive approach towards matters of Justice. The course aims at inspiring hope, not simply analyzing injustice. Students will discuss, write, research and reflect on justice issues in their lives and the lives of others.

Spring Semester:
The second semester continues with the study of the Sacraments. This course will help students see the sacred within the ordinary and appreciate how the Catholic Church’s seven sacraments celebrate life and put them in touch with God.

<table>
<thead>
<tr>
<th>RELIGIOUS STUDIES IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORLD RELIGIONS (P)/CHRISTIAN LIFESTYLES</td>
</tr>
<tr>
<td>10 UNITS — TWO SEMESTERS</td>
</tr>
</tbody>
</table>

Fall Semester:
Great Religions of the World opens doors to spiritual riches of the world’s major religions. This course invites students to re-examine their personal faith and religious life in more depth.

Spring Semester:
The second semester continues with study of Christian lifestyles, a more comprehensive course that addresses issues relevant to all states of life from a Christian perspective. Students will examine single life, marriage, religious life, and ordained ministry.
ENGLISH

All English department courses are aligned with the California State Standards for the Language Arts and meet UC/CSU “B” requirements for English except as noted.

Chair: Mrs. Nancy Price

**Required Courses:**

<table>
<thead>
<tr>
<th>ENGLISH I (P)</th>
<th>10 UNITS — TWO SEMESTERS</th>
<th>COURSE# 1101/1102</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is introductory in nature; it lays the groundwork for future department offerings. The first semester introduces students to the resources in the library media center, includes a Greek mythology unit, a writing program, and a short story unit. The second semester covers the reading of two novels (Lord of the Flies and The Adventures of Tom Sawyer) and Shakespeare’s tragedy Romeo and Juliet. The course, however, integrates library skills, literature, vocabulary, composition and grammar so that these skills are taught together throughout the year. A comprehensive written final examination is required each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH II (P)</th>
<th>10 UNITS — TWO SEMESTERS</th>
<th>COURSE# 1201/1202</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course builds on what has gone before. The writing assignments assume an understanding of the terms and skills taught in the freshman year; the reading assignments assume application of the skills taught in Genre Literature. The course includes readings in non-fiction, poetry, short stories, drama (Julius Caesar and Antigone), and two novels (To Kill a Mockingbird and The Alchemist). Literature, vocabulary, composition and grammar are integrated and taught together throughout the year. A comprehensive written final examination is required each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEECH (P)</th>
<th>5 UNITS — ONE SEMESTER</th>
<th>COURSE# 1110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major areas of study include integrity, extemporaneous speaking, the voice, impromptu speaking, and group discussion. Speech is chiefly a performance course. The vast majority of the students’ time in class is spent in giving and listening to speeches. Pronunciation, vocabulary, and logic are also examined, but always within the context of platform performance. Special emphasis is placed on outlining and the three-part structure of the speech, i.e., introduction, body, and conclusion. An oral exam (performance) is required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENRE LITERATURE (P)</th>
<th>5 UNITS — ONE SEMESTER</th>
<th>COURSE# 1150</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course has a two-fold purpose: (1) to introduce students to the pleasures of reading outside the assigned curriculum, and (2) to improve students’ study skills. Students will learn the difference between reading a textbook and a work of fiction. They will read and discuss representative works of fiction (both novel and short story), poetry and drama. The emphasis on reading comprehension, study skills, and vocabulary development means some written work is required. A comprehensive written final examination is required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH III (P)</th>
<th>10 UNITS — TWO SEMESTERS</th>
<th>COURSE# 1301/1302</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III traces the development of those historical movements peculiar to American literature and examines how an author conveys the attitudes of the times. In addition to readings in the textbook, students will read The Adventures of Huckleberry Finn, The Great Gatsby, and Tortilla Flat. Regular writing assignments, including essays, are required each semester, and a research paper is required during the second semester. A comprehensive written final examination is required each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH IV (P)</th>
<th>10 UNITS — TWO SEMESTERS</th>
<th>COURSE# 1401/1402</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV efforts are directed toward giving students a sense of world literature, that is, experiencing the best works produced by different cultures and different ages. In the first semester, two major essays (a personal statement to be used with college applications and a literary analysis essay) are required. One novel, Catcher in the Rye, and one drama, Death of a Salesman, make up the reading component. In the second semester, particular attention is given to poetry and drama: Sophocles’ Theban plays, (including Oedipus Rex), Shakespeare’s Hamlet and Tennyson’s Idylls of the King, meet the literature requirement. The skills of literature, vocabulary, composition and grammar are integrated and taught together throughout the year. The focus is on the permanent ennobling nature of great literature and the eternal themes of these works, In writing and word skills, the intensive programs begun in English I II, and III are continued and completed here. A comprehensive written final exam is required each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH

All English department courses are aligned with the California State Standards for the Language Arts and meet UC/CSU “B” requirements for English except as noted.

Chair: Mrs. Nancy Price

Elective Courses:

### HONORS ENGLISH I

**10 UNITS — TWO SEMESTERS** | **COURSE# 1103**

**PREREQUISITES:**
- Appropriate scores on Entrance Exam, including writing samples; Writing sample from eighth grade teacher (could be emailed to school);
- Interview response to questions regarding student’s interest in participating in English I Honors, if he qualifies

This course begins with a summer reading assignment *(Of Mice and Men, or Night, or Diary of Anne Frank, or Farewell to Manzanar)*. This lays the groundwork for a study of isolation from society as a literary theme. A compare/contrast paper is required the first semester. English I Honors is introductory in nature; it lays the groundwork for future department offerings. The first semester introduces students to the resources in the library media center, includes a Greek mythology unit, a writing program, and a short story unit. Between semesters students will read *Lord of the Flies* as culmination of the isolation theme and in preparation for a study of heroes second semester. The second semester covers the reading of two novels (*Lord of the Flies* and *The Adventures of Tom Sawyer*) and Shakespeare’s tragedy *Romeo and Juliet*. A research project on Shakespeare’s language in *Romeo and Juliet* will also be required. The course, however, integrates library skills, literature, vocabulary, composition and grammar so that these skills are taught together throughout the year. A comprehensive written final exam is required each semester.

### HONORS ENGLISH II (P)

**10 UNITS — TWO SEMESTERS** | **COURSE# 1203**

**PREREQUISITES:**
- B or better in English I
- Teacher Recommendation
- Writing Sample
- Appropriate score on placement test

This course is offered to sophomores who have shown they can meet the standards and demands of a more intense English course. There will be a variety of textbook readings: non-fiction, poetry, short stories and drama (including *Antigone* and *Julius Caesar*), and three novels (*To Kill a Mockingbird*, *The Alchemist*, and *House of the Scorpion*). In addition to reinforcement and practice of the writing skills introduced in their freshman year, and the prior introduction of study and reading skills taught in Genre Literature, they will be required to display rigorous analysis by writing a three-page research paper first semester on racism and Jim Crow, and a five-page research paper second semester on Shakespeare’s *Julius Caesar*, including text citations. Bibliography must include (but is not limited to) three sources, one of which is from the Internet. Literature, vocabulary, composition and grammar are integrated and taught together throughout the year. A comprehensive written final examination is required each semester.

### AP ENGLISH LANGUAGE (P)

**10 UNITS — TWO SEMESTERS** | **COURSE# 1411**

**PREREQUISITES:**
- B or better in English II
- Teacher Recommendation
- Writing Sample
- Appropriate score on placement test

This course is offered to juniors who have shown they can meet the standards of a more demanding English course. In addition to the textbooks (Prentice-Hall’s *The American Experience and Everyday Use: Rhetoric at Work in Reading and Writing* AP Edition), three novels (*Animal Farm*, *The Scarlet Letter*, and *The Adventures of Huckleberry Finn*) and a non-fiction work (*I know Why The Caged Bird Sings*) are required reading during the year. The writing assignments are similarly rigorous and may include introductory style analysis in addition to journals, essays, research papers, and stories. Taking the AP English Language exam is required. A comprehensive written final exam is required each semester.

### AP ENGLISH LITERATURE (P)

**10 UNITS — TWO SEMESTERS** | **COURSE# 1410**

**PREREQUISITES:**
- B or better in English III or AP English Language
- Teacher Recommendation
- Appropriate PSAT verbal scores
- Appropriate score on placement test

AP English Literature fulfills the requirement for English IV and is offered to seniors who meet the qualifications listed above. The course is designed in part to meet the English literature and writing requirements for college freshmen. It also prepares students for the nationwide Advanced Placement Examination in English Literature and Composition given by the College Board. Taking the exam is a requirement of the course. A grade of 3 or better on the exam meets UC and CSU requirements for one semester/quarter of a college freshman writing course. Texts include: *Catcher in the Rye*, *Their Eyes were Watching God*, *Hamlet*, *Rosencrantz and Guildenstern are Dead* and *Sound and Sense* (a poetry textbook). A SUMMER READING PROJECT AND INTER-SEMESTER READING PROJECT ARE REQUIRED.

---

12
ENGLISH

All English department courses are aligned with the California State Standards for the Language Arts and meet UC/CSU “B” requirements for English except as noted.

Chair: Mrs. Nancy Price

Elective Courses:

GREAT BOOKS (P)
10 UNITS — TWO SEMESTERS COURSE# 1608

PREREQUISITES:
- Overall grade average of B or better
- 11th and 12th graders only

This course is designed to enable students to come in contact with the thinking and writing of some of the great authors of our western cultural heritage. Students will be reading from primary, rather than secondary sources. After an assigned reading, students will exchange insights in seminar discussion. The insights developed from these discussions will be related to current issues where possible. Frequent writing assignments will help students articulate the thoughts and knowledge gained from the seminar. Authors will include Plato, Aristotle, Augustine, Aquinas, Euclid, Chardin, St. Teresa of Avila, and Mortimer Adler. Texts: The Confessions of St. Augustine and The Great Dialogues of Plato. Selected texts from other authors will be given to the students. A comprehensive written final examination is required.

LATINO LITERATURE (P) / SPORTS LITERATURE (P)
5 UNITS — TWO SEMESTERS COURSE# 1601/1602

PREREQUISITES
- C or better in English II or English III
- 11th and 12th graders only

Latino Literature offers students the opportunity to read and discuss Latino and Latina authors while incorporating the writing skills (such as organization, spelling, grammar, and vocabulary) needed in a college preparatory English course. Students will read from the canon of Latino/a authors and learn about their contribution to mainstream American literature. Texts: Latino Literature: Voices in a Tradition (an anthology); Parrot in the Oven (Victor Martinez), and Jesse (Gary Soto). A comprehensive written final examination is required.

Sports Literature focuses on fiction and nonfiction set in the world of athletics and organized sports. Students will read and discuss at least three novels, plus short fiction and poetry. Presentation of these works will be both oral and written, and may include approved videos as supplements. Texts include Friday Night Lights (H.G. Bissinger), Ball Don’t Lie, (Matt de la Peña), and The Natural (Bernard Malamud). A comprehensive written final examination is required.
SCIENCE

All Science department courses are aligned with the California State Standards for the Science and meet UC/CSU “D” requirements for Science except as noted.

Chair: Mr. David Galaz

Required Courses:

**BIOLOGY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 4201

All freshmen are required to enroll beginning with Class of 2015. The goal of this course is to provide students with a solid understanding of the principles and processes of biological science. Biology informs our understanding of the world from practical applications in health to the deepest philosophical questions of our origins. The class will focus on five key biological processes: evolution, cell biology, genetics, physiology, and ecology. The class emphasizes scientific methods and laboratory techniques including dissections and the use of microscopes.

**CHEMISTRY(P)**
10 UNITS — TWO SEMESTERS  COURSE# 4311

PREREQUISITES:
• Algebra II or higher
All Sophomores are required to take this course. Beginning with Class of 2015. The goal of this course is to provide students with a solid understanding of the principles and processes of chemistry. As a science, chemistry is the study of the composition of matter and the changes that matter undergoes. The class will focus on the language of chemistry including symbols, formulas, and equations. Students will apply basic laboratory techniques to gain a better understanding of the material. Problem solving using appropriate formulas and mathematical procedures is also emphasized.

**PHYSICS (P)**
10 UNITS — TWO SEMESTERS  COURSE# 4401

PREREQUISITES:
• C or better in Chemistry or Honors Chemistry
• B or better in Algebra II
• Physics assessment exam
• Concurrent enrollment in Pre-Calculus or Calculus
• B or better in Introduction to Physics
• Concurrent enrollment in Algebra II and more advanced math.

This course is required for all Juniors. Beginning with Class of 2015. Physics is strongly recommended for students who plan to continue their studies at the university level in the areas of science, engineering, medicine, or related fields. Course topics include classical mechanics, work, and energy (electricity, light and sound). Students will also apply basic laboratory methods and techniques to increase their understanding of the physical world.

**HONORS BIOLOGY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 4203

PREREQUISITES:
• Biology Assessment Exam
• HSPT Score
• 8th Grade Grades
Honors Biology is offered to freshmen. Subject matter is similar to Biology but with a greater emphasis on laboratory techniques, basic chemistry, and microbiology. This class will move at a faster pace and focus on concept development and synthesis of information.

**HONORS CHEMISTRY(P)**
10 UNITS — TWO SEMESTERS  COURSE# 4313

PREREQUISITES:
• B or better in the following courses: Biology, Algebra I, and English II / or -C or better in Bio II/Alg II H
• Concurrent enrollment in Algebra II or higher
• Chemistry assessment exam
Honors Chemistry is a challenging course, offering more in-depth treatment of materials covered in Chemistry including a more intensive mathematical approach and greater emphasis on laboratory methods and techniques.

**AP PHYSICS B (UC/AP Pending)**
10 UNITS — TWO SEMESTERS  COURSE# 4415

PREREQUISITES:
• B or better in AP Calculus AB
• Teacher recommendation
• Concurrent enrollment in AP Calculus AB or BC
AP Physics B is a first year college course taught at Cathedral High School. Although the class meets three times a week for two full blocks and a 40 minute session, students are required to attend two lunch sessions with the teacher on non-class days. All students are required to attend a mini Physics seminar of four sessions in the summer in preparation for the school year. This class requires a portfolio of 12 labs that must be maintained. During the second semester, students are required to attend four three-hour Saturday sessions of which two are practice Physics B exams. College may or may not give lab credit and lab portfolios may be submitted to the college of consideration. College Physics lecture credit obtained only by passing the AP exam and is determined by the University that each students attends.
Elective Courses

**HUMAN PHYSIOLOGY & ANATOMY (P)**
10 UNITS — TWO SEMESTERS COURSE# 4530

**ENVIRONMENTAL SCIENCE (P)**
5 UNITS — ONE SEMESTER COURSE# 4501

**PREREQUISITES:**
- C or better in the following courses:
  - Algebra 1, Biology, Chemistry, and the previous English class.

This year long course involves a basic introduction to the anatomy and physiology of the human body. Students completing this class will have gained solid understanding of the major functions of most body parts and systems as well as how these relate to disease, injury and other health issues. Each student will obtain extensive experience with dissections and group work. Much of the second semester will involve hands-on activities exemplifying physiological aspects of the human body.

**PREREQUISITES:**
- C or better in the following courses:
  - Biology, Chemistry and the previous English course

This course will focus on contemporary environmental issues and the science behind them. Possible topics include global warming, ozone depletion, toxic waste and management, and wildlife endangerment. The goal of this course is to provide students with a basic exposure to the great outdoors. Student enrolled are required to participate in mandatory hiking and camping trips. There are fees associated with the mandatory field trips. Dates will be announced.
Progression of Science Courses

Freshmen
- Biology
- *Honor Biology

Sophomores
- Chemistry
- *Honors Chemistry

Juniors
- Physics
- *AP Physics B

Seniors
- Environmental Science
- Human Physiology & Anatomy

*Prerequisite required

Last revised: 2011
MATHEMATICS

All Math department courses are aligned with the California State Standards for the Math and meet UC/CSU “C” requirements for Math except as noted.

Chair: Ms. Eve Salas

Required Courses:

**PRE-ALGEBRA**
10 UNITS — TWO SEMESTERS COURSE# 3101

This course is for students who have not yet mastered the skills and concepts that are necessary for success in algebra. The class reviews and practices the four basic operations with decimals, fractions, percentages, and variables. The class introduces linear equations along with some basic applications. This class cannot be used to meet the basic three-year math requirement for graduation. Students who pass this course continue to Algebra I.

**ALGEBRA I (P)**
10 UNITS — TWO SEMESTERS COURSE# 3111

**PREREQUISITES:**
- Satisfactory grades in 7th and 8th grade math
- Satisfactory test scores in the mathematics part of the high school entrance exam.

This is a student's first high-school mathematics class and serves as the foundation for future study in the field. Students learn to 1) simplify (i.e., add, subtract, multiply, and divide) expressions with numbers and variables, 2) solve and graph linear equations and systems, and 3) translate situations presented in word problems into equations so as to answer the questions posed by the problems. Additional topics include exponents, roots, and factoring.

**GEOMETRY (P)**
10 UNITS — TWO SEMESTERS COURSE# 3211

**PREREQUISITES:**
- Completion of Algebra I

Geometry applies deductive and to a lesser degree inductive logic to the study of simple figures (such as points and lines) in space. The inductive and deductive techniques serve as a necessary foundation in higher mathematics as well as rigorously exercising the student mind. Students learn about the basic geometric terms and figures, properties of parallel lines, congruency and similarity of polygons, circles, area of plane figures, writing proofs, and constructions.

**ALGEBRA II (P)**
10 UNITS — TWO SEMESTERS COURSE# 3301

**PREREQUISITES:**
- Completion of or concurrent enrollment in Geometry

This course reviews topics from Algebra I. This course includes graphing and solving functions, linear and quadratic inequalities, and systems of equations. This course also covers algebraic simplification, evaluation, and advanced factoring. Irrational and complex numbers and applications are also introduced. This course applies algebraic concepts to various types of word problem.

Elective Courses:

**HONORS ALGEBRA I (P)**
10 UNITS — TWO SEMESTERS COURSE# 3131

**PREREQUISITES:**
- Appropriate Score on Entrance Exam
- B or better in 8th grade math

This course is offered to freshmen that have received A or B grades in 8th grade math and a high test score on the mathematics part of the entrance examination. This course covers the same topics as non-honors Algebra I but since it is taught at a faster pace, additional topics are covered such as functions, linear systems, inequalities, rational and irrational numbers, quadratic functions, probability, and statistics. In addition, a project about mathematical ideas and concepts is required each semester.

**HONORS GEOMETRY (P)**
10 UNITS — TWO SEMESTERS COURSE# 3221

**PREREQUISITES:**
- B or better in Algebra I or Honors
- Diagnostic Placement

This course is offered to students excelling in Algebra I. It covers the same subject matter as non-honors Geometry but at a faster pace so that additional topics are covered such as solid geometry, coordinate geometry, right triangle trigonometry, constructions and loci, transformations, composition, and symmetry. In addition, each semester a project is required.

**HONORS ALGEBRA II (P)**
10 UNITS — TWO SEMESTERS COURSE# 3311

**PREREQUISITES:**
- B+ or better in Algebra I or Algebra I Honors
- B+ or better in Geometry or Geometry Honors
- Teacher Recommendation
- Diagnostic Placement

This course covers the same materials as Algebra II at an accelerated pace. Additional topics such as direct and inverse variation, algebraic proofs, matrices including Cramer’s rule, exponential functions, logarithmic functions, trigonometric functions and vectors are covered. This course requires the use of a graphing calculator. After successful completion of this course, students would take Pre-Calculus or Pre-Calculus Honors the following year.
Chair: Ms. Eve Salas

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALGEBRA III / TRIGONOMETRY (P)</strong></td>
<td>10</td>
<td>Two Semesters</td>
<td>3401</td>
</tr>
<tr>
<td><strong>PRE-CALCULUS (P)</strong></td>
<td>10</td>
<td>Two Semesters</td>
<td>3411</td>
</tr>
<tr>
<td><strong>STATISTICS (P)</strong></td>
<td>10</td>
<td>Two Semesters</td>
<td>3420</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Completion of Algebra II
- C+ or better in Algebra II
- Placement Test

**ALGEBRA III / TRIGONOMETRY (P)**

It is a bridge between Algebra II and Pre-Calculus. This course reviews topics in Algebra II and covers extensive analysis of graphs of functions. It introduces topics in Pre-Calculus, and focuses on the development of a student's ability to understand and apply the functions and advanced mathematics concepts to solve problems. It includes a study of polynomial, rational, exponential, logarithmic and trigonometric functions. This course requires a graphing calculator.

**PRE-CALCULUS (P)**

This course covers polynomial, conic and trigonometric functions. It introduces the graphs of these functions as well as their transformations. Other topics included in this course are analytic geometry, polar coordinates and vectors. This course requires the use of a graphing calculator.

**STATISTICS (P)**

This is a year long course designed to introduce students to a beginning statistics whose math background is limited to Algebra II. It covers the basic ideas of descriptive statistics such as collection, organization, summarization and presentation of data; as well as inferential statistics which include making inferences from samples to population estimation, hypothesis testing, determining relationships and making predictions based on the basic concepts and rules of probability. Applications of statistics in everyday field of endeavor are discussed. This course will use extensively Microsoft excel, statistical software and TI-84 plus/silver edition calculator.

All Math department courses are aligned with the California State Standards for the Math and meet UC/CSU “C” requirements for Math except as noted.
AP CALCULUS BC (P)  
10 UNITS — TWO SEMESTERS  COURSE# 3423  

PREREQUISITES:
- B or better in AP Calculus AB
- Teacher Recommendation
- Mini Calculus seminars in the summer

Advanced Placement Calculus BC is a second year college course taught at Cathedral High School. Although the class meets three times a week for two full blocks and a 40 minute session, students are required to attend two morning sessions with the teacher before school on non-class days. All students are required to attend a mini calculus seminar of four sessions in the summer in preparation for the school year. During the second semester, students are required to attend four three-hour Saturday sessions of which two are practice Calculus AP BC exams. College credit is obtained only by passing the AP exam and is determined by the University that each student applies to.

AP CALCULUS AB (P)  
10 UNITS — TWO SEMESTERS  COURSE# 3425  

PREREQUISITES:
- B or better in Pre-Calculus
- Teacher Recommendation
- Diagnostic Placement

AP Calculus AB is a college level course providing an introduction to the main principles of calculus and emphasizing the development of problem solving using GATE (graphing, algebra, tables and explanation). In the summer, students will attend sessions on pre calculus topics necessary for Calculus. The first semester will cover limits, derivatives and differentials along with word problems related to these topics. In the second semester we will cover integration and all related aspects of the anti-derivative. The aim of the class is to duplicate the learning experience in a first semester College Calculus course. Students validate their learning by taking the Calculus AB AP test in May.

HONORS PRE-CALCULUS (P)  
10 UNITS — TWO SEMESTERS  COURSE# 3413  

PREREQUISITES:
- B+ or better in Algebra II
- B+ or better in Geometry
- Teacher Recommendation
- Diagnostic Placement

This course solidifies the fundamental skills necessary for Calculus. The course covers the same materials as regular Pre-Calculus at an accelerated pace. Additional topics such as analytic trigonometry, application of trigonometric functions, the binomial theorem, probability, and the development of limits and derivatives. This course requires the use of a graphing calculator.
MATHEMATICS

All Math department courses are aligned with the California State Standards for the Math and meet UC/CSU “C” requirements for Math except as noted.

Chair: Ms. Eve Salas

Coordinator: Mr. Mike Trafecanty

Beginning with Class of 2015
Cathedral Introduces the Math & Science Academy

Math & Science Academy

Once accepted to Cathedral High School
Students with significant HSPT test results
Will be invited to the
Math & Science Academy.

Program benefits include:
1. Award of Scholarship Funds
2. Guaranteed admission to Honors and AP Courses.
3. Rigorous SAT Prep Class.
4. Academic mentoring program.

On the next page you will find a sample course outline for
Math & Science Academy Scholar
Math and Science Academy

The Math and Science Academy is designed for the high-level Freshmen who is interested in completing a full four-year Advanced Placement (AP) Program. Students will be required to pass a Math placement exam.

COURSE DISTINCTIONS

College Preparatory (P) Courses

These courses are designed to be a challenge to the student preparing for a college education. Material covered in these courses is presented in a detailed fashion at a pace designed for all students.

HONORS COURSES

The course content is essentially the same in most honors sections as it is in the college preparatory classes. Honors sections, however, are conducted at a more accelerated pace and with greater intellectual intensity. Honors courses are traditionally more competitive.

ADVANCED PLACEMENT (AP) COURSE

Cathedral High School also participates in the nationwide Advanced Placement program of college-level instruction in high school by offering Advanced Placement courses. Students who complete these classes are eligible to take college grade examinations prepared by the College Entrance Examination Board. Success in the examination will earn the student college credits, advanced placement in college, or both.

Math and Science Academy Freshmen Classes

The following program of studies is required for freshmen students enrolled in the Math and Science Academy. Students must take seven (7) courses for each year of enrollment. All required course must be taken at Cathedral High School.

FRESHMEN ACADEMY PROGRAM OF STUDIES

HONORS ENGLISH I (P)
RELIGION 9
HONORS ALGEBRA II (P) OR HONORS GEOMETRY (P)
HONORS BIOLOGY (P)
SPANISH I (P)
COLLEGE PREP ELECTIVE (P)
SUMMER CLASS (TAKEN PRIOR TO 9TH GRADE)
A SUMMER MATH CLASS IS REQUIRED FOR ENTRY INTO THE ACADEMY
**Required Courses:**

**WORLD HISTORY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2201

This course provides the students with an overview of world history from the Renaissance to our post-Cold War era through analysis of social, political, economic, and geographic forces that shape Western and non-Western cultures. Specific instruction is provided to assist students in developing a thesis and completing one college prep research paper.

**UNITED STATES HISTORY (P)**
10 UNITS — TWO SEMESTERS  COURSE # 2301

This course offers a chronological narrative treatment of American history, highlighting major events and developments. It will also discuss those who have contributed to our nation’s history. It will help students understand how past events are related to the present. Students will also analyze historical issues and deepen their understanding of American history.

**UNITED STATES GOVERNMENT (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2401

This course provides the student with a basic understanding of the structure and operation of the federal and state governments. At the same time, it calls attention to the basic values on which political and legal systems are based, and the principles that give direction to the ways in which those systems work.

**Elective Courses:**

**HONORS WORLD HISTORY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2221

**PREREQUISITES:**
- To be determined by the Dean of Studies
- Or
- Concurrent enrollment in English II Honors

This course meets the 10th Grade requirement for World History with emphasis on critical reading and writing skills. It offers an in-depth narrative treatment of World History from the Renaissance to the present. Assignment will prepare for enrollment in AP US History, however enrollment in World History Honors will not guarantee enrollment in AP US History.

**AP US HISTORY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2310

**PREREQUISITES:**
- B or better in World History
- Humanities Success Index including:
  - PSAT Verbal score
  - GPA in English, World History, and Religion classes
  - Teacher recommendations
  - AP U.S. History assessment test

This course meets the 11th grade requirement of U.S. History. It offers a chronological, in-depth narrative treatment of American history. It prepares students for the nationwide Advanced Placement Examination in U.S. History given by the College Board. A grade of 3 or better may meet the college requirement for a U.S. History course. Monthly weekend sessions are required.

**AP US GOVERNMENT (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2410

**PREREQUISITES:**
- B or better in US History or AP US History
- Humanities Success Index including:
  - PSAT Verbal score
  - GPA in English, US History, and Religion classes
  - Teacher recommendation
  - AP Government Assessment Exam

This course meets the 12th grade requirement of U.S. Government. The course offers an in-depth treatment of the structure, functions and operations of American government. The course prepares students for the nationwide Advanced Placement Examination in U.S. Government given by the College Board. A grade of 3 or better on the AP test may meet the college requirement for a U.S. Government course.
Elective Courses:

**PSYCHOLOGY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2500

**PREREQUISITES:**
- 11th & 12th graders only
This course provides students with an introduction to psychology: its history and development, its important figures, its basic principles and methods, and its main areas of application and concern in everyday life. Instructional methods include film analysis, case studies, and formal lecture.

**LAW I (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2415

**PREREQUISITES:**
- 11th or 12th graders only
This course will provide the student with a law-related education that provides practical information and problem solving skills for students with an interest in our law-saturated society. Emphasis is placed on role-playing through case studies, mock trials, and moot court. The fall semester will focus on the history, structure, and process of the criminal justice system, and the spring semester will focus on the civil courts.

**AP PSYCHOLOGY (P)**
10 UNITS — TWO SEMESTERS  COURSE# 2510

**PREREQUISITES:**
- 11th & 12th graders only
- B or better in English and History
The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This is a year-long course that prepares students for the Advanced Placement Psychology exam. This exam is a required form of assessment given in May of each school year.
**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semesters</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPANISH I (SPEAKER) (P)</strong></td>
<td>10</td>
<td>Two</td>
<td>5101</td>
</tr>
<tr>
<td><strong>SPANISH II (SPEAKER) (P)</strong></td>
<td>10</td>
<td>Two</td>
<td>5213</td>
</tr>
<tr>
<td><strong>SPANISH I (NON-SPEAKER) (P)</strong></td>
<td>10</td>
<td>Two</td>
<td>5103</td>
</tr>
<tr>
<td><strong>SPANISH II (NON-SPEAKER) (P)</strong></td>
<td>10</td>
<td>Two</td>
<td>5223</td>
</tr>
</tbody>
</table>

**PREREQUISITE:**
- Oral/aural fluency in Spanish
- Cathedral High School Placement Exam

This course fulfills the requirement for Spanish I. It is an introduction to the study of basic Spanish grammar for students who already have limited skills in grammatical rules, reading, and writing. This course strives to develop the following skills: a speaking fluency with incorporation of proper academic Spanish; knowledge of the origin, formation, and history of the Spanish language.

**PREREQUISITE:**
- Spanish I Speaker

This course is a continuation of Spanish I Speaker. The course will emphasize the acquisition of advanced grammar structures, writing techniques, and styles as well as introducing literature. The study of history, geography, and culture of Spain and Latin America is an integral part of this course, which aims to promote knowledge, understanding, and appreciation of the Hispanic culture.

**PREREQUISITE:**
- Cathedral High School Placement Exam

This course will enable students to attain an appropriate level of proficiency in the Spanish language with four basic language skills: listening, reading, speaking, and writing. An introduction to the history, geography, and the culture of Spain is complementary to the course.

**PREREQUISITE:**
- Spanish I Non-Speaker

This course emphasizes mastery of all four skills: listening, reading, speaking, and writing. It also reviews the grammar principles of Spanish I. Dialogue and active performances through the appreciation of the customs and traditions presented. This course will also present the history, geography, and culture of the countries in Latin America.
**Elective Course:**

**SPANISH III (NON-SPEAKER) (P)**
10 UNITS — TWO SEMESTERS  
COURSE# 5303

**PREREQUISITES:**
- C or better in Spanish II
- This course emphasizes mastery of all skills: listening, reading, speaking, and writing. It also reviews the grammar principles of Spanish II. This course emphasizes dialogue and creative and active performance through the appreciation of the customs and traditions presented through the units. It will also explore Hispanic culture and traditions in order to foster genuine interest, respect, pride, and love for the Hispanic heritage and its people.

**AP SPANISH LANGUAGE (P)**
10 UNITS — TWO SEMESTERS  
COURSE# 5510

**PREREQUISITES:**
- B or better in Spanish I, II, III
- Teacher’s Recommendation
- Advanced Placement in Spanish Language is a literature-based course that is designed to cover the content of a Spanish Language course during the first year of college. The emphasis is on the following genres: short story, poetry, drama, essay, and novel. This course will prepare you for the AP Language exam, which is a requirement for this class. Students achieving a passing score on this exam (3-5) may meet the requirement for college-level Spanish course.

**SPANISH III (SPEAKER) (P)**
10 UNITS — TWO SEMESTERS  
COURSE# 5301

**PREREQUISITES:**
- C or better in Spanish II
- A in Spanish I and Teacher’s Recommendation
- In addition to the requirements of Spanish III non-speaker, this course will offer students the opportunity to study short stories, poetry and other written works in Spanish. The student will also continue to increase his writing ability and his knowledge of the Spanish-speaking world. This course will be conducted in Spanish.

**AP SPANISH LITERATURE (P)**
10 UNITS — TWO SEMESTERS  
COURSE# 5520

**PREREQUISITES:**
- B or better in Spanish I, II
- Completed AP Spanish Language with C or Better
- Or A in Spanish III, AP Language Test and Teacher’s Recommendation
- This is a University–style survey course which will introduce the student to many literary works, styles and forms recurrent in literature of Spain and Latin America from the Middle Ages to the 20th Century. This course is preparation for the AP Spanish Literature Exam, which is a requirement for this class. Readings include: El Lazarillo de Tormes, “Vuelva Ud. Mañana”, and El Burlador de Sevilla. This course will also help you form opinions about ideas based on logical reasons and evidence; to write well organized, clearly expressed thesis–based essays and to organize and write quickly enough to be successful in college level courses. A summer reading packet is required for this course.

**HONORS SPANISH III (P)**
10 UNITS — TWO SEMESTERS  
COURSE# 5305

**PREREQUISITES:**
- A in Spanish II NS
- B or better in Spanish II SPK
- Teacher’s Recommendation
- This course emphasizes mastery of all skills: listening, reading, speaking and writing. Students will read and analyze various works of literature from different time periods such as poetry, short stories and other written works in Spanish. Another integral part of the course will emphasize dialogue and creative and active performances through the appreciation of the customs and traditions presented through the units. Furthermore, the students will explore Hispanic culture and traditions in order to foster genuine interests, respect, pride and love for the Hispanic heritage and its people.
VISUAL AND PERFORMING ARTS

All courses meet the UC/CSU “F” requirement for Visual and Performing Arts except as noted.

Chair: Mr. Jamie Murphy

Required courses:

THEATRE ARTS I (NON UC)
5 UNITS — ONE SEMESTER COURSE# 6540

This course introduces students to the craft of acting by way of improvisation, theater games, and exercises to develop flexibility, imagination, agility, and expressiveness in the beginning actor. The course organizes its material around two themes – the actor and the play. Theater Arts teaches students how to read monologues and play scripts analytically. Students learn to evaluate the play and the performance, and in doing so, they bring together the two themes of the course.

Elective Courses

THEATRE ARTS II/III (P)
10 UNITS — TWO SEMESTERS COURSE# 6541

This course encourages competence for students in the craft of acting by way of improvisation, theater games, and exercise to develop flexibility, imagination, agility, and expressiveness. This course focuses on the roles of the actor and the director. Students learn how to analyze a play from the actor’s and the director’s point of view. The format of the course is one in which each student alternately acts and directs, as well as assisting other students with their projects. Students make analyses and evaluations of others’ work as well as the plays and scenes they study during in-class performances. Students attend and evaluate high school, equity waiver, and professional productions. Students will present one performance for invited guests during the first semester, and two during the second semester. These performances will be presented outside of class time. Participation in the class presentations is a requirement of all students.

STUDIO ART I A/B (P)
10 UNITS — TWO SEMESTERS COURSE# 6512

Students will be introduced to the basic skills needed for creative expression in the visual arts. The skills of perception, drawing techniques, composition, design, as well as the principles of color theory will be explored. Sculptural and functional ceramics will be created with an emphasis on the fundamental techniques in the construction and decoration of ceramics.

PREREQUISITES:
- Completion of Studio Art I A/B with a grade of “B“ or better or instructor approval

Students will expand upon the basic concepts of Studio Art I. Building on the increased perceptual skills, basic techniques, composition and design, and color, more advanced materials and methods will be explored. Students will create both nonobjective and objective works based on fundamental concepts of design, spatial concerns, scale, as well as inspiration from nature and the human figure. A greater emphasis will be placed on content and personal expression through the use of various materials and subject matter.

The fall semester will focus on the introduction to the potter’s wheel. Students will learn the fundamentals needed to create functional mugs, bowls, plates, vases, and lidded jars. Integrating notions of form and function will constantly challenge the artist/potter.

The spring semester places focus on more advanced problems in drawing, using wider variety of drawing media, including graphite, charcoal, conte crayon, ink, pastels, and acrylic paint on canvas. Students will derive inspiration from still lifes, photocompositions, and nature. This course is the prerequisite for Studio Art III.

STUDIO ART II A/B (P)
10 UNITS — TWO SEMESTERS COURSE# 6513

Students will be introduced to important developments and key works and artists within history of art. The study of drawing, painting, and sculpture will provide context and historical precedents for more contemporary works of art, while providing points of departure for the creation of sophisticated student works.

Most importantly, students will come to understand that the skills of drawing and art creation can be learned just as any new skill is acquired, through patience and desire to succeed and learn. The basics of art do not require innate talent or special ability. This course is the prerequisite for Studio Art II.
Chair: Mr. Jamie Murphy

Elective Courses

STUDIO ART III (P)
10 UNITS — TWO SEMESTERS COURSE# 6534

PREREQUISITES:
- Any Senior who has completed Studio Art II with a B or better
- Instructor Approval
This course represents the culmination of the studio art experience at Cathedral High School and is for those committed to their ongoing personal growth in the visual arts. The course will focus on more advanced problems in drawing, painting, or ceramics, with an emphasis on independent study. The use of a variety of drawing and sculptural techniques must be successfully completed over the duration of the year-long course.

The fall semester entails ceramics and sculpture. The student may pursue the mastery of the potter’s wheel, or hand building, with an emphasis on appropriate surface.

BAND I (P)
10 UNITS — TWO SEMESTERS COURSE# 6580

This course will endeavor to cover four disciplines of music – performance, history, theory, and aural skills, by studying music’s four general qualities – melody, harmony, rhythm and dynamics. These qualities will be explored within the environment of three performance settings. The performance opportunities offered will include solo, chamber and large ensemble work. The performance aspect of the course will culminate with a successful concert each semester.

BAND II / III / IV (P)
10 UNITS — TWO SEMESTERS COURSE# 6581/6582/6583

This course will continue to cover the four disciplines of music – performance, history, theory, and aural skills, by studying music’s four general qualities – melody, harmony, rhythm and dynamics, in a more focused and rigorous environment. These qualities will also be explored within the environment of three performance settings. The performance opportunities offered will again include solo, chamber and large ensemble work. The performance aspect of the course will culminate with a successful concert each semester, comprised of increasingly more difficult compositions.

MUSIC APPRECIATION (P)
10 UNITS — TWO SEMESTERS COURSE# 2612

PREREQUISITES:
- 11th & 12th graders only
The course is an overview of the affect of jazz and rock music on American musical history in the twentieth century, concentrating on the blues as a common thread and its interaction with classical Western modes of harmony, melody and rhythm. The course will compare this history with an introduction to world music, emphasizing musical traditions from India and Africa.

MEDIA GRAPHICS I (P)
10 UNITS — TWO SEMESTERS COURSE# 6600

PREREQUISITES:
- Computer Literacy with a C– or better
- Lab Fee $50.00
This yearlong course is a beginning and intermediate study in contemporary media. The class builds on knowledge gained in Computer Literacy as well as emphasizing the elements of art, principles of design and visual expression. Students will complete graphic design and illustration projects and be introduced to animation. Upon completion of this course, students will be able to perform a variety of real world graphic applications. Software used: Photoshop, Illustrator, Adobe Imageready and Flash.

TV MEDIA DESIGN (Video Production I) (Non-UC)
10 UNITS — TWO SEMESTERS COURSE# 3504

PREREQUISITES:
- C+ or better in all English classes, interview & Instructor's approval.
- Lab fee $50.00
This yearlong course is designed to introduce students to the art of film making and develop media literacy. Students will utilize their creativity and artistic expression to write, stage, act in, edit, direct, record and to produce live and taped productions. Students will analyze, evaluate and write critiques of video presentations by peers and professionals. They will also study the history of film production and the cultural context of the media in today’s world. The relationship and impact of video production and the media to other disciplines and aspects of life will be discussed. Careers in the media will be explored. Techniques learned will include single camera (film style) and multi-camera productions of pre-taped and live Cathedral High School Television (KCHS-Los Angeles) productions. No experience is required for this course. Students are required to attend activities outside the regular school day.

KCHS LA (Video Production II) (P)
10 UNITS — TWO SEMESTERS COURSE# 3503

PREREQUISITES:
- C+ or better in all English classes, interview & Instructor’s approval.
- Lab fee $50.00
This course will explore the theory and practice of advanced video production within the context of art and culture. The relationship of video art to television and other mainstream media will be one focus of the course. This advanced class is designed for students who can work independently, scheduling time outside of class to produce films, present “work in progress” in class, participate in critiques and complete research. Class time will be spend screening work, discussing readings and research, participating in workshops, further development of technical skills, and production of KCHS-LA presentations. This course will include relevant reading and research, writing scripts and producing half-hour and hour long broadcast utilizing advanced lighting and audio recording, digitizing, advanced nonlinear editing, and digital audio mixing. Grading is based on the quality of work produced and performance on written exams. All necessary equipment is provided; students must supply video tape for personal projects.

Lab Fee $50.00
COMPUTER SCIENCE

**Required course:**

<table>
<thead>
<tr>
<th>COMPUTER APPLICATIONS &amp; ROBOTICS (NON-UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 UNITS — ONE SEMESTER COURSE# 7505</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Lab Fee $25.00

This course is designed to enable students to develop essential computer concepts and skills needed to be successful in their academic life. Students will be introduced to the Microsoft Suite: Word, PowerPoint, Excel, Outlook and will become proficient in their use in cross-curricular projects. Knowledge of computer operating systems as well as networking, researching on the Internet, e-mailing and hardware troubleshooting are some of the course’s outcomes. At the end of the course a student must be able to type a minimum of 30 words per minute with an accuracy rate of fewer than 5 errors. This course also introduces the students to the field of robotics. Each student will design and build robots. This class reinforces ethics while using computers, Internet and other emerging technologies.

**Elective course:**

<table>
<thead>
<tr>
<th>ADVANCE MEDIA &amp; INFORMATION DESIGN (WEB DESIGN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 UNITS — TWO SEMESTERS COURSE# 6611 (UC APPROVAL PENDING)</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Completion of Media Graphics with a B– or Better
- Lab Fee $50.00

This year-long course utilizes Adobe Master Collection applications in collaborative learning environment to complete a variety of web-based projects from inception to publication. Students use a professional workflow to create media rich web sites using industry standard software. In addition, programming languages such as Flash’s Action Script will be covered preparing students for careers in computer programming and database management. Topics include: graphic design, project management, information design, research and communication, and technical considerations.

<table>
<thead>
<tr>
<th>COMPUTER INFORMATION TECHNOLOGY AND ROBOTICS (CITR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(NON-UC)</td>
</tr>
<tr>
<td>10 UNITS — TWO SEMESTERS COURSE# 7520</td>
</tr>
</tbody>
</table>

**PREREQUISITES:**
- Instructors Approval
- Completion of Computer Applications and Robotics with a C or better
- Lab Fees $50.00

This year-long course introduces the student to the concepts and terminology of Information Technology. The CITR class reinforces these concepts with hands-on training, group activities, technology labs and real world practice. The focus of the course is on introducing skills related to information technology. This includes Internet fundamentals, network systems, computer maintenance (upgrading, and troubleshooting), and computer applications. The CITR will introduce advanced database and data management tools and functions in the Microsoft Office Suite. The CITR also introduces the students to the field of robotics. Each student will design, build and program robots. The main goal of the robotics is to introduce students to the fields of computer-aided design (CAD) and programming.

Chair: Mr. Anthony Trafecanty
PHYSICAL EDUCATION

Chair: Mr. John Ferrante

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester</th>
<th>Course#</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL EDUCATION / HEALTH</td>
<td>5</td>
<td>ONE SEMESTER</td>
<td>8100</td>
</tr>
</tbody>
</table>

This one semester course will provide freshmen the opportunity for exercise, organized group physical activities and games. The class will also provide instruction for maintaining proper health and diet and model lifetime health habits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester</th>
<th>Course#</th>
</tr>
</thead>
<tbody>
<tr>
<td>FITNESS, STRENGTH, CONDITIONING</td>
<td>10</td>
<td>TWO SEMESTERS</td>
<td>8140</td>
</tr>
</tbody>
</table>

The year-long physical education course is a new graduation requirement for students who are not playing on a school sports team. Students must enroll in this class in either their sophomore, junior or senior year. The class is intended to provide exercise and the proper instruction to enhance physical fitness and strength for proper health and diet. (This course would not be required if a student plays on a school team and is enrolled in a Interscholastic Sports class).

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester</th>
<th>Course#</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERSCHOLASTIC SPORT</td>
<td>10</td>
<td>TWO SEMESTERS</td>
<td>8101</td>
</tr>
</tbody>
</table>

This year-long course is required for students playing on a school sports team so the student may be in condition and receive instruction to assist with their participation and skills necessary to compete on a Cathedral High School sports team. If the school offers this class for a particular team he student is required to be enrolled in this class to be part of the team. Since this is a year-long course, students enrolled must remain in the class before the sport begins and after the conclusion of the particular season. If a student plays more than one sport, the Dean of Studies will assist the student in making adjustment to meet all academic and team sports related requirements.
NON-DEPARTMENTAL

OFFICE AIDE (NON-UC)
10 UNITS — TWO SEMESTERS
COURSE# 9500

PREREQUISITES:
• Approval of Dean of Studies
Duties include collecting attendance sheets from classrooms and performing various clerical tasks for the Attendance Office. This course may be taken more than once.

PUBLICATIONS (P)
10 UNITS — TWO SEMESTERS
COURSE# 1502

PREREQUISITES:
• Approval of the Instructor
• Completion of Media Graphics
This course incorporates and emphasizes cooperative learning for the student with the vocabulary and techniques of publishing. This course requires creativity, imagination and dedication for the student’s primary responsibility will be to work on all aspects of publishing the yearbook. Students will acquire the skills for copywriting, photography, art, layout, editing, advertising, and public relations. This course does not fulfill the UC/CSU requirements for a Visual and Performing Arts course at this time. This course may be taken more than once.

LIBRARY AIDE (NON-UC)
10 UNITS — TWO SEMESTERS
COURSE# 9510

PREREQUISITE:
• Approval of Dean of Studies
Library aides learn library research and library media center policies and procedures. The main emphasis is placed on attaining competency with the library automated online computer circulation and management system. Other tasks focus on becoming knowledgeable about reference databases, standard reference books, the Dewey Decimal Classification System, the periodical section, the fiction and nonfiction sections of the library media center. Duties include checking library resources “in and out”, shelving books in Dewey order, processing library resources, assisting students using the library, doing bibliographic checking, and creating signs and displays. This course may be taken more than once.

ACADEMIC DECATHLON (NON-UC)
5 UNITS — TWO SEMESTERS
COURSE# 7591

Academic Decathlon is an opportunity for Cathedral students to compete with students from other Catholic schools in the southern California area in a variety of subjects. Colleges and universities take the Academic Decathlon very seriously; it is one way to demonstrate your ability to carry a full load and still manage your time to study ten different subjects. Each year there is a new theme. Students will study math, science, art, economics, music, literature, write an essay, make a speech; be interviewed, and give an impromptu speech. It is a great way to meet new friends and represent your school. Students at every grade point level are needed.

STUDY SKILLS (NON-UC)
10 UNITS — TWO SEMESTERS
COURSE# 7605

PREREQUISITES:
• Approval of Dean of Studies
This course is designed to teach and to help students with the implementation of study skills that will enable high school students to be even more successful in their academic studies. This course focuses on identifying the students’ learning styles and, within the parameter of their learning styles, developing study skills that will empower them to reach their academic potential. It also helps the students balance their work load so that they can be successful. The course also aids in helping students if they require additional academic support. This course meets in the library and is assisted by the Librarian. Grading for this course is by letter grade.

COMMUNITY COLLEGE CONCURRENT ENROLLMENT
5 - 10 UNITS

PREREQUISITES:
• Approval of Dean of Studies
Seniors and Juniors may take one elective course at a local Community College. The student is responsible for obtaining approval for such a program from the Dean of Studies and must provide the school with certified evidence of enrollment in the course, as well as the final grade received in the course. Cathedral reserves the right to accept courses for graduation. Approval must be granted before students enroll in class. Cathedral grants elective credit for such courses, failure to complete a course after proper enrollment may jeopardize the graduation of a student.
The counseling department recognizes that ultimately it is up to each student to select the right high school classes and complete the appropriate activities to prepare himself for college admission. However, we also recognize that every student should see his academic and/or college counselor regularly for assistance. When a student and his counselor work as a team, the preparation for college admission and high school graduation is best achieved. With that in mind, every student should follow the Four Year College Counseling program outlined below.

College Counseling Philosophy

The College Counseling Team consists of all academic counselors and it embraces a core, three-part philosophy that seeks to help students and families as they navigate the college search and application process, providing ample resources and support throughout. Accordingly, the team is committed to providing a four-year college counseling experience that is:

a. Student centered;

b. Geared toward finding the appropriate “match” between college and student;

c. Centered on one-on-one, individualized counseling.
Goals and Objectives for

Freshman Year

Goal #1: Become aware of the Cathedral High School Four-Year College Counseling Program and begin the college planning process by:

1. Visiting the Freshman Academic Counselor at least twice regarding the College Counseling Program.
2. Demonstrating an understanding of the A-G requirements.
3. Understanding NCAA requirements, if interested in participating in collegiate sports programs.
4. Participating in the college visitation program.
5. Articulating the purpose of a college preparatory school.
6. Outlining the College Counseling Program.

Goal #2: Begin the process by which you will promote yourself as a competitive college candidate by:

1. Articulating the need to take academically challenging classes.
2. Participating in at least one extracurricular and one co-curricular activity and identify ways to become involved in additional activities.
3. Making up any “D” or “F” grades received during the freshman year.
4. Developing and utilizing effective study habits.

Goal #3: Begin preparing for the College Board exams by:

1. Taking the STS II test in October of freshman year.
2. Completing practice SAT questions at www.collegeboard.com, and developing the skills necessary to do well on the exam.
3. Meeting with the Freshman Academic Counselor to discuss the results of any standardized test to identify personal growth areas.
4. Planning a summer reading list to help improve vocabulary and language skills.
5. Identifying the importance of the PSAT, SAT I, ACT and the SAT II tests in the college admission process.

Goal #4: Begin a College Planning Portfolio by:

1. Creating two folders, one for school and one to keep at home.
2. Completing the personal information contained in the College Counseling Program Inventory.
3. Including a list of any extracurricular or co-curricular activities participated during the freshman year.
4. Creating a list of any special awards, honors or achievements received in the freshman year.
Freshman Year Checklist

_____ 1. I understand and can describe the Four Year College Counseling Program.

_____ 2. I understand the A-G requirements for UC/CSU college admission.

_____ 3. I understand the NCAA requirements for athletic participation in college.

_____ 4. I can explain what is meant by a college preparatory school.

_____ 5. I have completed the College Counseling Program Inventory.

_____ 6. I have participated in, and made a list of my extracurricular activities.

_____ 7. I have made a list of honors, academic awards and/or achievements I received.

_____ 8. I have created two portfolio folders, one for school and one for home.

Goals and Objectives for
Sophomore Year

Goal #1: Continue the Cathedral High School Four-Year College Counseling Program process by becoming aware of different types of colleges by:

1. Identifying the difference between California State, University of California, and private universities.
2. Visiting the Sophomore Academic Counselor at least twice regarding the college counseling program.
3. Demonstrating an understanding of the A-G requirements.
4. Understanding the NCAA requirements, if interested in participating in collegiate sports programs.
5. Participating in the college visitation program.
6. Continuing an articulation of the purpose of a college preparatory school.

Goal #2: Continue the process by which you will promote yourself as a competitive college candidate by:

1. Articulating the need to take academically challenging classes.
2. Participating in at least one extracurricular and one co-curricular activity and identifying ways become involved in additional activities.
3. Making up any “D” or “F” grades received during the sophomore year.
4. Developing and utilizing effective study habits.
5. Maintaining good work habits and continuing to strive for academic excellence.
6. Taking challenging summer enrichment classes.

Goal #3: Continue preparing for the College Board exams by:

1. Taking the PSAT in October of sophomore year.
2. Doing the practice SAT questions at www.collegeboard.com, and developing the skills necessary to do well on the exam.
3. Meeting with the Sophomore Academic Counselor to discuss the results of any standardized test to identify personal growth areas.
4. Planning a summer reading list to help improve vocabulary and language skills.
5. Identifying the importance of the PSAT, SAT I, ACT and the SAT II tests in the college admission process.

Goal #4: Continue developing the College Planning Portfolio by:

1. Placing any College Board test scores in your folders, as applicable.
2. Adding to the list any extracurricular or co-curricular activities participated in the sophomore year.
3. Adding to your list any special awards, honors or achievements received in during sophomore year.
Sophomore Year Checklist

_____ 1. I can identify differences between California State, University of California, and private universities.

_____ 2. I have visited the Sophomore Academic Counselor at least twice regarding College counseling.

_____ 3. I can demonstrate an understanding of the A-G requirements required for admission to the college of my choice.

_____ 4. I can articulate the need to take academically challenging classes.

_____ 5. I have participated in at least one extracurricular and one co-curricular activity. and I am adding to my list of extracurricular or co-curricular activities.

_____ 6. I have made up any “D” or “F” grades received in the sophomore year.

_____ 7. I maintain good work habits and continue to attain academic excellence.

_____ 8. I have taken challenging summer enrichment classes.

_____ 9. I am doing the practice SAT questions at www.collegeboard.com, and I am developing the skills necessary to do well on the exam.

_____ 10. I have read the books on the summer reading list.

_____ 11. I can identify the importance of the PSAT, SAT I, ACT and the SAT II tests in the college admission process.

_____ 12. I have added to my list of special awards, honors or achievements received during my Sophomore year.
Goals and Objectives for
Junior Year

Goal #1: Continue the Cathedral High School Four-Year College Counseling Program by beginning the college selection and funding process. Specifically:
1. Continue to participate in the college visitation program.
2. Participate in college fairs and the sophomore/junior college night.
3. Articulate the differences among various sources for funding college (grants, loans, scholarships, etc.) and list eight scholarships you could apply for during your senior year.
4. Realistically narrow your university selection to 8 colleges.
5. Acquire all necessary government documents required for college admission and for financial aid.
6. Attend on-site college visits as appropriate.

Goal #2: Continue the process by which you will promote yourself as a competitive college candidate by:
1. Taking the PSAT, SAT I, ACT and SAT II exams at least once by the end of your junior year.
2. Participating in at least one extracurricular and one co-curricular activity and identifying ways to become involved in additional activities.
3. Making up any “D” or “F” grades received the Junior year.
4. Maintaining good work habits and continuing to seek academic excellence.
5. Taking challenging summer enrichment classes at community and four-year colleges.
6. Taking Advanced Placement exams, as applicable.

Goal #3: Continue preparation for and taking College Board exams by:
1. Enrolling in a SAT preparation class, or by using SAT preparation materials such as computer programs or books.
2. Taking Advance Placement exams, if applicable.
3. Continuing your summer reading program.
4. Meeting with the Junior Academic Advisor to discuss the results of any college board exam.

Goal #4: Prepare your College Planning Portfolio to be of use in the college admission process by:
1. Creating a resume from materials in your portfolio.
2. Adding to your list any extracurricular or co-curricular activities participated during the junior year.
3. Adding to your list any special awards, honors or achievements received in the junior year.
4. Adding a copy of all current tax forms (in May) to get ready for FAFSA.
5. Organizing material to prepare for your personal statement (college essay).
6. Creating a list of potential sources for recommendation letters and collecting recommendation letters as appropriate.
7. Generating 15 questions you will be asked, and 15 questions you want to ask in an interview situation.
Junior Year Checklist

___ 1. I have made up all “F” grades or “D” grades in A-G classes.

___ 2. I have attended a college fairs and college information night.

___ 3. I have visited a college campus.

___ 4. I have begun studying for the SAT I and the SAT II including reviewing my PSAT results.

___ 5. I have registered to take the SAT I and SAT II.

___ 6. I have updated my list of extracurricular and co-curricular activities.

___ 7. I have updated my list of my personal achievements, both academic and others.

___ 8. I can identify the differences among grants, loans and scholarships.

___ 9. I can identify eight scholarships for which I can apply.

___ 10. I have completed a preliminary college search using www.collegeboard.com

___ 11. I have realistically narrowed my search to eight colleges.

___ 12. I have photocopied and accumulated necessary documents for college admission and financial aid

___ 13. I have signed up for college enrichment classes.

___ 14. I have created a resume for college and employment based on my portfolio.

___ 15. I have identified potential sources of recommendations (teachers, counselors, etc.)

___ 16. I have begun to prepare for college interviews by generating a list of 15 questions that I may be asked by a university to which I am applying.

___ 17. I have selected books to read this summer.
Goals and Objectives for Senior Year

Goal #1: Finalize the Cathedral High School Four-Year College Counseling Program by completing the college selection and funding process. Specifically:

1. Attending college fairs and FAFSA workshops.
2. Participating in the college visitation program.
3. Continuing to attending on-site college visits, as appropriate.
4. Completing California State and University of California applications by November 1.
5. Completing FAFSA application by February 7.
6. Completing all activities as indicated on the “Senior Timeline” by the date listed.
7. Applying for at least 4 scholarships from the list generated in the junior year.
8. Finalizing your specific college choice by April 15.

Goal #2: Finalize the process by which you will promote yourself as a competitive college candidate:

1. Retaking the SAT I and SAT II as necessary.
2. Retaking Advance Placement exams as applicable, and taking other Advanced Placement exams, as appropriate.
3. Continuing your involvement in extracurricular and co-curricular activities.
4. Making up any “D” or “F” grades at an approved off campus school site.

Goal #3: Continue preparation for and taking College Board exams by:

2. Continuing to review Advanced Placement materials.
3. Retaking all standardized college admission tests.

Goal #4: Utilize your College Planning Portfolio to market yourself to colleges by:

1. Writing your personal statement (college essay) by September 30.
2. Collecting and inserting at least three letters of recommendation by December 15.
3. Updating your list of extracurricular and co-curricular activities by October 1.
4. Updating your financial information by February 1.
5. Engaging in at least two mock interviews by November 1.
Senior Year Check List

1. I have attended college fairs and FAFSA workshops (September and October).

2. I have attended meetings with college representatives on campus (September and October).

3. I have completed California State and University of California applications by November 1.

4. I have completed my FAFSA application by January 21.

5. I have completed all activities as indicated on the “Senior Timeline” by the date listed.

6. I have applied for at least 4 scholarships from the list generated in the junior year (by January of my senior year).

7. I have (re) taken the SAT I and SAT II in September, October, November and/or December.

8. I have taken as many Advanced Placement exams as I can (in May).

9. I have made up any “D” or “F” grades off campus by December 21.

10. I have written my personal statement (college essay) by September 30.

11. I have collected at least three letters of recommendation by December 15.

12. I have updated my list of extracurricular and co-curricular activities by October 1.

13. I have updated my financial information (for FAFSA purposes) by February 15.

14. I have done at least two mock interviews by November 1 (to prepare for college admission interviews).
MASTER LIST OF COURSES 2011-2012

Religious Studies
Hebrew Scriptures (P)
Catholic Christianity
Christology
Christian Morality
Christian Justice
Celebrating Sacraments
World Religions (P)
Christian Lifestyles

Mathematics
Pre-Algebra
Algebra I (P)
Honors Algebra I (P)
Geometry (P)
Honors Geometry (P)
Algebra II (P)
Honors Algebra II (P)
Calculus (P)
Pre-Calculus (P)
Honors Pre-Calculus (P)
AP Calculus (P)
AP Calculus BC (P)
Statistics (P)

Language other than English (LOTE)
Spanish I (P)
Spanish I Non-Speaker (P)
Spanish II (P)
Spanish II Non-Speaker (P)
Spanish III (P)
Spanish III Non-Speaker (P)
Honors Spanish III (P)
AP Spanish Language (P)
AP Spanish Literature (P)

English
English I (P)
Honors English I (P)
Speech (P)
Genre Literature (P)
English II (P)
Honors English II (UC PENDING)
English III (P)
Honors English III (P)
English IV (P)
AP English Literature (P)
AP English Language (P)
Sports Literature (P)
Latino Literature (P)
Great Books (P)

Science
Life Science
Biology (P)
Honors Biology (P)
Intro to Chemistry
Chemistry (P)
Honors Chemistry (P)
Physics (P)
Environmental Science (P)
AP Physics B (UC/AP Pending)
Human Physiology & Anatomy (P)

Visual and Performing Arts
Theater Arts I
Band I (P)
Band II (P)
Band III (P)
Band IV (P)
Studio Art I (P)
Studio Art II (P)
Studio Art III (P)
Theater Arts II/III (P)
KCHS/TV Media Design (Video Prod. II) (P)
Media Graphics (P)
Music Appreciation (P)
Video Production I

Computer Science
Computer Applications and Robotics
Computer Information Technology & Robotics
Advance Media & Information Design (Web Design)

Physical Education
Physical Education / Health
Interscholastic Sports
Fitness, Strength, Conditioning

Unclassified Courses
Publications (P)
Library Aide
Office Aide
Teacher’s Aide
Academic Decathlon
Study Skills